Saint Paul Public Schools

Regular Meeting

Tuesday, June 23, 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
Administration Building
360 Colborne Street

June 23, 2020
6:05 PM

A G E N D A

I. **CALL TO ORDER**

II. **APPROVAL OF THE ORDER OF THE MAIN AGENDA**

III. **RECOGNITIONS**

A. Acknowledgement of Good Work by Students 6

IV. **APPROVAL OF THE ORDER OF THE CONSENT AGENDA**

V. **APPROVAL OF THE MINUTES**

A. Minutes of the Regular Meeting of the Board of Education of May 19, 2020 8

B. Minutes of the Special Meeting of the Board of Education of June 16, 2020 42

C. Minutes of the Special (Closed) Meeting of the Board of Education of June 17, 2020 45

VI. **COMMITTEE REPORTS**

A. Committee of the Board Meeting of June 16, 2020 47

VII. **SUPERINTENDENT'S REPORT**

A. School Resource Officers in SPPS 68

B. Ethnic Studies in SPPS 69

C. Human Resource Transactions 73

VIII. **CONSENT AGENDA**

The Consent Agenda items below fall under one or more of the SPPS Achieves Strategic Plan Focus Areas.

A. Gifts

1. Acceptance of Gift from Twin Cities Dunkers Fund of the Minneapolis Foundation 80

B. Grants

1. Request for Permission to Submit a Grant to Allina Health 81

2. Request for Permission to Submit a Grant to the Best Buy Foundation 82
3. Request for Permission to Submit a Grant to the Bush Foundation - Murray Middle 83
4. Request for Permission to Submit a Grant to the Bush Foundation - OCCR 84
5. Request for Permission to Submit Two Grant Applications to the Cargill Foundation 85
6. Request for Permission to Submit a Grant to the Ciresi Walburn Foundation 86
7. Request for Permission to Submit a Grant to the Institute of Museum and Library Services – CARES Act 87
8. Request for Permission to Submit a Grant to the Minnesota Department of Education – Comprehensive State Literacy Development 88
9. Request for Permission to Submit a Grant to the Minnesota Department of Education – Comprehensive State Literacy Development 90
10. Request for Permission to Submit a Grant to the NoVo Foundation and Education First 92

C. Contracts

1. iPad Shore-Up for COVID-19 Related Demands 93

D. Agreements

1. 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 94
2. Approval of an Employment Agreement with United Association of Plumbers, Local Union No. 34, to Establish Terms and Conditions of Employment for 2020-2021 95
3. Licensing Renewal – Microsoft 96
4. Request for Permission of Board of Education to Enter into a Renewal Agreement with Schoology 97

E. Administrative Items

1. Monthly Operating Authority 98
2. 2020-21 Rights & Responsibilities Student Handbook Revisions 99
3. Approval of Renewal of Membership in the Minnesota State High School League 100
4. Designation of an Identified Official with Authority for Education Identity Access Management 110
5. Increase Paid Lunch Prices 112
6. Insurance - General Liability, Commercial Auto, Crime, Educators Legal 113

Liability, Excess Liability, Inland Marine, Law Enforcement Liability
7. Insurance – Property 114
8. Employee Assistance Program for Active Employees 115
9. Optional Vision Insurance for Active Employees 116
10. Active Employee and Early Retiree Health Insurance 117
11. Settlement of Claim 119
12. Facilities Department FY20 Purchases Over $175,000 120

F. Bids
1. 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 121

G. Change Orders

IX. **OLD BUSINESS**

A. Action on FY21 Budget 124

X. **NEW BUSINESS**

A. Resolution of Remembering Marny Xiong 142

XI. **BOARD OF EDUCATION**

A. Information Requests & Responses

B. Items for Future Agendas

C. Board of Education Reports/Communications

XII. **FUTURE MEETING SCHEDULE** 144

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: June 23, 2020

TOPIC: Acknowledgement of Good Work by Students

A. PERTINENT FACTS:

1. 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

2. The following Open World Learning students have been selected through a competitive audition to the 2020-2021 All-State Music Ensembles:

   MIXED CHOIR
   William Moberg, Bass 2
   Carter Peterson Antin, Bass 2

   TENOR/BASS CHOIR
   Skylar Bandelin, Tenor 1
   Elijah Ojo, Tenor 1
   Ryuki Walker, Bass 2

One Open World Learning student was also named as an alternate:

ALTERNATE
Stian Asper, Tenor 1

These All-State Music students are led by the following teachers:

Matthew Oyen, Central, Instrumental Music
Martha Graber, Central, Choir
Alex Ferderer, Open World Learning, Choir

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

B. RECOMMENDATION:

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

INDEPENDENT SCHOOL DISTRICT NO. 625
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

May 19, 2020
6:05 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order at 6:07 p.m. by Jeanelle Foster, Vice Chair.

II. ROLL CALL

Board of Education:	J. Foster, Z. Ellis, J. Brodrick, C. Allen, J. Kopp, S. Marchese
	M. Xiong was absent.
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; Kevin Burns, Director of Communications; Craig Anderson, Executive Director, Office of Teaching and Learning; 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 and Director Allen.

The motion was approved by roll call vote:

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

III. RECOGNITIONS

BF 32049 Acknowledgement of Good Work Provided by Outstanding District Employees

Callie Sopiwnik, Elementary School Counselor at Adams Spanish Immersion, has achieved the American School Counselor Association's (ASCA) highest honor being recognized as an ASCA Model Program (RAMP) for Adams. The RAMP designation recognizes schools that are committed to delivering an exemplary school counseling program. Honorees are awarded for aligning their program with the criteria in the ASCA National Model, a framework for a data informed school counseling program. Since the program's inception, more than 900 schools have earned the RAMP designation. Research findings indicate fully implemented comprehensive school counseling programs are associated with a range of positive student educational and behavioral outcomes There are currently four schools with current RAMP status in the state of Minnesota - all four are SPPS schools. Adams will be joining Capitol Hill, Saint Paul Music Academy and Washington Technology Magnet in this elite group.

Keela Kuhlers, counselor at Saint Paul Music Academy, has been named Minnesota's Elementary Counselor of the Year by the Minnesota School Counselor Association. Keela is a consistent leader among the elementary counselors, in her building and at the district level. She is the first K-5 recipient of a national recognition, Recognized ASCA Model Program (RAMP), in the state of Minnesota. She does all of this while supporting a school of nearly 600 students.

BF 32050 Acknowledgement of Good Work by Students

Joel Passewe, a senior at Washington Technology Magnet, was awarded the honor of Top Knife Skills in Minnesota, at the Prostart Invitational Culinary Competition. Joel plans to attend Saint Paul College and then will look at attending University of Wisconsin-Stout to further his studies in hospitality management. Joel has a passion in helping others, along with his passion for his Culinary Arts. In the years at Washington Technology Magnet, he volunteered at the Taste of the NFL and has competed in various culinary competitions.

Oliver Paleen, a Senior at Highland Park Senior High School, won the Triple A Award from the Minnesota State High School League (MSHSL.) Four Minnesota high school students were selected as the 2020 Triple 'A' Award state scholarship recipients. Established in 1988, the award, popularly known as the Triple 'A' Award, recognizes high school seniors from across the state for their achievements in the classroom, the arts/activities and athletics. It is worth further noting that Oliver was also the MSHSL 2A State Cross Country champion for 2019.

National History Day 2020
History Day is a program where students use historical research to dig deep into a topic they are interested in learning more about. There is a yearly theme; this year's theme was Breaking Barriers. Students choose their topic, conduct their research and then communicate their research in an exhibit board, paper, performance, documentary or website. All 7th grade students and students in regular high school U.S. History engage with History Day; many students in 6th grade also participate.

Junior National Qualifiers
Capitol Hill: Karina Hydrie
Open World Learning Community: Tess Campion, Willa Campion, Annika Culver
Murray Middle School: Greta Seppanen, Zach Bollman

Senior National Qualifiers

Open World Learning Community: Helena Squires Mosher, Mae Wrigley, Sam Kellar-Long, Isabella Graziani, Iris Carroll, Elsa Carlson, Zoe Campion, Lily Hennessee, Aiko Mattie, Emma McCarthy
Central Senior High School: Mani Chadaga, Simon Mulrooney, Akshay Nambudiripad, Kalid Ali
Highland Park Senior High School: Isabella Schmitt

Junior Top Five
Murray Middle School: Dejaun Edwards, Maame Ofori, Anna Lovat, Maddy Schilling, Emily Brenner, Maria Brenner, Riya Stebleton
American Indian Magnet: Ameris Cook, Cortez Thomas, Janyla Harris, Mary Jane Myhrem, Tyara Taylor

Senior Top Five
Highland Park Senior High School: Eleanor Show, Alysa Monteagudo
Washington Technology Magnet: Alexander Boulton

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Foster moved approval of the Order of the Consent Agenda with items C9 - Request For Proposal (RFP) No. A20-0547-A Student Transportation for 2020-2022 School Years, E4 - Long-Term Facilities Maintenance (LTFM) Program Expenditure Revision Submittal to Minnesota Department of Education (MDE), F3 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS02-A Demolition: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F4 - Phase Gate Approval of the Frost Lake ElementaryAddition and Renovation (Project # 1100-19-01) – WS03-A Concrete: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F5 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS03-B Structural Precast: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F6 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS04-A Masonry: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F7 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS05-A Structural Steel Material: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F8 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS05-B Structural Steel Erection: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F9 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS06-A Carpentry: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F10 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS07-H Roofing: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F11 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS08-F Entrances, Storefronts & Curtain Wall: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F12 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-A Drywall: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F13 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-B Tile: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F14 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-C Ceilings & Acoustical Treatments: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F15 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-G Terrazzo: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F16 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-K Painting & Wall Covering:

Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F17 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS11-F Food Service: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F18 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS21-A Fire Suppression: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F19 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS23-A Combined Mechanical: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F20 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS26-A Electrical: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, and F21 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS31-A Site Clearing & Earthwork: Gate #4 – Contract Award; Gate #4A – Finance Plan Update pulled for separate consideration. The motion was seconded by Director Marchese.

The motion was approved by roll call vote:

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

V. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of April 21, 2020
B. Minutes of the Special Meeting of the Board of Education of April 21, 2020
C. Minutes of the Special Meeting of the Board of Education of April 27, 2020
D. Minutes of the Special Meeting of the Board of Education of May 12, 2020

MOTION: Director Foster moved approval of the Minutes of the Regular Meeting of the Board of Education of April 21, 2020, Minutes of the Special Meeting of the Board of Education of April 21, 2020, Minutes of the Special Meeting of the Board of Education of April 27, 2020, and the Minutes of the Special Meeting of the Board of Education of May 12, 2020. The motion was seconded by Director Brodrick.

The motion was approved by roll call vote:

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

VI. COMMITTEE REPORTS

A. Committee of the Board Meeting of May 5, 2020

At the Committee of the Board Meeting on May 5, Superintendent Gothard started the meeting with an update on distance learning, Essential Kids Care, meal service, and graduation plans. He also recognized our teachers in honor of Teacher Appreciation Week, as well as our nurses and health professionals for National Nurses Day and Nurse Appreciation Week. He provided an update on Essential Kids Care data and locations, as well as ways we are maintaining a safe and healthy learning environment. A report on meal service was also shared - including the milestone event of serving one million meals to the children of Saint Paul, and projected increases within the coming days. Partners from Nutrition Services, Security and Emergency Management, Transportation, Facilities, and paraprofessional staff were recognized for their help in this incredible occasion.

Superintendent Gothard then shared details of distance learning plans for access, connection, engagement, and support. He noted counseling support and social-emotional learning lessons for students in this distance learning environment. Data on iPad access was shared, including that 98% of students have access to a device, with reasoning shared for those who do not. Technology support details and feedback were also noted, as well as the recent delivery of iPad to our youngest learners.

The next topic within the Distance Learning Update was graduation. While we wish we were able to celebrate in-person, we also understand the need to be safe in this current pandemic and ultimately, move to virtual graduations. Background details and discussion prior to the decision were also noted. We want to celebrate our seniors in the best way possible, and will do that through cap and gown home delivery, and signs to support our seniors that can be displayed in yards or windows, with more to come.

Discussion from the Board centered on thanks and appreciation to the team as they continue in this work. They appreciate the creative ways to honor our senior class, as well as ways for board members to participate and also honor our amazing Class of 2020. Board members spoke to the health of the district and its adaptability and flexibility. They welcome feedback, stories, experiences and questions from community members as we learn together for the future of education in Saint Paul Public Schools. Lunch Hero Day and Principal Appreciation Day were noted. Closure to this school year with celebrations and recognitions were also discussed, as well as transitions for students. More information was requested on the mental health resources available to students. Another board member noted that SPPS will endure and prevail during this trying time, and if we work together, we will prevail with more innovative, effective, and imaginative ways of delivering education to the students of SPPS. SEAB members noted their perspective on graduation and appreciated the leadership and thoughtfulness into the decisions, as well as appreciation for the District to ensure students have what they need to succeed, and setting the example for the entire state of a community that takes care of our students and families. Board members also encouraged all to continue to think about our neighbors, check in on them, and encourage each other. Superintendent Gothard also provided the three phases of the distance learning plan, including the culmination of this school year, summer school, and school year 20-21, and reflections on the future of education, as well as the current data-collection and research of our District during this time.

He went on to note the upcoming virtual staff meeting and virtual family meeting. He shared that more information will be forthcoming on enrollment projections.

The Board also learned more about staffing and budget for the upcoming year, including the process and resource planning process. Questions from the Board included funding for career pathways, special education staffing based on need, enrollment projections and impact on revenue, impact of recent contract negotiations, and the Learning Leads program and their role in the strategic plan.

SEAB Members then shared more about the process of restructuring and re-envisions their group and continuing to build relationships with board members, and forming relationships with other youth-led groups in the community. Board members thanked SEAB for their dedication and congratulated the graduating SEAB members. They shared their appreciation of SEAB's practicality, vision and depth of understanding and passion for their work. Board members look forward to continuing to refine and develop their relationship with SEAB. Recognition of SEAB's work at conferences across the country was also noted, as well as their work in the District to shape and change policy.

The next presentation was a Legislative Update, including federal, state, and local updates, and next steps. The Minnesota Cares Act Funding was reviewed, ESSER funding and uses, and Governor's Emergency Education Relief Fund. At the state level, end of sessions negotiations were discussed, as well as education action. Local government updates were shared for Ramsey County. Next steps in coordinating with the congressional delegation for the next COVID bill, and continuing to work with MDE and stakeholders. Questions from the Board centered on allocation of Title 1 funds, allowable uses for funds, allocation to elementary and secondary schools, nutrition services funding for meal service, including summer meals, and funding for technology and broadband and distribution of those funds.

The next presentation topic was SPPS Census Engagement, and included an overview of the 2020 census, and SPPS Census Engagement Plan. An overview of the census and its importance was shared, current results of census participation, historically undercounted areas, and SPPS census engagement thus far, and future steps. The project team and key dates and timeline were also provided. Board members appreciated the thoughtfulness of the presentation, and thinking creativity to use the new distance learning environment to communicate with families on this important topic. It was noted that historically, renters and young children have been undercounted, and encouraged Administration to create opportunities to connect. Details and availability of the census workbook and lesson plans were also shared. It was noted that board members are able to assist where needed in ensuring everyone is counted, and that the impact of the census and undercount issues show in the budget, and relates directly to the work of the Board. More information was also shared on targeted and intentional engagement around the census and student and family engagement throughout the spring, summer, and Fall to the deadline of October 31st. The importance of being counted in the census was also noted and the benefit to the community as a whole in being counted.

Following adjournment of the Committee of the Board meeting, board members then discussed roles at the virtual graduation ceremonies, and were provided logistical details as we honor the Class of 2020.

MOTION: Director Foster moved the Board to accept the report on the May 5, 2020 Committee of the Board and approve the minutes and recommended motions of that meeting as published. The motion was seconded by Director Marchese.

The motion was approved by roll call vote:

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

VII. SUPERINTENDENT'S REPORT

A. Distance Learning Overview

Superintendent Gothard then provided an update on Distance Learning in the areas of Essential Kids Care, Meal Service, Distance Learning, iPad Help, and Community Input.

Within Essential Kids Care, there are about 160 students per day that attend, and 10 staff to provide childcare and work with Community Education and collaborate with Health and Wellness and Security and Emergency Management to ensure a healthy and safe space in our buildings, as well as recognition to our Facilities team for their work. Cloth masks (792) have also been donated and distributed to staff and early learning, as as well as our Nutrition Services staff.

In Meal Service, we are serving 50,000-80,000 meals per day, with the 2 millionth meal served on May 18th. He shared the challenges as well, including many foods not available due to competition, many backordered or canceled, and that we continue to look for variety and culturally relevant foods, as well as vendor commitments for rice, noodles, and vegetarian options.

Within Distance Learning, he shared excerpts from the Tiny Desk Professional Development series. SPPS staff are supporting students with apps on their iPads. PreK-2 students are engaging in video conferences through Google Meets. Additional learning resources are being added to the Suite, and JamBoard was recently added. Guardians of PreK-5 now have access to username and password information through Campus. A video was then shown with staff throughout the district showing professional development training with educators and leaders doing amazing things on one learning platform, and the ability to share model lessons, and principals now have access to data analytics, with eyes on the sea of possibility to share and match staff for support.

Regarding iPads, 34, 151 iPads are in the hands of students, and 97.5% of K-12 students have used their iPads in the past two weeks. Of the 3.94% who have not, reasons were shared in previous meetings, and school-based staff are following-up with those students; 2,259 hot spots have been checked out by students and staff, with 90% of them for students. Support will continue through the summer for students engaged in credit recovery to ensure graduation.

In community feedback, we are developing plans to address end of the year clean-up procedures, and beginning to pan for Fall and considerations in re-opening. We are establishing communications on end of the year procedures, including entering schools and returning student items and cleaning classrooms. In talking with a principal, they mentioned that in looking in lockers, only 60 of them had items in them, which speaks to the way young people utilize lockers, and will be included in future conversations around building space usage.

For planning in the Fall, we want to build on the success of Distance Learning from Spring 2020, and build upon that for the design of the next school year. There are many unknowns, and advanced planning will need to be flexible and adjustable for changing conditions, including guidelines from MDE. A core planning team has been formed in partnership with SPFE to consider contingencies in building access, student schedules, school day logistics, including meal service, curriculum and instruction, cleaning and workforce needs. This will include participation from multiple stakeholder groups, and include models for back to school and working through models and sequence for the best fit in September. All possibilities are built on protecting the health and safety of our students, staff, families, and will be conseravtive in the

evaluation of risks. In planning, there is a strong likelihood that distance learning will be a part of the future, and will look different than currently.

He went on to recognize our teachers and bus drivers, who have pivoted from transporting students to door-to-door deliveries in support of distance learning, and caps and gowns and signs for the Class of 2020. Most importantly, they are consistent with their smiles and show their pride in SPPS.

He also thanked the district paraprofessionals, for their flexibility, support of the community, social-emotional wellness for students, meal delivery, and Essential Kids Care and instruction.

He went on to note that he is proud of every staff member, student, and families, and board members as we work together as a unified community to keep the mission of SPPS going - to inspire students to think critically, pursue their dreams, and change the world.

QUESTION/DISCUSSION:

- Director Kopp thanked everyone and noted that gratitude is a renewable resource that we can say over and over again. She noted the delivery of the activity kit for her daughter, and her pride in seeing the SPPS bus stop by her house. She also noted her enjoyment of Martin Odema Jr.'s social media posts that show his thoughts about students and thoughtfulness into planning lessons. While distance learning has not been easy for everyone and there have been obstacles, she does appreciate watching families be more connected to their children as learners, and seeing how students are in their home environment and opportunities that may be new as they learn from the comfort of their home. She noted her experience in middle school with lockers, and how it differs from today's locker use.
- For Fall planning, is there an anticipated timeline for initial proposals from the core planning teams? When can we expect to see the first look at what Fall might look like? Response: There are three phases of distance learning, and the summer and summer planning to Fall will be important. There will be communication templates forthcoming. We need to be sure we don't "get the cart in front of the horse", and also find intention for those days. Careful not to misguide or misinform, but be careful and pragmatic to prepare for Fall, and there may be a combination of models that are implemented. As the summer goes on, there will be further updates through special or regular meetings, and communications to also keep our families informed.
    - Director Kopp noted the anxiety of not knowing can create challenges for families, in work situations, and that's a delicate balance to strike, and related it to snow days - about what time we call the snow day. It's the balance of giving enough time to plan, and giving every possibility that could happen, and appreciated the thoughtfulness.
    - Superintendent Gothard noted the connections with colleagues across the metro, and the sharing of information through AMSD as well as CGCS, that he and his team participate in meetings with, for the best thinking, experience and ideas from other school districts.
    - Director Kopp also noted that some families may make choices for the school year on what they think is best, and may not feel ready or safe or ready to go back to buildings, and to ensure we are supporting them as well in these decisions.
- Director Marchese thanked the update and effort smacking for the work so pressing, impressed on the video how teachers are creative with their techniques and responding to families and students in different ways.
- With respect to discussion on summer programming, MDE has guidelines and there's potential of guidelines of doing hybrid model distance and in person, significant logistical challenges and decision

was to go distance only. Talk about the decision process for why the district decided hybrid model not viable option? Response: One area with several contingency plans with guidelines. Some guidelines will be that there are classroom limits, think about all uses of transportation, meals planning and nature, and idea of moving students throughout the city. We are committed. There are 748 students eligible for ESY services, and the plan is to deliver that service solely through distance learning. For Credit Recovery, and ELA services for grades 9-12, they will happen in virtual locations, which has proven to be successful. Summer Connect will allow the District to stay engaged with families throughout the summer, with classes available online to the entire community. Chief Wilcox-Harris also provided details on the rationale for DL learning through ESY, including medical conditions of students, communication, and potential confusion for families at another change in the way their students attend school. One of the overarching themes for the comfort of families, staff and community, is the start to gently move towards more face-to-face interactions with social distancing and considerations. We are also partnering with community partners for programs and meal services, and marketing through the ways of that.

- There are concerns about the length of time that students have been out of school - since early March, and extended time through the summer. For many students, their interactions with caring adults happens in our buildings and connection to staff, and while we understand we cannot do a complete summer program, do hope that we create opportunities through community partners to
- There is a likelihood hybrid model will be recommendation from MDE for the Fall instruction, and how we plan to scale that plan across the District. If distance learning is the only option, do worry about other aspects about well-being that will be impacted, and why not use the summer to "test drive" possibilities for hybrid learning. Response: We agree, and these are considerations we are tracking. Also looking at multiple perspectives, including higher education, and what they do does dovetail to K-12, and will use the summer to have those detailed plans in place and offer the highest quality education possible. Our meal program will continue through the summer with funding from the USDA
- Director Ellis noted the 160 students in Essential Kids Care, and appreciated the upcoming updates on health and wellness. She noted that while not directly in harm's way with the COVID-19, they are out and about and interacting with others. She appreciates the work of the custodial staff. We can't talk about the things going well without talking also about the concerns. She is glad to hear there are masks available, and wonders more details on how often they are being changed and washed. Response: There is uncertainty and risk. There will be a report at the June Committee of the Board meeting on health in the district during this time and considerations. Chief Turner also provided details on reusable masks that have been generously donated, which are cared for and washed by each staff members, in following MDH and CDC recommendations. Disposable masks utilized by all nutrition services staff are available throughout the day, and disposed of at the end of the day. They were originally difficult to obtain, but are now widely available.
- She is amazed at the work of our meal service staff, nutrition services, bus drivers, paraprofessionals. It is interesting to hear from several colleagues across the state who have not had the same capacity in operations as SPPS, and are trying to mirror what we do.
- She noted, from a parent perspective, frustrations with distance learning, and how other families may also be feeling about it. There may be issues in sharing assignments or daily check-in glitches. Grades and attendance were motioned, but may not be clear to all families. Families are worried about extended time out of school, and what it'll look like in the Fall. Response: There is continuous feedback about the struggles of distance learning, and the Superintendent has been intentional to respond to each of those families to thank them for sharing their experience and ensuring that feedback is used in the next iteration.
- She requested more information on the apps mentioned such as FlipGrid.

- Chief Turner also provided more details on Summer Connect, with different ways of engagement throughout the summer with students and families, and connecting them with enrichment opportunities and fun and exciting modules, with our libraries, Parks and Rec, and Community Education partners. It will be a conference model where families can download or sign-up for activities like gardening, reading, music, dance, and yoga, and students can engage at their level. We have several community partners also interested, and to offer culturally specific programming and working with Dr. Hill on a model for Freedom Schools. Instead of SPPS Connect, it really is Saint Paul Connect with our partners in the city. We can continue to expand upon this for future opportunities as well, with our great internal and external teams working to come together for this exciting work.
- How will families learn more? Response: A communication plan will be available soon, with logos and ready to launch. Families will be notified through the Communications office, and partners, and information will also be sent electronically. The plan will be rolled out in the upcoming weeks. We have also learned from other districts about their models, such as MPS and Boston.
- Director Brodrick noted the wonderful ideas and plans for summer and thoughts on Fall. There are a lot of unknowns, but has faith that we will endure and prevail. He thanked Dr. Gothard and everyone in Saint Paul for their work.
- He went on to note the 34,000 iPads, and wondering about the usage of the percentage of students using those on a regular basis or not at all. These questions have been from a variety of people in the community. He also requested a comprehensive report of iPads usage, and evaluation of their effectiveness, and the number of students that may have not logged in.
- He noted the dedicated work in maintaining connectedness with students from early March to the end of the school year. Response: These data have also been requested by MDE. There will be summary data available, but when digging into each data point, there is so much more information, and other reasons for why a student may not have logged-in, including other computers in the home, PSEO, etc.
- Director Allen continues to be impressed with the rolling-out of two million meals, and noted her experience in observing and being in contact with teachers and staff. She also noted community engagement in this process for distance learning and preparing for the Fall. She recommended inviting parents into PLC meetings to discuss barriers they are noticing, so that teachers can make adjustments from both sides, and work collaboratively and connecting. Technology does open doors for a different way of education and access and things are changing. She is impressed with SPPS and the work everyone is doing, and watching graduation planning and students receiving their caps and gowns. Staff feel connections with their students, and appreciates the tuning into what students need and parents need and programming. She also appreciates that Freedom Schools will be happening this summer. Response: In engagement, virtual meeting participation does give us new opportunities, and another bridge to build with families for future plans.
- SEAB Member Ali noted that it is a difficult time, and recommended to ensure there is also student perspective. He also noted that he hopes parents and students realize what teachers are doing to support students and appreciation for them.
- Director Allen also shared the mask made by a 3D printer, that is wipeable and able to be sanitized throughout the day, and includes a filter and possibilities for creating them in SPPS
- Director Foster thanked the staff and students, and noted her gratefulness to her fellow board members and the perspectives they bring from experiences and communities. It is our role to bring questions and challenge to think differently, and is appreciative of the team. She also noted that is is excited about Freedom Schools. She noted the work has been phenomenal, with it beginning only in early-march, and nothing less than a community effort. She encouraged as we move forward to

continue to ensure that engagement is happening, and to have parent perspectives added to how it looks, feels and impacts.
- Dr. Gothard thanked the team for their efforts - it has truly been a team effort. Many of the topics and points are brought up each day at a daily meeting, and are archived and written down to chronicle our journey - it is an impressive document that the team uses to help guide decisions, and appreciated the work of the team to support students, staff, and families.

B. Enrollment Projections

Dr. Stacey Gray Akyea, Director of Research, Evaluation, and Assessment, then provided information on Enrollment Projections.

Districtwide: Birth patterns (K), community trends (K), cohort survival rate (grades 1-12)
School by School: Historical enrollment, area patterns
Special Considerations: District - SPFE strike, COVID-19; School by School - construction, school start/stop time, program changes

Introduction
Enrollment projections are estimates of how many students will be enrolled on October 1 for the approaching school year.
- part of the district's strategy to collect and report on district-wide enrollment
- grades K-12 at the district and school levels
- several data sources including 0-4 census, charter school enrollment, historical SPPS enrollment, live births in the city of St. Paul and non-public school enrollment
- primarily used as the basis for school budgets and school placement, but also for iPad planning, textbook acquisition, field trip planning and determining quantities for contributions from external partners (e.g. back to school supplies donated by 3M).

Considerations in Producing Enrollment Projections
- October 1 enrollment is both the comparison to the projected enrollment, and the basis for calculating the subsequent years projected enrollment.
- Once final, enrollment projections are seldom adjusted; the reliability of subsequent years relies on the strength of previous years' data
- Projections are adjusted for one-time impacts of policy changes (e.g. changes in start times and schools, construction)
- External decisions to lower enrollment due to class size limits can make methodologies less valid than prior to class size limits
- When district enrollment is trending down, individual school actual enrollment and placement higher than projected has consequences to other schools
- School Year 2020-21 Projected Enrollment by Grade data was also shared and is available in the full report.

Changes Over Time
- Actual enrollment (October 1) has come in under projection as well as over projection equally in the last 10 years.
- Projected enrollment has declined since school year 15-16.
- District enrollment is declining and that decline is being experienced at most schools.

- Substantial changes from one year to the next (either increase or decrease) in actual enrollment are not likely to influence the subsequent year because projected enrollment utilizes several years of data.
- It is almost impossible to grow a school's enrollment with hard caps on class sizes. Students come and go at predictable rates, but when a grade is limited in size one year, that limit affects that cohort as they progress through the school.
- Models and scenarios about an elementary school's enrollment were shared, and the full context can be found in the BoardBook.

QUESTION/DISCUSSION:

- Director Marchese thanked Dr. Akyea as this report is a helpful refresher, and for our new board members seeing it for the first time, and interested in this conversation because student enrollment provides the basis of the budget revenue projections, and is an important factor in thinking about what to expect for resources. How are we addressing openings in our schools and maintaining waiting lists and filling those? Have been told several times that class size caps create difficulty in ability to expand a school. How does it work on a mechanical level? Response: For waiting lists, we go back to the logic and assumption how projections and enrollment function at the school and district level. At the district level, there is a total number of potential students derived, and each school needs to sum up to that total. When students enroll or are placed at different buildings, and there is a wait list, we find more often than not that the wait list is comprised of students already enrolled in other schools in the district. When they are taken off the waiting list and enrolled in their building of choice, it creates an opening in another building. The second part is that enrollment projections at the district level are estimates and baseline, and we do not project students outside of the district. We only project for students we know enroll or capacity to enroll. For students enrolling outside the district or in charter schools, we don't project for them, but our projections are based on historical trends, and those have shown that we lose students to outside the district. Many times students outside the district tend to be on the same waitlist as students inside the district, which tend to be the high demand schools.
- There's rhetoric that class size caps are necessary to keep the district from enrolling too many students into one classroom, and how these impact families to enroll children in buildings and address potential overages. Response: Part of the belief with class size caps is that we can just add another section of that grade level, but we don't have a group of 25 or 26 students in the same grade all at once. It's more realistic that we may have 4-5 students waiting for one grade level. Schools that are willing to work with partners and how to go over 1-2 students per section find themselves growing the following year and may put themselves in a place of 5-6 students over, and try not to start the year purposefully over. Schools do strategize and do it well, grow in the inverse way that was shown in the presentation. Data has shown that 1 additional student in a classroom doesn't necessarily impact the overall achievement of the school. In choice buildings, the capacity at the building level may dictate that another section cannot be added because it is at physical space capacity.
- Assumptions about waiting lists and students moving from one building to another were noted, with spots being created at different schools. Family choice and options outside the district were discussed, and the aggregate pool of students eligible to enroll, but we don't include charter or out of district in projections. One of the ways to grow enrollment would be for those students outside the district or in charter schools to enroll, and if they want to enroll in SPPS, and in the process of making choices on schools and if they don't get their choice, that they may stay at a school they are not as excited about is a concerns. That family may see it as if they cannot get into their building of choice, they will go outside the district, and may have lost that student or family. How do you adjust for the

open enrollment environment? Response: With Envision SPPS, we will get there and be more flexible and nimble when it comes to welcoming and supporting families at the time they want to enroll in SPPS. Some say that at no given point do we want to turn a student or family away and get them here and work with the team. Washington is a good example of a school that has grown organically and working to accommodate families, and has grown to be the largest secondary school in the district. Some elementary schools have strategically learned to be flexible, adaptive, and take students as they come, and predictions for kindergarten that may grow. Adjusting and making flexibility in the overall program instead of specific grades. Class size does hurt elementary schools more, because secondary schools do have flexibility in mixing grade levels in overall enrollment. Believe that we have a Board to support in looking at how we place students, especially with Envision SPPS to grow our district in organic ways that families will like to join.

- Are there schools with waiting lists right now? Response: We do, at the high school level with waiting lists they are at the physical capacity. Elementary schools look different because of class size caps, and not grade level caps. Schools are traditionally accustomed to taking sections of additional kindergarten, and the community is accustomed to that, and will continue to make modifications. The list of waiting lists can be sent, and the degree and size of the waiting list.
- The impacts of distance learning on enrollment were noted, and SPPS compared to other schools or districts. It may have a different trend line because SPPS is perceived as and is doing great work in distance learning. Response: We are are considering looking at all options, and may move the timeline for Envision SPPS, with the goal to have digital learning options as choices for families, especially for those families who may have concerns about coming back into buildings, as well as models to support choice and working with charter schools to help understand options for them, and work together and partner. We do believe that we may see families move from charter schools to SPPS, not because they don't like the charter school, but because our system can help and support the infrastructure necessary, so ways to partner with others to support all children and families.
- Director Ellis noted that in thinking about enrollment and grade levels, and program popularity and building capacity, that we don't talk enough about capacity in buildings to grow. Know there are schools included in the FMP, and as we go forward with Envision SPPS and waiting lists that look the same each year, that is work we need to do as a district. Also, families make different choices throughout the year and transitions that may occur. Are the waiting lists for buildings that don't have capacity because of the footprint of the building? Response: It's a both/and conversation, and Envision SPPS will give us the supporting capacity to look at successful schools and maybe expand to multiple campuses, or look at housing PreK and K at one site, and the other grades at another nearby building. In order to accommodate enrollment and be flexible with families, we need to look at enrollment differently and be more willing to be flexible and accommodating when families come to SPPS. At the secondary level, there are a couple of schools that are physically at capacity or out of space. In the FMP, the goal is to expand gathering spaces and increase the capacity within the learning spaces, but not necessarily add existing space to a schools. At the elementary level, there are a lot of opportunities to get creative and look at nimbleness for programs, and may look at combining or merging programs, or offer different programming for different years to wait for growth to place all in one building. Envision SPPS is giving us time with flexibility in the timeline for data collection and research and continue to gather input from families. Next year is design and planning, to meet goals in the timeframe.
- For waiting lists in PreK and K, they always seem to have waiting lists. Do we have waiting lists in one area more so than others that impact enrollment? Response: There are waiting lists in K in schools in Area F, and more on the waiting list at Montessori programs and immersion programs. Our full day PreK consistently maintain waiting lists, and are extremely flexible in areas that and credit to Lori Erickson for flexibility to take students and turn it into a full day section, rather than 2 half-day

sections and make decisions in real-time, and the program has grown over the years because of the flexibility and willingness to make that decision.

- Director Brodrick noted - is it accurate to say that every year for the past 5 years we have drawn a smaller percentage of the market of families, and a smaller percentage has chosen to attend SPPS? Response: We will check for the exact numbers, but in general, that is an accurate statement.
- What has been the research done to answer the question of why families are choosing to not send their kids to SPPS? Response: We are continuing to implement the exit survey so that is information that will be able to share initial review, high level information has to do with information at the site level. We did have some families comment on the change in start times. The overall piece with why families do not choose SPPS is because they didn't get the school they want. We can work to continuously increase opportunities for families to get first choice at incoming grades and transition grades. For 6th grade, work done with SPPS Achieves around the middle school mode and increase in marketing and ability to expand and welcome families and shown that we can do this work and strategically grown our district together with a strong curriculum program, academic programming and strategy around placement. In one year, we have seen an increase in enrollment in middle school grades.
- So that means that if families would like to come to SPPS, but if given the alternative of sending their child to a school they do not find desirable, then they choose to look for alternative outside the district? Response: Yes.
- Therefore, when talking about strong schools and strong communities, and that attempt to make all our schools attractive to families, so those that are underpopulated would grow, our goal, and concern at the time was that if we didn't do it in that way, that we'd be creating a dual system of schools that parents weren't interested in sending their kids to, and then have certain schools that took on the label of star schools. If the only way to attract families to SPPS to to have their students attend a school identified as a star school, then it seems that a handful of schools would be as big as possible, and the neighborhood schools would decline quickly? Response. Yes, when looking at individual pieces, it can appear that way. Looking at having a great PreK and K classes, and that cohort of children stay together as they move through their education is important, and work in middle school shows a systemic way to address that. Dr. Gothard noted his first piece of business when joining SPPS was asking about enrollment, especially in middle school and what we can do to fix that. We need to give families something to begin with in SPPS, and middle school is one way, and it serves as an opportunity for work in college and career, and preview for high school for families to stay here and build with us. With board support, we have chosen to expand early childhood, address middle school and maintain cohort attendance and enrollment, and Envision SPPS is a way to refine those. It was noted that this is something we cannot do alone, but need the collective will of everyone, including Administration, parents, and community, and staff at the building level. Hamline and Phalen Lake are examples of this in working with the community to grow those schools
- Director Brodrick requested conversation and discussion amongst board members about how not to have a two-tiered system and ways to make all schools attractive, increase PreK and K and 1st grade and get those numbers up and continue K-12. How do we make those schools struggling more attractive to parents, and let them know their child doesn't need to attend the start school they've heard about, but will be perfect for another school?
    - Director Marchese noted this is an important conversation that comes up each year, and hopes to use this as a catalyst for the change process and purpose of Envision SPPS to see something in the near future. He noted what Director Allen said and are we basing the future of the district on programs and buildings we have, or the needs of children and families in our community? We need to look at this with fresh eyes. While we're not able to take it apart and start over, but to look at what we do have, what we need, and where there is match and mismatch. He noted that

desirable schools are an approach to a societal norm of white, middle to middle-upper class professional norms. The children of families that fit this norm will be successful in any environment. Folks use this norm, test scores, demographics, funding, as proxies for conversations to help people see beyond that to have kids in schools that reflect the city and also offer a high-quality education. It is not just about demographics - that is a proxy for people's conceptions about what is happening in the classroom. All things need to be put together, including the support, curriculum and staffing. That happened in the classrooms. He noted the situation currently in MPS and how he is pleased that SPPS Achieves focuses on the education of children in practice, curriculum, engagement, college and career opportunities, inequities and calling them out to look at choices in resources and programs to make a difference. Show how this work moves the needles how students are experiencing education, and that will attract families - has to do with qualitative and quantitative experiences. Families have choice, and we need to focus on educating kids in the city and designing quality for them first and foremost. Stories of success like Washington are perfect example of how to demonstrate how to make a difference, and E-STEM with the new model based on the East Side will encourage families to make that choice. It's important to align decision around resources and programs with the needs of students and families will join us. It isn't about choice - it's about the bedrock foundation for education of children, and that we are not structuring based on existing inequities, but a baseline and what quality education means for our children and start from that space. Promote examples in ways they were done - not replicated. Parents are willing to do labor for the things they love, and their kids and people working with their kids when they needs are being met. Families can fill in gaps with support from the district.

    - Director Allen noted that this Board does come from different places and decision about things, and not layering on top of thing done right, but looking at every child and making sure all students are getting the quality education in SPPS - ALL students. She recounted her experience in working with students in special education and her structure in the classroom in advocating for her students, and also to be there for all kids and looking for alternative ways to build schools, curriculum and programs to begin the experience in serving all students.

- Director Kopp noted that this is her 5th year anniversary in thinking about enrollment in SPPS, and recounted her experience as part of a school community that was under enrolled. She noted the schools that year after year, are seeing losses and those struggles, and sometimes delayed reactions based on size, or ability to fundraise through parent groups, and many don't see those gaps. This is an emotional topic, and in thinking about what other board members have raised, there is a tired system and is really telling about the number one reason why families leave is because they didn't get the school they want. Our response to that is important. We can build capacity to a point where we physically cannot put more students in a building, but when talking about popular programs - why are they popular and what is it about the programming to address difficult questions. We have families who are reluctant to enroll their children at higher poverty schools - no matter what they offer and availability. That we need to talk about. Are we trying to replicate programs or student body? These are uncomfortable questions to deal with. We need to ask why schools are popular and why families are choosing to go there and find specific information.
- When we talk about wait list schools, we want folks to be happy with where they are going - also want to be thinking about how we are talking to those families about other options. She noted the language we use when talking about schools and the narratives that are created. A school needs relationships and connections. She recounted her experience with her own family. We need to talk to families about that as a way to attract them. Other aspects are important as well, but we can decide how to frame that conversation about education, and what does it mean to be well-educated and a good school? We let it be driven externally. There is a tremendous amount of expertise in

Administration and in the district for us to decide what that means to us, and how we should drive who we are and what we do. The middle school model is important and we need to show those results to identify middle school and will be things that draw families to us. In elementary schools, what can be conceived and imagine at that level that will draw people to us and how can we communicate that? Supports for schools to have updated websites and robust social media. In defining who we are and communicate who we are - we have to decide that. We have been reacting to what people have been doing and saying. She shared her experience at Hamling and that work to grow took time, and it was collaborative. Communication through parent to parent conversations or family to family is how we get there - to talk about the things they love at their school. Parents shouldn't have to do that all on their won, but with support from the district. School and education is relational, and while data also helps to make decisions, we need the relationships as well. Love and connection is what bring people to SPPS. The story we tell about ourselves will bring families to us. Grateful for the mention of Envision SPPS, because we need to have this conversation and cannot be afraid to frame it to be proactive, positive, and affirm who we think we are. We don't want to chase people who don't think we're good enough. People who stay or don't have the option to leave deserve all attention and work to ensure their needs are met. Excellence attracts excellence, and those who thought we weren't good enough will come back, but we need to frame the conversation. She noted that she wants to be a part of doing that work and her colleagues to do that to support the district.

- Director Allen noted the wonderful presentation and amazing colleagues. She appreciated the openness around enrollment, and the effects of low enrollment. She noted that being in community she noticed the cultural responsiveness in charter schools, and is excited about Envision SPPS and culturally relevant instruction and curriculum, which will help to attract families coming into our schools. We really need to start looking at our schools as pillars of the community to service all students in all areas. She was happy that we are partnering with charter schools, because the reality is that all children in the community grow and create our society, and it's the responsibility of the public school officials to ensure we are building a positive society.
- She went on to note that for the schools with waiting lists, she would like to know the schools that have openings available, so that she can do marketing and advertising and intentionally learning what families in those communities need in those schools.
- What can we do to start to market specifically and change programming in areas - how much flexibility is there once we identify what the community needs? Response: While we are past School Choice Fair, and in the throws of allocations in a pandemic, normally Envision SPPS would gather 20 different teams to organize detailed questions to bring information together to inform decisions. Marketing is so critical, and this year we did try new things with the School Choice Fair with some success, and need sustainable future. One of the most difficult things is sustained enthusiasm and excitement. In looking at the things that are exciting, it forces us to look at the things that are not, and there is the difficulty in selectively abandoning things to pool resources and align with the strategic plan and with community to ensure their needs. At decision level, it gets really personal, and need to approach in thoughtful ways to be mutually beneficial to all schools. We need the incredible support of leaders and teacher to hold it together. As we move forward, there will definitely be ways for engagement and work in areas or collectively to get the word out and ensure we are aligned with messaging.
- Director Allen noted that historically certain groups have been left out when gathering data, and need to intentionally dive into the community to as them and build relationships. We need to engage with the community to really determine the needs of students. Data is important, but the data from families in community is also important by applying what we know in society and in our communities and look at out of the box thinking

- Director Foster noted the importance of how we frame things - in talking about what we value in SPPS community and modeling our schools around vision of communities and being proactive versus being reactive. It will take more than just schools - but also the community. In thinking about inequities, we will need communities to step up to be resources and solution-focused to the problems in our communities. She noted the importance of the partners who stepped up, especially during the pandemic. She noted that all schools are community schools, some have different resources, and need to think strategically about Envision SPPS. She noted her experience in building about hearing celebrations from staff, and negativity - and what we can do to provide support and resources for those buildings that may have been negative to ensure they feel valued, honored and respected in their space. We all need to be able to step in and provide support as a District - including legislature, elected officials, and everyone with a connection to our schools to be a part of it.

C. FY21 Budget Update

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

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

Budget Process
- We committed to an ongoing, priority-based budget process for the FY21 budget.
- The timeline and steps were also reviewed, with the current step at Implement Plan.

1. Plan and Prepare
- The FY21 Revenue Projection figures were shown. Full details can be found in the BoardBook.

2. Set Instructional Priorities
- Strategic Plan Instructional Priorities
  - Positive School and District Culture - create a shared sense of community to build trust and collaboration within and outside our schools
  - Effective and Culturally Relevant Instruction - provide instruction in ways that are relevant to each student so they stay engaged and feel valued in the classroom
  - College and Career Paths - expose students to more college and career opportunities while in high school, including the ability to earn college credit, certifications and internships

3. Pay for Priorities
- Prioritize Investments to Sustain
  - Strategic plan priorities to sustain and increase were reviewed
  - Other priorities to sustain and increase were reviewed.
  - Full details can be found in BoardBook
- FY21 Resource Allocations
  - General fund investments for the FY2019-20 Adopted Budget were reviewed, as well as the FY2020-21 Proposed Budget, and Individual Schools - Title I dollars. Full details can be found in the BoardBook.

4. Implement Plan

- FY21 Budget and Staffing Timeline
  - May 15: School and program staffing decisions due to Human Resources; school and program budgets due to Finance
  - May 18 - June 1: Human Resources continues to process staffing changes; Finance continues to process budget documentation
  - June 9: COB Meeting - FY21 Budget and Staffing Updates
  - June 23: BOE Meeting - Final FY21 Budget presented for adoption
- FY21 Staffing Impacts (as of 5/15/20)
  - FY21 staffing impacts by job group were reviewed, with FY21 FTE reductions, and FY21 FTE vacancies. Full details can be found in the BoardBook.
- 2020 Contractual Settlements and FY21 Impact
  - FY21 Impacts to FY21 FTE reductions and FY21 cost were reviewed in the areas of SPFE contractual obligations - additional proposals, reduction of 8 TOSAs in programs, reduction of site level elementary and secondary content coaches, use of Title I resources, and use of Title IV resources. Full details can be found in the BoardBook.

5. Ensure Sustainability

- Put strategies into practice and evaluate results
  - Improve resource allocations through:
    - Assessing program effectiveness
    - Aligning resources with priorities
    - Preparing a multi-year financial plan
  - The FY2020-21 budget development timeline (updated 4/15/20) was also reviewed. Full details can be found in the BoardBook.

QUESTION/DISCUSSION:

- Appreciate presentation and description of priorities, which are helpful for all.
- In understanding the staffing impacts, what the FTE reductions are showing as those are the number of the FTEs that are reduced? Are the vacancies current posted positions? Response: Correct - since May 15th. The vacancies in reductions are impacts due to budget, and vacancies are a result of retirements or transfers in the district.
- Further information was discussed on the 57 reductions and 89 vacancies and they are not dependent on content areas. The 57 could be in elementary schools, but the 89 could be a combination of content areas. Teachers being reduced may not have the correct license for the vacancies that are there.
- In looking at the chart on slide 7, on resource allocations and different buckets of funding, there was a $7M dollar decrease in support and funding for schools, and approximately $3M is moving from Title 1. We still have a $4M decrease on individual schools. How did that shift happen, with the contract settlements with SPFE mostly school-based positions, and most is headcount in terms of FTE. What are we looking at for net change in FTEs at schools? Response: As of last Friday, we are still waiting on 16 schools and 8 programs for the overall staffing picture, and can give a better pictures once all of those reports are back - this shows about 60% We are seeing hits to some of the larger schools, and that is there the $4M decrease in resources allocated to sites, when 85% of budget is salary. The allocation itself will impact staffing, and that's where it correlates a lot with the projected decrease of 1,200 students in the regular sites alone. A previous report showing this was also noted. Chief Watkins also noted the impact on grade level sites, with less flexibility at the elementary level to address section sizes, so there are more grade level splits as a result of reduced head count with fewer people.

- In the school supports services, are SPED and MLL in that category? Response: Correct. Contract obligations for the increase in MLL just shy of $1M also in that category.
- It was noted the $10M spread is due to the increase of inflation, and inflation alone for staffing in that category. SPED and MLL staffing, as well as Transportation are the largest 3 programs in that category alone and the inflation for those. The inflation factor is built in because of contractual agreements, and one of the areas within priority-based budgets is that we were going to leave inflation in for programs this year and allocating for that.
- Dr. Gothard noted his thanks to Chief Schrul and her team for their work in completing each budget milestone in this atypical year. For this operation to go remote is incredible, with continued coordination and work with staff to deliver the required instruction in terms of staffing and ensuring they are able to navigate those changes. We have a lot of work to do and will present a balanced budget on June 23 and continue to provide updates.

D. Human Resource Transactions

The Superintendent and Board recognized Rich Currier, Instructional Media Technician, and coordinator of the streaming and televising of board meetings, as he retires from the District after 37 years. They thanked him for his work throughout the years and dedication to Saint Paul Public Schools.

MOTION: Director Foster moved approval of the HR Transactions for the period April 1, 2020 through April 30, 2020. Director Allen seconded the motion.

The motion was approved by roll call vote:

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

VII. CONSENT AGENDA

MOTION: Director Foster moved approval of all items within the consent agenda withholding items C9 - Request For Proposal (RFP) No. A20-0547-A Student Transportation for 2020-2022 School Years, E4 - Long-Term Facilities Maintenance (LTFM) Program Expenditure Revision Submittal to Minnesota Department of Education (MDE), F3 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS02-A Demolition: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F4 - Phase Gate Approval of the Frost Lake ElementaryAddition and Renovation (Project # 1100-19-01) – WS03-A Concrete: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F5 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS03-B Structural Precast: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F6 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS04-A Masonry: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F7 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS05-A Structural Steel Material: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F8 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS05-B Structural Steel Erection: Gate #4 –

Contract Award; Gate #4A – Finance Plan Update, F9 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS06-A Carpentry: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F10 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS07-H Roofing: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F11 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS08-F Entrances, Storefronts & Curtain Wall: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F12 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-A Drywall: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F13 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-B Tile: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F14 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-C Ceilings & Acoustical Treatments: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F15 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-G Terrazzo: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F16 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-K Painting & Wall Covering: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F17 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS11-F Food Service: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F18 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS21-A Fire Suppression: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F19 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS23-A Combined Mechanical: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, F20 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS26-A Electrical: Gate #4 – Contract Award; Gate #4A – Finance Plan Update, and F21 - Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS31-A Site Clearing & Earthwork: Gate #4 – Contract Award; Gate #4A – Finance Plan Update for separate consideration. Director Allen seconded the motion.

The motion was approved by roll call vote:

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

A. Gifts

BF 32051 Olga B. Hart Gift Acceptance

That the Board of Education authorize the Superintendent (designee) to accept the awarded gift.

BF 32052 Acceptance of Gift from St. Anthony Park Association

That the Board of Education authorize the Superintendent (designee) to accept a gift from the St. Anthony Park School Association to support the school volunteer tutor program & library program. This gift is to be deposited in the intraschool fund: 19-557-999-000-5096-U001.

B. Grants

BF 32053 Request for Permission to Accept a Grant from the Gen YOUth Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from Gen YOUth Foundation to support summer meal delivery during the COVID-19 Pandemic; to accept funds; and to implement the projects as specified in the award documents.

BF 32054 Request for Permission to Accept a Donation from Hunger Impact Partners

That the Board of Education authorize the Superintendent (designee) to accept funds from Hunger Impact Partners to purchase packaging equipment for the Nutrition Services Department; to accept funds; and to implement the project as specified in the award documents.

BF 32055 Request for Permission to Accept a Donation from the Minnesota Vikings

That the Board of Education authorize the Superintendent (designee) to accept funds from the Minnesota Vikings to support SPPS Food for Thought; and to implement the project as specified in the award documents.

BF 32056 Request for Permission to Accept a Grant Application from No Kid Hungry

That the Board of Education authorize the Superintendent (designee) to accept a grant from No Kid Hungry 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.

BF 32057 Request for Permission to Accept a Grant from Outride

That the Board of Education authorize the Superintendent (designee) to accept a grant from Outride to improve social, emotional, cognitive and physical health through biking at Murray Middle School; to accept funds; and to implement the project as specified in the award documents.

BF 32058 Request for Permission to Accept a Grant from the Hiway Credit Union Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Hiway Credit Union Foundation to Transition Plus classes at Harding; to accept funds; and to implement the project as specified in the award documents

BF 32059 Request for Permission to Accept a Grant from Ramsey County Workforce Solutions

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Ramsey County Workforce Solutions to support Software Development/Coding training; to accept funds; and to implement the project as specified in the award documents.

C. Contracts

BF 32060 Reauthorization of Saint Paul Public School Adult Basic Education to Work in conjunction

with and to act as fiscal agent for Minnesota Literacy Council (MLC) and Saint Paul Community Literacy Consortium (SPCLC) and Related Management Contract for the Consortium for the 2020-2021 School Year

That the Board of Education authorize the Superintendent (designee) to approve the Agreement between Saint Paul Public Schools and the Minnesota Literacy Council for the Management Contract of the Saint Paul Community Literacy Consortium.

BF 32061 Reauthorization of St. Paul Public School Adult Basic Education to Work in Conjunction with and to Act as Fiscal Agent for Saint Paul Community Literacy Consortium (SPCLC) in Providing Basic Skills, English Literacy Training and Occupational Training Classes through the Saint Paul Public Schools Adult Basic Education Program and Nine Consortium Members

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for reauthorization of funding to provide Adult Basic Education and act as fiscal agent for funding through the SPPS Adult Basic Education program and the Saint Paul Community Literacy Consortium.

BF 32062 Request for Permission to Enter into a Contract with Ramsey County Workforce Solutions

(WFS) to Provide Jobs for SPPS Students

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Ramsey County Workforce Solutions (WFS) to place students into jobs, provide compensation to students, and provide support for these students.

BF 32063 RFP #A217036-ARFP | Dairy and Juice

That the Board of Education authorize the renewal of RFP #A217036-A to BevSo for the furnishing and delivery of Dairy and Juice for the period of July 1, 2020 through June 30, 2021, for an estimated value of $2,000,000.

BF 32064 RFP #A217128-ARFP | Fresh Bakery Items

That the Board of Education authorize the renewal of RFP #A217128-A to Bimbo Bakeries USA for furnishing and delivery of Fresh Bakery Items for the period of July 1, 2020 through June 30, 2021, for an estimated value of $245,000.

BF 32065 RFP #A214209-A | Petite Bananas

That the Board of Education authorize the renewal of RFP # A214209-A to Russ Davis Wholesale, Inc. for furnishing and delivery of Petite Bananas for the period of July 1, 2020 through June 30, 2021, for an estimated value of $245,000.

BF 32066 RFP #A212562-A | Prime Vendor for Produce

That the Board of Education authorize the award of RFP# A212562-A to Bix Produce Company as a primary vendor and to Russ Davis Wholesale as the secondary vendor for the furnishing and delivery of produce for the period of July 1, 2020 through June 30, 2021, for the estimated value of $1,800,000 and $1,200,000; respectively.

BF 32067 RFP # A219429-ARFP | Prime Vendor for Non Food

That the Board of Education authorize the award of RFP# A219429-A to Trio for the furnishing and delivery of Non Food supplies for the period of July 1, 2020 through June 30, 2022, for the estimated value $600,000.

D. Agreements

BF 32068 Food Service Agreements with Various Schools and Programs

That the Board of Education authorize the Superintendent or designee to enter into agreements to provide food service for non-SPPS schools and programs.

BF 32069 Memorandum of Understanding between Genesys Works Twin Cities and Saint Paul Public Schools

That the Board of Education approve this MOU and authorize the Purchasing Manager or Board Chair to execute the Memorandum of Understanding between Genesys Works Twin Cities and Saint Paul Public Schools.

BF 32070 Lease Agreement for School Buses

That the Board of Education authorize the Superintendent (designee) to enter into a Lease Agreement with Santander Leasing LLC (as assigned by Hoglund Bus Co., Inc.) for five school buses for a total of $822,555.00 over a five-year lease. The purchase orders/contracts have been approved by Jamie Atkins, Purchasing Manager.

BF 32071 Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and the Association of Supervisory and Administrative Personnel, Exclusive Representative for Supervisory Employees 2019-2021

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 supervisory employees represented by the Association of Supervisory and Administrative Personnel for the duration of this agreement for the period of July 1, 2019 through June 30, 2021.

E. Administrative Items

BF 32072 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period March 1, 2020 – March 31, 2020.

(a) General Account	#724433-725781 #0003681-0003701 #7003671-7003707 #0004461-0004570	$52,802,843.14
(b) Debt Service	-0-	$7,650.00
(c) Construction	-0-	$2,755,844.03
		$55,566,337.17

Included in the above disbursements are two payrolls in the amount of $36,357,419.56 and overtime of $171,293.98 or 0.47% 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 August 31, 2020.

BF 32073 Approval of 2020-2021 Sabbatical Leave Applications

That the Board of Education authorizes the Sabbatical Leave recommendations for 2020-2021.

BF 32074 Settlement of Partially Insured Claim

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

F. Bids

BF 32075 Phase Gate Approval of the Maxfield Flooring Replacement (Project # 4180- 20-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update

That the Board of Education authorize the award of Bid No. A20-0836-A Maxfield Flooring Replacement (Project # 4180-20-01) to Construction Results Corporation for a lump sum base bid of $249,248 at Gate #4 and Gate #4A Finance Update.

BF 32076 Phase Gate Approval of the Washington Technology Tennis Court Resurfacing (Project # 4040-20-02): Gate #4 – Contract Award; Gate #4A – Finance Plan Update

That the Board of Education authorize award of tennis court resurfacing at Washington Technology Magnet (Project #4040-20-02) to Bituminous Roadways, Inc. for the lump sum base bid for $418,250 at Phase Gate Check #4.

G. Change Orders

CONSENT AGENDA ITEMS PULL FOR SEPARATE CONSIDERATION

BF 32077 Request For Proposal (RFP) No. A20-0547-A Student Transportation for 2020-2022 School Years

The Board requested more information on this item, such as about the timelines and overall costs.

- This is for bus service for students, and given the models of school for next year and distance learning, are there savings or changes to the costs that we anticipate, and is that built into the contract amount? Response: This year the current budget cycle and we have paid contractors the majority of the contracted amount, and are paying them as requested by the Governor's Executive Order. Moving forward for next year, these contracts are written in such a way that we pay for the services we use, and in the event that we don't use a particular bus company due to distance learning or other reasons, we will not be required to pay for that services, unless another Executive Order is issued. The contract is flexible enough and written in that manner. There are savings from the reduction of field trips and after school programming. We are building the system as if it will be open because we do not know what Fall will look like.
- There has been discussion about Metro Transit to bus an increased proportion of high school students. With COVID, there are fewer and less regular bus routes. In the event that students do return to buildings, there may be opportunities there, and previous discussion when the change to start times was made, and a topic of conversation that community members have been asking, and the partial adoption of Metro Transit for a few buildings. Where are those conversations at? Response: We do meet with Metro Transit every 6-8 weeks with their leadership team, and the focus has been on what we can do to support students to increase experiences on buses. While they are not in a position to take on the entire school, we have been talking about after-school programming, or summer programming, and in the midst of a pilot project to look at supporting those in after school sports and activities for passes for a particular time. Those conversations have halted since COVID, but we are willing to continue that conversation once we are back. We have been willing to be creative, and in looking at providing Metro Transit for a portion of the school is not financially feasible because we would be paying for yellow buses and bus passes. We could bring up these opportunities in our meeting with Metro Transit.
- Director Marchese encouraged the team to have these conversation with Metro Transit and to think about how to push for increased opportunities for students to use Metro Transit, which will allow them greater access and potentially free up capacity in busing. He also noted conversations with other elected officials in the county and city, and Met Council.
- Director Allen noted that this does have the support of other board members, and if Administrations needs help to push anything forward to feel free to reach out.
- SEAB Member Ali noted this with students this year, and the driver shortage, they were hoping to get a Metro Transit pass to get to school early or after practice, and helpful to partner with Metro Transit. It would be a great way for students whose families may not be able to drive them to school and appreciate the access to the community.

- The appreciation for Tom Burr, Director of Transportation, and his team was noted, including their dedication to student by delivering meals and caps and gowns and yard signs, and their precision in rerouting, and their smiles and kind hearts in delivering items to our students and families.

MOTION: Director Marchese moved that the Board of Education authorizes the Superintendent (designee) to award contracts based on responses to Request for Proposal No. A20-0547-A for Student Transportation for School Years 2020-2022, with the ability to extend the contracts, in one year increments, beyond the initial contract periods to the vendors as indicated in the attached documentation. Director Ellis seconded the motion.

The motion was approved by roll call vote:

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

BF 32078 Long-Term Facilities Maintenance (LTFM) Program Expenditure Revision Submittal to Minnesota Department of Education (MDE)

The Board requested further information on this item. Director Brodrick noted to bring this forward to get further explanation for the sake of board members, but also for anyone in the public watching for sake of transparency because school financing is complex and complicated and think relationship and interaction to take place in regard to long range facilities master planning and bonding, the relationship and interaction between school districts and MDE, is very vital to all this work.

The LTFM revision presented is what we have started with last July, and the submission of the LTFM application for 10 years, that is a cycle and happens each year. This is a revision of that application of our FY20 or current year expenditures and also for FY21 expenditures. What will be presented in July is the kick-off of the new Pay21 levy and will be the FY22 LTFM ten year plan.

- Is the impact of this not only the Facilities, but also the General Education fund? Response: The funding here is with our general fund levy, as most LTFM is our general education levy. We do receive a little through state aid, but most LTFM is through the general levy, and not part of debt service and bond portion of the levy - this is separate. That debt service and bonding is with COPs and capital bonds. The LTFM portion of the levy is part of regular general fund portion of the levy and are separate buckets.

MOTION: Director Brodrick moved that the Board of Education approve the Long-Term Facilities Maintenance revised Summary of total planned expenditures by category for each of the next 10 years.. Director Ellis seconded the motion.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes

Director Foster	Yes
Director Brodrick	Yes
Director Xiong	Absent
Director Allen	Yes

BF 32079 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS02-A Demolition: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

BF 32080 Phase Gate Approval of the Frost Lake ElementaryAddition and Renovation (Project # 1100-19-01) – WS03-A Concrete: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

BF 32081 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS03-B Structural Precast: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

BF 32082 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS04-A Masonry: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

BF 32083 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS05-A Structural Steel Material: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

BF 32084 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS05-B Structural Steel Erection: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

BF 32085 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS06-A Carpentry: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

BF 32086 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS07-H Roofing: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

BF 32087 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS08-F Entrances, Storefronts & Curtain Wall: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

BF 32088 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-A Drywall: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

BF 32089 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-B Tile: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

BF 32090 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-C Ceilings & Acoustical Treatments: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

BF 32091 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-G Terrazzo: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

BF 32092 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS09-K Painting & Wall Covering: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

BF 32093 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS11-F Food Service: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

BF 32094 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS21-A Fire Suppression: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

BF 32095 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS23-A Combined Mechanical: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

BF 32096 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS26-A Electrical: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

BF 32097 Phase Gate Approval of the Frost Lake Elementary Addition and Renovation (Project # 1100-19-01) – WS31-A Site Clearing & Earthwork: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

Board members pulled these items for more information. These were placeholders on the agenda and materials were provided a few hours prior to the meeting, and they merited discussion or presentation by staff.

Chief Turner provided an overview of the timeline to now with the FMP and gate point checks. A timeline for Frost Lake was presented at the February 18, 2020 Regular Meeting, which was approved by the Board for scope, scale, and schematic design. Now at the gate point check with the birds in regard to the project budget. The approved project budget was $36M and approved at the February 18th meeting. In working with the capital design team and our Purchasing department, we received over 140 bids, which allows for greater opportunities for competitive bids. Based on these bids, we are projected to come in $6M under budget, and want to thank Director of Facilities, Tom Parent, and his team for their work, as well as Jamie Atkins in our Purchasing department. This project will continue to be reported to have a project budget of $36M, as Jacobs recommended to not change the project budget amount once approved. Other additional contingencies are also built in to show additional savings. Appreciation was also extended to Saint Paul Building and Trades and the general contractor community for their interest in this work. Moving forward, there will be a different way to show the Public and the Board on the board agenda item in a clearer format

- To be clear, the Board approved $36M - will there be another check-in if that number exceeds the approved amount? Response: Yes, that's correct.
- Director Brodrick noted concerns about these items, and the previous issues of projects running over budget due to unforeseen circumstances. As a recommendation from Jacobs, the Board is to be informed consistently and regularly about additional money, and because we have stated tonight that we can do this project for $30M, if it turns into an amount above that, the public is going to be somewhat skeptical again, with the worst case scenario being if it turns into $37 or $38M. Needs assurance that while we are starting off at the favorable bid of $29M, but that it will not creep up towards $36M, and surely not beyond, and noted the harsh criticism from past projects that went over budget. Response: Chief Baker highlighted that one of the recommendations from Jacobs was to ensure that once a budget was set, that it doesn't change, and while there are strong savings in this case, there may be other things that come up and still have flexibility. Jacobs also noted that if there is money left at the end of any projects, that it goes into a bank portfolio of work to another project.
- Will MDE be giving permission to levy for the amount of $36M, when we found out we can do it for $29M? The funding source for Frist Lake is a portion through capital bonds, and remaining from LTFM. It is different from COPs, which is was was presented at the special meeting for AIMS. This is only a bid amount, and not project budget scale and scope of project. It is simply a budget, and that should not change because bids came in lower. The $36M was approve in gate check 3 based on the scale, scope, and schematic design. Tonight's gate check 4 is the approval of the bids. If we do not need a certain amount and the cash flow of the great bidding environment, ensuring that we are able to direct those resources to other needs throughout the District. Contingencies were also factored into the numbers if we need to adapt or change due to unforeseen things.
- Will MDE authorize this amount, or will we need to take funds from future projects if this projects does come in over budget of $36M? Response: We can plan for future conversations and for new board members especially, to work in additional questions and presentation on the financing of construction projects.
- Are there ideas as to why bids came in under budget? Response: The COVID crisis is a major one with flexibility in bidding, especially with the uncertainly in the construction marketplace. Contractors are anxious to have projects and bank on them. We are a strong bastian in an otherwise stormy sea, with public financing, and are consistent, and will be here at the end of the COVID crisis and the ensuring economic turmoil.
- A suggestion was noted in presentation within BoardBook - it would be helpful to have a cover sheet for each project to give high level information in an easily accessible space and then provide the individual bids for each subcontractor - more of a summary format in front.

MOTION: Director Marchese moved that the Board approve the below items, respectively:

- **That the Board of Education authorize the award of Bid No. A20-0797-A Frost Lake Elementary Addition & Renovation demolition (Project # 1100-19-01) to Viking Demolition & Specialty Services, LLC for a lump sum base bid of $547,428, and approve Gate #4a Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0798-A Frost Lake Elementary Addition & Renovation concrete (Project # 1100-19-01) to Hollenbeck & Nelson, Inc. for a lump sum base bid plus Alternate #4 of $1,049,400 and approve Gate #4a Finance Plan Update.**

- **That the Board of Education authorize the award of Bid No. A20-0799-A Frost Lake Elementary Addition & Renovation structural precast (Project # 1100-19-01) to Molin Concrete Products Company for a lump sum base bid of $512,821 and approve Gate #4a Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0800-A Frost Lake Elementary Addition & Renovation masonry (Project # 1100-19-01) to Harbor City Masonry, Inc. for a lump sum base bid of $664,685 and approve Gate #4a Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0801-A Frost Lake Elementary Addition & Renovation structural steel material (Project # 1100-19-01) to Briese Iron Works, Inc. for a lump sum base bid of $265,300, and approve Gate #4a Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0802-A Frost Lake Elementary Addition & Renovation structural steel erection (Project # 1100-19-01) to Patriot Erectors, Inc. for a lump sum base bid of $239,500 and approve Gate #4a Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0803-A Frost Lake Elementary Addition & Renovation carpentry (Project # 1100-19-01) to Meisinger Construction Company, Inc. for a lump sum base bid of $1,266,000 and approve Gate #4a Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0805-A Frost Lake Elementary Addition & Renovation roofing (Project # 1100-19-01) to Berwald Roofing Company, Inc. for a lump sum base bid of $335,770 and approve Gate #4a Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0807-A Frost Lake Elementary Addition & Renovation entrances, storefronts & curtain wall (Project # 1100-19-01) to M&D Management dba Artic Glass Company for a lump sum base bid with Alternate #5 of $299,900 and approve Gate #4a Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0808-A Frost Lake Elementary Addition & Renovation drywall (Project # 1100-19-01) to RTL Construction, Inc. for a lump sum base bid of $726,969 and approve Gate #4a Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0809-A Frost Lake Elementary Addition & Renovation tile (Project # 1100-19-01) to Grazzini Brothers & Company for a lump sum base bid of $329,675 and approve Gate #4a Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0810-A Frost Lake Elementary Addition & Renovation ceilings & acoustical treatment (Project # 1100-19-01) to Twin City Acoustics, Inc. for a lump sum base bid of $319,360 and approve Gate #4a Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0812-A Frost Lake Elementary Addition & Renovation terrazzo (Project # 1100-19-01) to WTG Terrazzo & Tile, Inc. for a lump sum base bid plus Alternate #4 of $266,915 and approve Gate #4a Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0813-A Frost Lake Elementary Addition & Renovation painting & wall covering (Project # 1100-19-01) to Steinbrecher Painting Company for a lump sum base bid of $194,300 and approve Gate #4a Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0815-A Frost Lake Elementary Addition & Renovation food service (Project # 1100-19-01) to Plexus Company dba Culinex for a lump sum base bid of $424,600 and approve Gate #4a Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0818-A Frost Lake Elementary Addition & Renovation fire suppression (Project # 1100-19-01) to Breth-Zenzen Fire Protection, LLC for a lump sum base bid of $292,000 and approve Gate #4a Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0819-A Frost Lake Elementary Addition & Renovation combined mechanical (Project # 1100-19-01) to NAC & Electrical Services for a lump sum base bid plus Alternate #3 of $4,752,500 and approve Gate #4a Finance Plan Update.**

- **That the Board of Education authorize the award of Bid No. A20-0820-A Frost Lake Elementary Addition & Renovation electrical (Project # 1100-19-01) to Muska Electric Co. for a lump sum base bid plus Alternate #3 of $2,683,100 and approve Gate #4a Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0821-A Frost Lake Elementary Addition & Renovation site clearing & earthwork (Project # 1100-19-01) to Urban Companies, Inc. for a lump sum base bid of $1,065,000 and approve Gate #4a Finance Plan Update.**

Director Allen and Director Ellis seconded the motion.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Abstain
Director Xiong	Absent
Director Allen	Yes

IX. OLD BUSINESS - None

X. NEW BUSINESS - None

XI. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Marchese reiterated the request for waiting list schools with a list of information.
- Director Brodrick reiterated his request for a comprehensive set of data in regard to distance learning participation, and iPad usage.
- SEAB Member Ali noted he missed the part about waiting lists, but recounted his experience in not receiving his first choice school, but is so happy with Como Senior, and it is a great place with family and community, and how the District can work to provide same opportunities at every school for each student.
- Director Foster reiterated her request for partners who have stepped up during this time.
- Director Foster noted her congratulations to SEAB members who are graduation, and starting their next journey in life, as well as congratulations to all our seniors.

B. Items for Future Agendas

- The report on health and wellness in the district was noted and work to keep staff, students, and families safe during this time of COVID-19.

C. Board of Education Reports/Communications

- Director Kopp noted her experience in visiting 2 ECFE classes, and their great work in connecting families with young children to other families. She also recapped her personal experience as a mother of a young child and the need to be around others, and their public service to the community and how these virtual format meetings could continue, including for those who may not have transportation, or are reluctant to leave their home. She also noted her time with Tony Walker, Director of Community Education, and the overview of Community Ed from ECFE to ABE to driver's ed, ACT prep, programs for adults with disabilities, and currently Essential Kids Care, and to hear him speak about the pride of the team, and the excellent service this is providing to our community. She

thanked him for his work. She also noted a few retirements and background of those retiring, including Rich Currier, Jill Gebeke, Joan Ellefson, Jill Griffin, and all other retirees from the District. We see you and are grateful for your work. She also thanked Vice Char Foster for stepping into the role, as well hold our Chair Marny Xiong in our hearts and wish for recovery and return. Vice Chair Foster has stepped into the role with grace and confidence. She also noted gratefulness for Sarah Dahlke and Kaying Thao for their support in this transition and work behind the scenes. She also thanked the Communications team and Office of Family Engagement and Community Partnerships for their work in graduation ceremonies and celebrations. Big thanks to families, students, and staff and community members for sharing what is working and what is not. Please stay in touch and connecting. We're all experiencing loss and grief and uncertainty, and the greatest hope is to find meaning for all that, and give ourselves space and grace to reflect and rest, and recommit to the shared purpose for SPPS kids. Proud to serve on this Board, and represent this District.

- Director Marchese noted that he shares in appreciation for our Vice Chair and staff and everyone working together, and his colleagues. This has been a rough period of time and we have all been doing what we can to support each other, the district and this work, and looking forward to the day when our colleague is back. Sending her and her family prayer and support and she is much on our minds.
- Director Ellis noted a recent photo of Vice Chair Foster and Chair Xiong, and herself that popped up on social media. She is thinking of her and sending much love to her family and has been on her mind every day. Wishing her a speedy recovery and thanked Vice Chair Foster for stepping into the role. She noted the MSBA call with the governor and school board members across the State, with questions on graduation. She attended MSBA clerk training with questions on upcoming elections. She noted a recent call with Commissioner Ricker, as well as a meeting founded by Ramsey County in partnership with SPPS, City, and County on finances and the CARES Act and AMSD meeting, which noted the impacts of COVID-190 funding and impacts to education. She also noted the Superintendent's virtual staff meeting and family meeting, and feedback. She noted the different way of ending the year and feelings on that and the grieving that must take place. She noted that recording graduation speeches was difficult to not be in the room with students and families.
- Director Allen thanked staff for their great work and is appreciative of the opportunity osee students and staff working together. She noted middle school pranks. She thanked Vice Chair Foster for stepping into the role and being a listening ear when worried. She can't wait for Cahir Xiong to come back and spin jokes with her. She also noted her experience in feeling positive energy from the community and ensuring that Chair Xiong can also feel that energy.
- SEAB Member Ali also wished Chair Xiong a speedy recovery and was saddened by the news, but he adn SEAB are thinking of her and her family. He also noted the special night of Ramadan and the belief that prayers are answered, and will be keeping Chair Xiong in his prayers. He also thanked the Board for their communication to ensure he is a part of our virtual meetings.
- Director Foster added to the prayers for Chair Xiong. Saint Paul is about relationships, and the COVID crisis has hit close to home, and continues to keep Chair Xiong and her father and family lifted in her prayers, sending good and positive energy. She thanked staff and the Board, and thanked them for the opportunity to lead and we all lead differently. She thanked everyone for the encouragement and invited all to continue to contact her for questions and items.

XI. FUTURE MEETING SCHEDULE

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

- June 9 (Special – Non-Renewals: 3:30 p.m.)
- June 23

- 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)

- June 9
- 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 Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Xiong	Absent
Director Allen	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

SPECIAL MEETING OF THE BOARD OF EDUCATION

June 16, 2020

3:30 p.m.

M I N U T E S

I. **CALL TO ORDER**

The meeting was called to order by Jeanelle Foster, Vice Chair, at 3:32 p.m.

II. **ROLL CALL**

Present: Board of Education: Director Marchese, Director Ellis (present, but muted), Director Foster, Director Brodrick, Director Allen, Director Kopp

Staff: Superintendent Gothard; Chuck Long, General Counsel; Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director, Employee and Labor Relations; Cedrick Baker, Chief of Staff; Dave Watkins, Chief of Schools; Kevin Burns, Director, Office of Communications; Kaying Thao, Administrator to the Board; Sarah Dahlke, Secretary to the Board

III. **APPROVAL OF THE AGENDA**

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

The motion was approved by roll call vote:

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

IV. **NEW BUSINESS**

Superintendent Gothard welcomed Executive Director McCarty to present further details on this topic. Further details, including an overview, comparison data, and demographic data of teachers recommended for non-renewal were presented. The full report can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- It was noted that there has been feedback that because of the extraordinary circumstances this year, and partly because first-year teachers did not have a full year to teach students, and has been so terrible for all of us, and that we hold students harmless, should we be concerned about the number of first-year teachers who are recommended non-renewals, and in light of evaluations during this terrible time in the world? Response: Yes, this is an atypical year. These non-renewals are a combination of budget cuts and performance-based non-renewals. The budgetary non-renewals are higher than in past years, which do account for the majority of this year's non-renewals. For first year teachers, they were able to complete two of their usually three evaluations, and did go through the majority of the school year prior to the COVID crisis. The majority of them received support at the beginning of the school year, and many had their three evaluations by the time working remotely started. The timeline for evaluations was also reviewed, with the second evaluation by early February. Typically at that time, principles inform teachers on the future, and decisions and discussion.
- There are 14 teachers being non-renewed based on performance. Of those 14, how many are first-year teachers? That is the real crux of the question, as those teachers are being non-renewed on the basis of this year only, and concerns about us recognizing this has been a completely unusual year, and feeling uneasy about judging performance based on only this year, which is unlike any other year. Response: Based on comparison data, there are less non-renewals this year, which would suggest that the nature of this year was taken into consideration by principals when making these decisions.
- There were also questions around those teachers who have been a part of the SUTR program, and we keep investing in that program and producing quality teachers, yet run into the "last in, first out" model with unions. We are training teachers, who ten may go to other districts, and concerns around that. We are investing in this training program to retain teachers of color who represent our students, and know how to teach to all students, and it's especially important to retain them because we are investing in the front-end. This is an important program in which we invest in individuals and look at grant opportunities and options around mentoring and peer groups, and level of affinity around new teachers, and also supports for teachers of color. SUTR was a way to recruit teachers and get into the system.
- It was noted that for the budgetary non-renewals, those teachers will be brought back as vacancies occur, and our goal is to reach out to them and prioritize bringing them back before going to external candidates.
- The number of SUTR graduates within the non-renewals was requested.
- There was clarification that the second evaluation was pre-strike in February.
- Superintendent Gothard noted his experience, and the challenge of being a teacher. SPPS also has extremely high expectations for what our students receive in SPPS and looking for the best match with a three-year window for that, and to do so in the most respectful way if that match isn't working. He also noted that there are veteran teachers who may have been cut their first or second year due to budgetary or programming, and were called back and are still in the District. This is not the easy or fun part of this work, but aligned with where we want to go as a District and what's best for our students.
- It was also noted that because the Board is voting on this item, and feeling uneasy about voting on first-year non-renewals for performance issues, and interested in how many teachers that would be to give them a pass for this year and hold them harmless, while keeping in mind that we are not granting them tenure, but giving another 1-2 years to prove themselves. The majority of the non-renewals for budgetary reasons have hope of returning, but there are concerns about the first year teachers whose only chance was to be evaluated this terrible year. Response: For those listed under performance non-renewals, not including resignations, there are 5 on the schedule for non-renewals based on performance only of first-year teachers. Five of the fourteen.
    - This decision is placed under the pressure of timing because it needs to take place by the end of the school year. Concerns that if there are only five teachers who are on the recommended list for

non-renewals during this difficult year, one board member is not ready to vote and is in opposition at this time because of the fact that this has been a school year unlike any other.

MOTION: Director Foster moved to approve the Human Resources Transactions List for the Non-Renewal of Probationary Contract employees and Non-Renewal of Contract due to Budget Cuts employees. The motion was seconded by Director Marchese.

The motion was approved by roll call vote:

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

V. **ADJOURNMENT**

MOTION: It was moved by Director Foster to adjourn the meeting. It was seconded by Director Kopp.

The motion was approved by roll call vote:

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

The meeting adjourned at 4:06 p.m.

Prepared and submitted by
Sarah Dahlke, Assistant Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

SPECIAL MEETING OF THE BOARD OF EDUCATION
Available via Live Stream at www.spps.org/boe

June 17, 2020
3:30 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order at 3:32 p.m. by Jeanelle Foster, Vice Chair.

II. ROLL CALL

Board of Education: J. Foster, J. Brodrick, C. Allen, J. Kopp

S. Marchese arrived at 4:00 p.m.
Z. Ellis arrived at 4:21 p.m.

Staff: Superintendent Gothard; Cedrick Baker, Chief of Staff; Dave Watkins, Chief of Schools; Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director, Employee/Labor Negotiations; Kevin Burns, Director, Office of Communications; Kaying Thao, Board Administrator; Sarah Dahlke, Board Secretary

III. APPROVAL OF THE AGENDA

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

The motion was approved by roll call vote:

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

IV. MAIN AGENDA

MOTION: It was moved by Director Foster and seconded by Director Brodrick that the Board of Education close the special meeting and continue the meeting as a closed meeting to consider strategy for labor negotiations, including negotiation strategies, developments, discussion, and review of labor negotiation

proposals for the Saint Paul Principals' Association, AFSCME, Professional Employees Association, Bus Drivers, Tri-Council, and Superintendency as allowed for by Minnesota Statutes Section 13D.03, subd. 1.

The motion was approved by roll call vote:

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

The Board of Education and staff discussed the matter of labor negotiations for the noted bargaining units.

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

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. ADJOURNMENT

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

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 5:53 p.m.

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

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

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

COMMITTEE OF THE BOARD MEETING
Via Telephonic and Video Conference; Available via Live Stream at www.spps.org/boe

June 16, 2020
4:30 p.m.

MINUTES

I. CALL TO ORDER

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

II. ROLL CALL

Board of Education:	Z. Ellis, J. Foster, J. Brodrick, C. Allen, J. Kopp, S. Marchese
SEAB:	K. Ali, A. Rajamani
Staff:	Superintendent Gothard; Chuck Long, General Counsel; Cedrick Baker, Chief of Staff; Dave Watkins, Chief of Schools; Kate Wilcox-Harris, Chief Academic Officer; Marie Schrul, Chief Financial Officer; Jackie Turner, Chief Operations Officer; Stacey Gray Akyea, Director, Research, Evaluation & Assessment; Kenyatta McCarty, Executive Director, Human Resources; Kevin Burns, Director of Communications; Kaying Thao, Administrator to the Board; Sarah Dahlke, Secretary to the Board

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

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

IV. SUPERINTENDENT'S REPORT

Superintendent Gothard began his report with a few updates, including the final weeks of school, including virtual graduations and thank you to our Communications team, Office of Family Engagement and Community Partnerships, and Strategic Planning Office. Ther personalization of each was excellent, and work from school staff to ensure students had their caps, gowns, and signs to celebrate. He thanked

everyone for their work on the ceremonies during this difficult year. He also noted coordination for materials in the hands of our students and materials returned, in partnership with Transportation. Thanks to all school sites for their dedicated work. He noted the use of iPads for returning students and use for St. Paul Connect this summer. He noted the appreciation of the work of staff during this undefined system, and know that we will come through and driven for students, families, and community. He has begun our SPPS Reopen Task Force and have been meeting for six weeks or more to plan for next year. He tasked the team with the three possibilities - traditional setting with health and safety considerations, in Distance Learning 2.0, or a hybrid model, which leaves ambiguity and widens our playing field with options for coming back to school. The guidance from MDE has been those three options, with more details to narrow our playing field. Our Reopening task force has been working with these options, contingencies, and plans. Virtual meetings will continue to be shared with staff and families with updates. In thinking about the fall semester, we have been involved with colleagues across the country in all teams, as well as networks in the Metro and MDE. He previewed what to expect for the summer as we continue to plan, and understandings of the process and high expectations for the plan, and include the community. He noted the feedback on distance learning, and also noted feedback on traditional school learning. There will be variability and provide guidance and support to move forward with excellence as our goal. He noted the funding variabilities, and upcoming budget conversations. He is grateful for the Project Management Office for their organization and guidance.

QUESTIONS/DISCUSSION:

- Director Allen wondered the plan for flu season in late October and November, and our current COVID numbers. What is the plan for flu season and prevention for spreading, and are we prepared to go back to distance learning in the middle of the year? Response: Those are the contingent scenarios we will need in our plans, because there are so many unknowns. In 10 days, we were able to shut the district down and open in a new way. We have logistical items in place as a foundation for the future. We will need to work hard and closely with Public Health folks guiding this work and using their data. We will make decisions accordingly. If back in the building, there will be cleaning protocols as well to decrease the opportunity for spread. He noted the possibilities of higher education, and work of Department of Health for guidelines.
- Director Kopp asked while waiting for guidance on the options - is there a window of time to let families know to anticipate when a decision will be announced? Response: The guidelines will be received before July 27th. The Department of Education and Governor Walz have been working collaboratively to ensure they are working together and groups within the state. The sooner the better, but also don't want to provide information and then change it. We want it to be accurate. As things change with the virus, there are ramifications that are occurring and trends in cases. There will be a lot we learn in the summer months, and the next 4 weeks can set the stage for those guidelines.
    - In thinking about parents, and if knowing a decision will be coming around a certain time, it's helpful to table that, and helpful to approach that thoughtfully for the utmost care and maximum amount of time for families to plan. We don't want to reverse, but once certain, that we communicate it.
- Does SPPS have a health expert who works for the District in Public Health in consultation with? Response: Yes, Mary Langworthy is our Supervisor of Health and Wellness and partners with the Department of Health. She is an expert in this and directing our work forward. We have plans to bring forth a presentation with guidelines to the Board.
    - Director Ellis noted that In having conversations about Fall, that will be a helpful presentation.
- Director Marchese noted the planned for Distance Learning 2.0, and it will be helpful to hear about the lessons learned though that experience, and what will be different and to tell the community about the differences that will be in the future, and the shift for change for the Fall. Response: Director

Brodrick also asked about data in terms of iPad usage and student technology, and our REA team has been gathering an incredible amount of information and data, and will continue to do that. Dr. Gray Akyea is working with student focus groups and staff focus groups to learn more from a qualitative perspective as well. Surveys are also great, but these allow us to go deeper into this work, and that will be shared with the Board and entire community.

- SEAB Member Ali wondered who is a part of the task force. Response: There are different layers of the task force, with a core team that meets who are responsible for reporting to the team. There are different groups involved that then report to the core team, and there will be an engagement plan. There is a core team responsible for the work done, while listening to feedback from students, families, the Board and Superintendent. As we go deeper into this work, there can be a project plan in a shareable form for an upcoming board meeting.
- Director Foster echoed Director Kopp and Director Ellis. She asked in thinking about the Governor and MDE, is there an anticipated date or feeling of what to expect? Response: They have been very data-driven and based on data collected. As an outside observer, make sure decisions based on current and relevant data, and some of the reason for that later date is to ensure have the most relevant data to guide us, and avoid starting to go in one direction, and have to go back because of the current situation at that time. There may be guidance locally too, with a lot of possibilities.
- These are helpful perspectives and appreciated.
- Director Allen noted the protestor status and diligence about masks and hand sanitizer, and noticing that out of 3,300 tested, the percentage was only 1.2%, which is significantly lower than the average of positive results. There were factors involved in the protests that helped to keep the numbers low, even with low social distancing. Diligence about that, and learned from that march that folks that consistently came together day after day and were able to keep the numbers low.
- When we come back, there will be behaviour changes for the short, and long term future right now until a vaccine is available. Physically distancing, masks,and clearing will be a part of our plan, and learning more about containment of the virus and community spread in isolated spaces. These are the kinds of scenarios that the team is working on and plans.

A. <u>Reflection on the Loss of Chair Marny Xiong</u>

Superintendent Gothard then moved to remembering Marny Xiong. He noted the tributes to her life both nationally and locally. Two things made clear - Marny loved her family and loved her community. He noted his sadness for the school in which she worked - Hmong International Academy in Minneapolis. Marny loves Saint Paul, MN and loved each member of the community and wanted what is best for every student and family. He then shared a statement from the Xiong Family:

> *Our hearts are in pieces as we share the news that our beloved daughter and sister, Marny Xiong, passed away on Sunday, June 7, 2020 following a month long courageous battle with the Coronavirus. We prepared a celebration for her return and waited, and waited but she never came home. We prayed and prayed for a miracle but none was granted.*
>
> *Marny Xiong, 31, grew up on the Eastside of St. Paul and was a proud student of St. Paul Public Schools. She attended Longfellow Elementary, Washington Middle School, and Arlington High School, graduating with class of 2007. She graduated from the University of Minnesota Duluth with a BA in Political Science and a minor in African and African American Studies in 2012. She was a School Administrative Manager at Hmong International Academy in the Minneapolis Public Schools District. In 2017, Marny was elected to the St. Paul School Board. She was elected Chair of the Board in 2020.*

Marny will be remembered as an inspiring community organizer, a courageous leader and fierce champion for education, gender equity, and racial justice. She was a selfless public servant who made the community's problems her duty to solve. To those who knew her, Marny was more than a loving daughter, aunt, niece, cousin, a devoted friend and sister. She was beautiful; she was a book of generosity and fire.

Marny's parents Zahoua Xiong and See Xiong came to Minnesota as political refugees from the CIA's Secret War in Laos. They instilled education, family, hard-work and public service in all their children. As the youngest daughter, Marny began her leadership at home and as an NJROTC Cadet at Arlington High School. Marny fought for racial justice. She dedicated almost all her adult life towards education because she believed education was a foundation to dismantling structural racism. Marny was a Union and Community Organizer with TakeAction Minnesota, and Service Employees International Union (SEIU).

Marny has gone back to be with the ancestors far away in the sky where all Hmong people come from. She is survived by her parents, Zahoua Xiong and See Xiong; two sisters, five brothers, two brother in laws and a sister in law and four nieces and nephews and a large extended family. We thank all the hospital staff, doctors, nurses, assistants for taking great care of Marny at Regions Hospital and the University of MN Fairview Hospital.

Marny loves to smile and to make people smile. Mark Twain once wrote, "Wrinkles should merely indicate where smiles have been."

The funeral arrangements will be shared in the coming weeks. At this time we ask for privacy as we grief, and to not dwell on how she passed on but how she lived.

A moment of silence in honor of Marny Xiong was shared.

Board members then shared their thoughts about Chair Xiong.

QUESTIONS/DISCUSSION:

- Director Brodrick noted the tragedy of Marny's death is not only so sad because of her very young age, but also because she was a young leader who was content to simply carry a single agenda. Marny Xiong listened to all voices, and listened with respect, empathy and sincere desire to do what is right and just. Therefore the loss of Marny feels so heavily on her hearts is not only her family's loss, not only the community's loss, and her friend's and colleagues' loss, but a loss to what this city, this country, and what this world needs more than ever. We need leaders who want to and have the skills and talent and sincerity and the love to bring us together. Marny Xiong was that kind of leader and am so proud to be able to say she was Chair of the SPPS School Board while a member.
- Director Ellis noted her previous message at Admin Academy 2018, and introduced Marny Xiong as "The Powerhouse," because she was going to change this Board. She had a different kind of energy to change it. Anytime with Marny or at an event, she was the one to take a selfie, and taking pictures. She had this light and energy and positive force of everything good. We never imagined that she wouldn't be here to do the work going forward, and so difficult to imagine doing that work going-forward. We will continue to do that work that she wanted, but also missing her and wanting her to be alongside us in this work. She also noted the conversation about the importance of names and pronunciation. Even when in disagreement, she didn't want to walk away and end on bad terms

and checking in to ensure they were okay. There were conversations going back and forth, and always ended with being okay, and may not totally agree but will go in the direction and path to create as opposed to the one that's always been. It wasn't enough time with her.

- Director Allen noted a speech from Marny in which she was interrupting racism from the inside. She admired her from afar and her work to things happening, and the energy she brought to issues to start changes in our district. Once elected, and noting excitement to work with marny Xiong. The two months working together was an extreme honor to see her personality, sense of humor, making others feel comfortable in uncomfortable situations to express what needed to be said to start the navigation of change. Will miss her tremendously, and in working with her these past two months was an honor and impactful. As a visionary, she noted she did see that Marny Xiong and her spirit was going places, and why this happened, still doesn't understand, but her spirit will continue to live on and those changes will be seen and her impacts will be seen beyond this district because who she was as a person. Will find a way to gather her spirit, and will be carrying Marny Xiong's spirit with her so she will live on.
- Director Kopp noted meeting Marny as a parent in her school community, and the importance of meeting with the school board, and recalled meeting with her at a local coffee shop for conversation. She noted how she felt she knew Marny her whole life - like education and process and structure of enacting change, and to hear someone else say that was inspiring. She was so proud to vote for her, and during her campaign, and Marny remembering her daughter, which meant so much. As much as her professional leadership prowess, it was that experience that will also carry-forward. So grateful to learn from her about encouragement. She believed that anyone who stepped in could make change, and wanted everyone to be at the table who wanted to be to make changes, and use process and structure changes to do that. Always felt incredibly powerful and meaningful and excited for that work. In thinking about not fully processing this, and doesn't feel real - she planted so many seeds as a resident of Saint Paul and her many roles, and consider it an honor to tend to those seeds and ensure they grow. She noted how much she loves and cares for Marny, and what she means to others who also love and care for her so much, and her heart is with them as they grieve and celebrate this wonderful leader and wonderful human being.
- Director Marchese noted the different emotions and echoed his colleagues. Marny made everyone pay attention to what was going on and most important to this work. Marny was such a presence in this space that felt like knew to trust her instincts, motives, and vision. He recalled meeting Marny in 2015 and in early-2017 about her running for the school board, and seeing what is happening, and what she could bring that is unique. He recalled being excited about her wanting to run, and she is what we need on this board, and willing to do what it takes to be elected, and the community behind her. In working with her at events, or when things got tough, there were moments and eye contact with her that they were aligned and thinking similar thoughts, and share observations. Felt so proud of her and her leadership, and in her work as Chair during the strike and leadership demonstrated. She rose to the occasion and did a terrific job and proud of her work and leadership. Thought there would be more opportunities to do that. She was a unique presence to this Board and the community. There is a hole in this space that will not be filled, and although not physically with us, her spirit is in this space and around us to motivate us, and want to honor that memory and purpose and the work we do, and thankful for sharing this time, space, and work with her. Hoped to see her as the first Hmong mayor or Governor, or State Senator. Consoled that she is with her ancestors cheering us on, and need to do her justice and thank her for her presence. Hard to continue this work without her, but that is our job.
- SEAB Member Ali then provided a statement by SEAB in honor of Chair Xiong. He noted the impact of Marny on this district and on SEAB, and SEAB's experience with Marny and her active effort to listen to student voice, and her efforts to ensure all were welcome and able to succeed in this district.

We must strive to live up to her legacy. Sympathy goes out to her family and friends. She was always a friendly face at school board meetings and made sure to listen. He passion for education and equity was powerful. Every SEAB member able to work with Marny noted her work in creating a better district, and work towards a vision of school that works for everyone. He also provided a personal experience with Marny in talking with her after a late board meeting, and in staying late and listening to students in creating change, and she saw herself in SEAB Member Ali and continuing to work together.

- SEAB Member Rajamani noted that Chair Xiong had a positive impact and inspiration. As the Board Chair and Asian woman, Chair Xiong spoke to her with positive interactions, and a friendly face at board meetings and could tell she was listening. She noted in 2019 with a presentation to the Board, she stood up and was crying and expressed her thoughts in response to the presentation, and was emotionally invested in their work, and meant so much to see a leader connect with SEAB's vision. She had so many valued that aligned, and enjoyed time working with her and getting to know her. Greatest sympathies to her families and friends, and she was a great inspiration.
- Director Foster noted that she is deeply saddened by the loss of Chair Xiong, and the 31 years of impact she had on Saint Paul and MPS. She was a warrior of social justice and against inequities in racial justice and gender inclusion. She did it with charisma and a sense of humor. She recalled her first meeting with Marny and the excitement of her running for school board because as the district is ⅓ students who are of Asian descent, representation matters, and her voice needed to be here and present. She noted Marny's time as Board Chair, and it was time for Hmong students to see leadership and representation on the Board. Marny was a visionary, a planner, and knew how to move forward, and bring people along and with us. Marny was a tremendous blessing and believed in people and leader for what is right. She leaves a legacy to continue her good work.
- Superintendent Gothar noted the incredible words spoken about Chair Xiong, and testimonies and resonates with the community. He is proud to have shared this space with Marny, and to learn from her and all perspectives.

V. SEAB REPORT

SEAB Member Ali then provided an update on the work of SEAB, which has, unfortunately, been unproductive in leadership, way handled, and communication issues. It has been a slow year, and they hope to rebound in the upcoming year by strengthening the collaboration with board members, and also the recruitment process, which is currently on hold. The past few weeks, SEAB members have been working tirelessly to help the community impacted by the pandemic and recent protests, and discussing issues around those events.

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. Director Xiong spoke about how everyone has leadership, and SEAB continues to exonify that, and continue to be gracious as we move through different difficulties and transitions. From the Board, SEAB members are all valued and honored to be in this space with them.

VI. DISCUSSION ON THE DEATH OF MR. GEORGE FLOYD AND RECENT EVENTS

Superintendent Gothard noted this is the first opportunity to be together since the murder of George Floyd, and with the recent events, this opened very real and very raw wounds within our community. He noted the space for talking and sharing with the Senior Team, and to come together around this topic and share thoughts and feelings. There's an incredible need for us to give space to each other and stay

together during this time. The recognition of pain, anger, and demand for changes is real. While we are saddened that our students aren't in school to experience this together, it would also have been a very difficult situation during the unrest in Saint Paul and Minneapolis. He has taken several calls, texts, and emails from staff and community members with ideas for change for real problems and solutions, and the calls and communications most memorable are those expressing despair - and to talk about them and hear more, and better understand, which have been amazing in reaching out to talk to staff, parents, those impacted, and trying to be understanding and strong for them. He lives in this community and is proud, and noted his experience here and in other places, which are each different, and the way this impacted so many he cares about, and it calls for real change. There isn't one answer and in hearing others across the country talk about George Floyd and what it means to be Black in the United States and face tremendous injustice. As an educational institution, we welcome 2500 students into our district every year, it gives us 13 years to nurture, love, educate, believe and build up and do the very best we can to serve our students, and still part of a system that many times, it can be the first day and that possibility is taken away. The great injustices and predictability of Black and Brown students served, and this spells it out - community and schools are connected and one big web as a way to work as part of this system to reduce that level of predictability and work in a way that helps manifest respect and justice for all. We have tremendous work to go and to do in the district. Our students have screamed loud and clear to make learning real and relevant, and is now more important than ever. There is great work happening, and those are part of it. He noted his comment at the virtual meeting, it's the first quarter a Black student has not been suspended, and it took closing our schools to achieve that. The impact of tha in closing doors and opening doors, and the work to take palace so that when the doors open, the work is far different than in early-March, and be the commitment of everyone. We need to believe in all our students, and begin with the assets we recognize and the students of who they want to become, and guide that identity. We are committed more than ever, and the soul-searching in ensuring this isn't repeated in small and large ways, and understand our community of what they want. He also thanked the Board for reaching out, and being connected to the community during this time. It has been incredible to witness, and pride to hear the things, and see the things the Board does to support the community. In letters to staff, communiatioc, and work with the Team, he also credited them in sharing perspectives to help grow, learn and understand more. It's been a hard thing, but also brought us closer together, and for that, he is grateful.

QUESTIONS/DISCUSSION:

- Director Ellis noted not be able to view the video, and having conversation with her son, and it's not the first time, or even the the sixth time, and it happened again in another state, and how to process that as a family and mom to three Black men. In conversations with other parents and what to tell them and teach them, and why they are endangered and continue to be. She noted walks in the neighborhood, and driving past Gordon Parks and on University Ave, and our SPPS facilities team on site putting up plywood on buildings. It has been a while since seeing our SPPS Facilities team, and the process to ensure the buildings were cleaned and boarded up. The next day, she was with Vice Chair Foster and others and a part of the Community Clean-Up. It was so hard to see plywood up on Gordon Parks and becoming emotional about it - this needs to happen so that our students have a school to come back to. She recounted her conversation with another teacher at Gordon Parks, and wanting to have a conversation with his entire class, and not being able to do that in a way he envisioned. In watching it happen the response to it, and also seeing the best in Saint Paul, seeing Director Allen out in community for clean-up and art on plywood, with more locations for students to help out and appreciated the opportunity to do that, while struggling with also having her son see it, and struggling because wanting to keep him safe due to health and the pandemic. In walking through the neighborhood and into a protest on the freeway onto Lexington, and knowing something was

happening, and seeing it. Recognizing so many student sout there, and educators and community members out there and seeing togetherness and unity. As painful as it was to have lost George Floyd and his murder, also saw the best in Minneapolis and Saint Paul, and continuing to see th ebes tin people across the country. Hope and belief that change is going to come - may not be the way we wanted it, but it will come. It felt good, and also very heartbreaking at the same time because George Floyd's daughter will grow up without him. While he will change the world, it would be better for him to be with her. She noted her feelings, and ready for this fight, but disheartened that it continues in this way.

- Director Brodrick noted that during this time, and going back to March 13th, and the last time physically with colleagues on the Board and the day that the press conference after the strike where Supt. Gothard and Chair Xiong presented themselves in a wonderful manner for the school district. That was three months ago, and during those three months a lot has happened to the whole world. He noted the impact of all those events and the impact on each of us and the impact onto the world. In navigating the pandemic, and the events in Minneapolis, his reaction was the same as the reaction of many Americans, and how we all experience sadness, fear and anger. He noted these three overwhelming emotions, and learning and trying to learn and do is to replace fear with faith; replace sadness with hope, and replace anger with love. That is what our world needs right now. If Chair Xiong was with us today, she would not only agree, but be able to lead, and lead with the support of the Board and Superintendent. When we come through this, we're going to have faith in one another, and the ultimate hope that goodness will prevail and extend love with the same kind of passion we sometimes use when angry. Faith, hope, and charity. We all rely on the goodness inside each one of us, and all in Saint Paul and SPPS so that we can come through this terrible time and this questioning of our own thoughts and motivations, and the ability to believe what each person knows in their hearts - that people are good and we must be good to each other.
- Director Allen noted her organizer role in the community, and how it began with Katie McWatt, and noted the racial and civil justice events and movements in history, with Rodney King and the walk-out she organized at Central where students dropped their books and walked out with other leaders in the community to help guide that frustration feeling about how our people were being treated. Throughout the 90s and early-2000s, continued to experience police brutality through family members, and own personal harassment and terrorism by the police department. She could feel things begin to bubble up with the murders of others before Black Lives Matter. She recalled gathering on the government steps in Minneapolis after the murder of Terrance Franklin, and feeling like their voices were still not being heard. Dr. King said a riot is the voice of the unheard people - and when Jamar Clark was murdered in front of over 100 people, she was there door-knocking to gather witness statements before starting to rally to the 4th precinct, and they were not there to listen, she stayed and occupied that space for 18 days. She is true believer in peaceful protest and white supremacy is the negative energy and are engaged in spiritual warfare. Through peaceful protest, we can win this battle. She recalled her time at the rally and de-escalating, and convincing others to give witness statements to get justice. She noted attending school and the majority of staff would disregard the events happening in the community. There were few teachers willing to have those conversations, and knew the consequences if the conversations went back to administration. She noted conversations talking about Jamar Clark, and Eric Garner, and philosophical debate about the executioner, judge, and jury and police officers. Many would have ignored this was going on, and students continue to funnel into classrooms and no one is addressing it. We need to change that. If a riot is the language of the unheard, it is our responsibility to teach folks how to listen, how to speak up, and have conversations realizing where we are in this work. She noted her experience in peaceful protesting after the murder of Philando Castile in de-escalating folks, and in working with leaders in the city and Minneapolis to start to change policies and laws to protect all citizens. She noted her role after George Floyd was

murdered. She was repositioned into another spot in the rally, and getting to the precinct, with the crowd already out of control. None of the organizers were able to manage the rage and anger of the youth and individuals that were there - the whole nation watched George Floyd be murdered. The whole nation watched him call out for his mother. There were about 30 organizers attempting to lead a peaceful march, and were adamant that she would be hurt if she attempted to stop what was happening. In watching things progress, this is the unrest and holding down since Jamar Clark, and didn't want to see that battle, and knowing the brutality of rubber bullets, and didn't want that happening in the community, and looking to leaders for change since Jamar Clark and turnover in leadership in mayor and city council, and chief of police. We have continued to turnover individuals, and recognize not about individuals, it's a systemic problem to be addressed by everyone from every angle. As a school board, it is our responsibility to respond to these situations, and put selves in positions for change, and how to get their voices heard. George Floyd did change the world. Hoping that ultimately does more to change the world, but also policing policies and how everyone looks at each other and seeing each other as human beings, instead of just bodies. This didn't happen over night - it has been a build-up. She noted her experience in schools with racist actions on a regular basis and since being on the Board, avoid that school, and let them be there - from now on, she is going to that issue head-on. She will do something about the racist practices that exist in our schools and will not be a leader to allow the voices of the unheard rise to a riot. Believe in peaceful protests and that love will win. She noted she helped to organize the rally on Lexington mentioned by Director Ellis, and the peacefulness as they marched onto the freeway and down University. That was a win, and a shift we need to shape the community back toward love winning again.

- Director Kopp noted her time as a new school board member. She shared her reaction to the murder of George Floyd, and watching the video with another human so unconcered with the life of another human being. It has been a time of great reflection and contemplation. This isn't new, and not recently discovered, uncovered or released. This is the result of decades past, and in this role, the responsibility is so great because policing is an institution, and education is an institution and need to look at how people act, policies, and practices and habits in situation, and the harm caused by them that may not be on video, but it is real and like a million little cuts. She reflected on the words of others and a different kind of reflection with deep discomfort about how we arrived here, and serving in this role and its responsibility. She is grateful to serve on this Board with people whose immense leadership, talent, and experience. She has been reading a lot and read a statement that especially rang true to her now more than ever is that how it is easier to learn about racism than to live it. That is why she is as deeply and profoundly as express committed to learning, and to acting and being active in her work, and reframe her work and reframe how to enter this space and do the job, which will take time and there will be stumbles, but will be moving forward in pursuit of that work, and thinking about George Floyd's daughter and how she is in our schools, and she's our's and part of us, and we owe her something. Profound change to all of our children. She humbly and graciously join arms with her colleagues to do this work, and thanks for the work done for years and years waiting for everyone to catch up.
- Director Marchese noted he is proud to be with his colleagues, and examine the reasons he is here, how hard it is to be in this space, decision making, and in a time like this, to determine the way forward. He is so proud of Director Allen and he looks for people bringing hope, because there is a lot going on that is bad, and a lot that in the midst of badness that there is hope. He has been trying to figure out his role and place in this and appreciate of this Board who have taught and continue to teach him generously because they are there in his life. This murder is not the first that we have seen in our lifetime. He recounted his time in protests throughout the years, and the context called to be in and use the space and place to amplify the voices not like him, be in community to take leadership from others, and to help designing systems for those who may not look like him and share an

underlying humanity to have these systems work. He noted the opportunity to stand with fellow board members. We have the opportunity to construct the world we hope it to be like in this space, and an opportunity to show up with intention and best efforts to bring to create a district that is about humanity, seeing and valuing people, and making this palace that is a model for others. It will not be easy because white supremacy and racism are embedded in our lives the same as other places. It is ironic that it happened here because others think it may not - having grown up in New York. This demonstrated that it happened here that is supposed to be progressive, but know that is not the reality that many people are living. As a white person, acknowledge it and also step outside where get stuck in guilt factor - guilt is not a luxury we cannot afford and need to move into action and allyship. He noted his relationship with Marny Xiong in being a co-conspirator. Consciously make decisions to dismantle the systems that oppress our students. We need to be our best selves to do this, including taking the heat and holding out our hands when it is difficult. We have the opportunity to do this differently. He noted his role in the community in helping to clean, deliver groceries, and push information on social networks and volunteering. He will continue to use his voice and ears to listen. He comes to this as a student, conspirator - this work isn't finished and is a lifelong journey. There is more that needs to happen. He knows there will be mistakes and asks for patience and bring intentionality and to be held accountable. We can heal from this place if we take the opportunity to heal, and to show the different connections to make change. We are all in this together. He thanked his colleagues for their friendship, and is prepared with a shovel and spade and gloves and ready to dig into this work.

- SEAB Member Ali shared his personal experience in a conversation with his mother, whom he has not seen in 7 years, and one of the first things she said was that she wants to see him again alive. He noted his experience in not wanting to draw attention to himself as he bikes home or encounter the police because he does not want to be the next George Floyd. He noted seeing Director Allen at the protests, and being so concerned for her that she would make it home safely once it became too dangerous. He noted his opinion on police officers in schools and not feeling safe with them in the building. He shared a saying that his grandfather would say that in order to gain something, make sure to lose something loved. What we lost was the community the past few weeks, and hoping to gain something by building a stronger community and make differences that will last for generations.
- SEAB Member Rajamani shared that she feels lucky to be existing during a time when change is happening and able to witness change and contribute to that change. As a woman of color, she does not know what it's like to be be black or fear for her life when stopped by the police. She feels extremely privileged to learn about racism rather then experiencing it. While she does experience certain biases, they are nothing compared to what other people experience every day. She noted that its interesting to see the differences the past 11 years in the school district, and how she has now learned the extremely important wealth of knowledge during this time and in living in these experiences. Happy there is change occurring, and a lot more needs to occur. She went on to note her passion in areas around SROs and Ethnic Studies, and glad that we are making changes toward a better future during this uncertain time.
- Director Foster noted that Black Lives Matter. She recapped her experience in watching the video of George Floyd and calling out for his mother. In conversations Black Lives Matter, specifically those of ADOS-descent who continue to be oppressed systemically, and when we raise them up, all other cultures follow. There is a George Floyd in every city. Her heart breaks for the community, state, city, and more important for our students as they have inherited a system that is founded on racism and injustice, oppression by generation after generation. She recounted other names such as Philando Castile, Breonna Taylor, Ahmaud Arbery, and how we all live in the land of the free, except the people who are Black in this county. In Saint Paul, we need to start working to solve our own problems. She noted our former president Barack Obama and that Black Lives Matter. It is time for

transformation of our legal systems, institutions and places of oppression. We need to start having conversations about the myth of white supremacy, and anti-Blackness. The State of Minnesota has a tendency to sugar coat things, and it is time for us to reflect on the systems that oppress and deal with them in a straightforward manner. Institutional racism exists. What does an anti-racist instruction model look like for college and career? How we rebuild systems after they have failed marginalized communities. She noted the diversity of staff in leaders in SPPS, yet we cannot seem to make movement. We need to be honest and have dialogue for people to be uncomfortable and step back and shift the framing. She noted how Director Xiong stood in frustration that it is 2020 and kids are still learning the same things as when she was in high school. What does it take to get movement? She charged all members of the Board and others to think about their role in the myth of white supremacy and anti-bias. If our children are not thriving, then our community is not doing well. We must root it out, and not sugar coat things but have courageous conversations. She noted SEAB's video on microaggressions and her pride in our students for their voices to be honored and elevated. We need to think about the community we serve and work with our bargaining units. We need to think about how white supremacy precipitates down - examine policies, procedures, practices, and require measurable equity progress in this district. She noted her role as mother to a Black son, aunt to Black nephews and godsons. We stand on native ground that was taken away from those who live here, watched her people be taken from their homeland and brought here as slaves, and then had to wath their community be torn down as in the Rondo community. We need to build up the Black community and repair the harm that has been done through change, policy, and action. We need to honor each other, honor our kids, and staff, and have courageous conversations internally and externally and address the harm being perpetuated in those buildings. She noted her experience in visiting many classrooms in 2017 and hearing about the exodus of Black staff in the district, and we need to be honest about that. We need to work with our bargaining units and practices and impacts. We cannot be silent. We need to challenge each other, because inaction will get us nowhere. It is time for folks to stand and realize their part. We may not have answers, and that's okay, but keep asking questions. She then ended with a quote from Robert Kennendy about being open and listening to change this world to decency and justice for all.

VII. FY20 QUARTERLY BUDGET UPDATE

Superintendent Gothard then welcomed Marie Schrul, Chief Financial Officer, and Kimberlry Cordes-Sween, Senior Budget Analyst, to present the Financial Projection Report for the period ending April 30, 2020. Included in the report were highlights of the Financial Projection report, Financial Projection report for the period ending April 30, 2020, and glossary of financial terms. The full report can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Brodrick requested confirmation on the action of the recommended motion at the meeting. As we vote in an upcoming meeting on the projected budget for FY2021, and knowing that within the next 12 months, things may change? Response: Yes.
- There was appreciation for the question and the diligent presentations for a thorough understanding of next year's budget.
- Other noted appreciation of the Finance team to be available to answer questions in this complex system.
- Director Marchese requested more information on the impact of decline in enrollment in revenue, but also decrease in expenditures, which was due to not having extra circular activities, staff or vacancies, EDL, and there is a balance with some transportation costs.

- More information was also requested on the operating funds impacts of the COVID environment on the budget, with an increase in some costs, but decrease in others.
- More information was also requested on the CARES funding, and GEER, and the application process for reimbursable-based funds, which can be expensed back to March 13th and goes through September of 2022 and to plan it accordingly.We will also be applying for other state service funds for revenue through reimbursement process, with information on that received last week.
- It was helpful to hear the availability of funds, with aggregate numbers, and will expect to see more in future reports to indicate those changes in revenue as wella s expenditures.

RECOMMENDED MOTION: Director Foster moved approval to accept the financial projection report for the period ending April 30, 2020. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

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

VIII. FY21 BUDGET UPDATE

Chief Financial Officer Schrul them provided a FY 21 Budget Update. The full report can be found in the BoardBook. Highlights of the report included a review of the District mission statement, steps for the FY21 budget process as an on-going, priority-based budget, FY21 revenue projection amounts for FY 2020-21 compared to the adopted budget of FY2019-2020, strategic plan instructional priorities, prioritization of investments to sustain, FY21 resource allocations, General Fund budget categories, FY21 proposed budget expenditures with the total proposed FY21 budget of $822.3, and SPPS proposed budget recommendations. The FY21 budget and staffing timeline was reviewed, as well as FY21 staffing impacts, 2020 contractual settlements and FY21 impacts. Details on the FY21 budget engagement format, schools's general engagement approach cycle with examples, and a summary of feedback received from stakeholders were also shared. Strategies into practice to evaluate results by improved resource allocations were also presented. Finally, the FY20-21 budget development timeline was also reviewed.

QUESTIONS/DISCUSSION:

- In looking at Recommendation 1, and Positive School and District Culture, and the decrease, and PBIS impact and SEL implementation - information specifically about that reduction? Response: In that area, the department was able to maintain SEL and RP TOSAs - they did make a change in TOSA to PBIS and reorg structure for supervisor around MDE SEL cohorts and integration of SEL, and other TOSAs with PBIS capacities built as we move forward.
- In Title IV for PD and materials - what are the materials? Response: The materials support the implementation of PBIS. Specific details can be sent.
- Director Brodrick noted that during the discussion of the final revision of the FY20 budget, asked three questions in terms of this topic, because bound by law to propose a balanced budget at the June 23rd meeting, and also we know from previous discussions about the Fall in terms of face to face, online, or hybrid. Know the new year is full of question marks that will be influencing and will

have impact on the deliverance of services in terms of expenses and staffing and how we will look for SY20-21. Both expenses and revenue. We can't predict the future, but wondering as we look at some of these very profound changes to make in how we deliver services and will affect a lot of things - how much flexibility will we have in terms of our commitment to our kids and to our staff who we are trying to give them idea of where they will be? Response: We know right now that students are enrolled for next year, and directed staff to work locations fo next year. We will open schools in some form around Labor Day. We're setting here with adopted budget is the parameters we work within wto deliver our services. We don't have a lot of flexibility outside our regular adjustments like enrollment, and will need to look for flexibility in how we work. Not necessarily the financial impact debut does our work force match our services we need to provide - and if not, deliver flexibility to change that and ensuring adequate staff for our buildings. If there are big changes, we will need ot look for changes for those - such as a turn in the economy, we like others would need to look at changes are forces upon us and need to make. We have a responsible budget for the approval and based on what families and students expect on Labor Day. It's a matter of way that we're organized. There will be students in each school and schedules, and flexibility in roles and responsibilities to deliver what we have promised.

- Director Brodrick noted the assurance that the Superintendent is well aware and staff is as well about the obstacles we may face, and we are ready to adapt the game plan based on what is happening in the game.
- Superintendent Gothard also noted the intensity of learning, and speculation of learning lost during the pandemic, and that we may need to shift resources or programming in a quick way to address those losses or learning gaps. So flexibility in programming as well.
- Director Allen noted in previous meeting about challenging the role of PBIS which has punitive responses, and restorative practices and changes in culture. Where are our investments in those areas? Response: Part of the investment in building capacity in site leaders and through targeted goals and SCIPs, and unpacking values at the site level to identify restorative practices goals on metrics, and build training on that foundational assessment.
- More information was requisition on how many years SPPS has invested in restorative practices culture, which is several years, but has been left to the fidelity of the site, and silos of excellence throughout the system.
- Director Allen also noted that the budget is a moral contract, and wanted to bee the investments made build upon each other and see things be able to grow in the direction to shape the culture around restorative practices with students.
- Director Kopp requested more information for the past years of investments in RP and PBIS.
- Director Marchese noted a number of questions regarding the proposals to the strategic plan and to priority based budgeted, and it is difficult to tell the link or choices because we need to do operationally or because of another reason. He requested this information, that because it is the first time in this format, that questions be raised in a different venue. Expecting to see priority things blown out by COVID, but some opportunity to see the choices made to better understand those better, and difficulty to understand in this context. He requested more details in trying to understand the choices being made and how they fit into priority-based budgeting or the strategic plan, and the movement of funds to those proposals.
- Director Ellis requested information on the process for new leaders to the school community, and their work in the budget. Response: New leaders typically have a transition time with the current leader. They also work closely with their assistant superintendent to unpack the budget and understand variables, and staffing. Superintendent Gothard also recounted his time as a school principal and the support for principals in those hiring decisions.

- There were further questions on engagement with families and the timing of engagement. Principals were impressed with the responses received from stakeholders, and parents and families did admirably well with responding during a time of distance learning. Questions were also translated for families. School staff had a tool kit ready and did offer training and PD for bilingual EAs in the building. It was a great opportunity to explain priority based budgeting in a relational way for families, and to do this in a virtual environment, which we may be able to take lessons learned into future years.
- Director Kopp requested a way to view the digital pr physical tool kit that sites use. She recounted her experience as a parent. She appreciated the translated materials so that everyone has access to the information. She brought up ways for the budget to be a year-long engagement process, and to scaffold learning and what we could do at the beginning of the school year to give everyone knowledge and capacity and engage in meaningful ways throughout the year, as opposed to building up to the budget within the last few months.
- Director Marchese built off this point, with efforts to put together a best practices guides on building on what we've learned, and encourage building leaders to think about how to do this and build it out over the course of a year, and help families see where things fit together. Curious about how there could be a 2.0 version of this. Response: Yes, that is deeply embedded in 8a of stakeholder engagement, with toolkits and support and training for leaders and administrators to improve upon the collective practices around budgets. There's a team in OFECP that is working on a toolkit for the Fall right now, and these are not meant to be static things, but to continue learning and continuing to improve practices in areas, and that can be shared.

IX. UPDATES TO SY2020-2021 RIGHTS AND RESPONSIBILITIES STUDENT HANDBOOK

Superintendent Gothard then invited Chief of Staff, Cedrick Baker, and Jada Wollenzien, Program Manager, Leadership Development, to review updates to the Rights and Responsibilities Handbook for SY2020-21. The full report can be found in the BoardBook. Committee members were reviewed, as well as changes made to the handbook, and reasons for those changes. Next steps were also reviewed.

QUESTIONS/DISCUSSION:

- More information was requested on the language around "gang activity" and why it was moved to a Level 4 or 5. Response: The definition of "gang activity" will be sent. It needed to meet a 4-prong definition, and if a student were to violate this, it would need to be egregious enough to be a Level 4 or 5 offense, and not low level offense of 2 or 3.
- More information on the 4-prong definition was also requested. There will be training done on this subject in August for administrative staff as well.
- Director Allen noted her experience around this topic, and her concerns about students who are not affiliated with a gang, but others who may judge that they are based on race, and wanting to control them. Level 4 and 5 is expulsion. Another concern is that middle schoolers are vulnerable, and starting to explore the world and a lot of times they will clique together and form a group for personal safety, which isn't' necessarily a gang.
- It was moved to a Level 4 or 5 offense to show how incredibly high it it because we were seeing it as a catch-all, and over identifying gang activity in schools. The change is to show the high level offense that it is and the magnitude of what that is, and to not condone identifying kids as gang members who are not.
- Director Allen noted that in her outreach, very few kids are gang members - most are adults who have migrated from outside the city. When looking at the activity of students, and their methods of creating

safety, what can we do as a society and adults in community to create safety so they don't need to clique up.

- Director Kopp also noted interest in seeing the definition of gang activity. She recounted her time as a middle school teacher, and that kids deserve predictability and it is our job to create that environment that is predictable and safe for kids. Kids need to know that what happens in one class will happen in the same way in another. Consistency matters.
- Director Marchese requested more information on the process and data for the changes. Response: Anecdotal data that administrators brought forward. Also staff in REA who reported from federal and state level reports. Discussions were very heavy and with diverse perspectives.
- Clarity on "changes that may be perceived as major changes" were also discussed, with comparison to last year's handbook and the uncertainty of, for example, when to notify SEM based on an offense that took place, and technical changes. Also, from the administrative point of view, and being in the building, and what they may perceive as a major change. The group also went through each documented change and deciphered which may be perceived as major, not major, or sort of major.
- SEAB Member Ali asked if students are notified of changes. Response: Every year, post cards are sent to families ot let them know about the Rights and Responsibilities and that it is online and available to review. Some schools require students and families to sign-off on reading through the handbook. The changes are planned to go to administration and then trickle down to staff and then to students. We are also open to suggestions on how to alert students to changes.
- He also noted the concerns about actions being identified as gang signs, and for administration to know what gang activity really means.
- Further details on the action related to each level of violation was also requested.
- Director Foster in thinking about policies and procedures, and as the 2nd largest diverse school district and alluded to the white supremacy and its impact on policies put forth, and looking at dismantling any bias.
- More information on the make-up of the current Rights and Responsibilities committee. It was included in the report, including the list of 23 members.
- Superintendent Gothard noted the continued learned and how it applied to student code of conduct, and echoed Director Allen's concerns. He also noted that no single staff person is put in the cautifying code of consult violation without due process and done so in the most respectful manner possible. This is ongoing work and something we will need to work diligently.

X. SCHOOL RESOURCE OFFICERS IN SPPS

Superintendent Gothard introduced this topic by mentioning the various emails to remove SROs from our buildings, and the various locations of those communicating. There were former students, a few current students, those from the metro, and others from the greater Minnesota area, and across the country. There have also been groups in supports of SROs, including high school principals, and the Saint Paul Principal Association.

He also shared the current structure of the Office of Security and Emergency Management, and the 7 SROs that are a part of that team at our 7 comprehensive high schools. The SROs are racially diverse, and many are SPPS graduates with deep ties to the community. This is a position that is hard to describe with the current happenings and understanding the effects of policing on communities right now. He then gave the Board space and time to share to give direction to the Superintendent and team. He also shared details about the current contract, which expires at the end of this month and we are not currently paying for the SROs as they are serving their city and not in schools. He noted the vision of SEM and

supports for students and meeting the relationship and engagement with students in a holistic way to keep students safe and the reduction in the number of arrests has been incredible.

QUESTIONS/DISCUSSION:

- Director Ellis noted the community input and conversations with students about SROs to be in a blue polo uniform with their names on them, and asking about student interactions with SROs, whether positive or negative, and in the past it had been on the basis of a contract that needed to be approved. She then went through the history of SROs on her time on the Board, beginning with more data in 2017, and cost of the contract and partnership with the City in 2018. She noted the understanding of what SROs' role in schools, with her own beliefs about law enforcement, and interactions that were uneasy or uncomfortable, and the question if they carried a gun. She then recounted her time spent touring and visiting with each SRO in each high school to bring that level of discomfort and from that palace, and also to figure out the best decisions for students. These are officers who want to be in our schools, and have great relationships with students, and students coming to them to talk about things. She was also surprised to learn about the relationship with SROs and other officers, and hearing from an SRO that if he is working on his beat, and sees someone pulled over by a street officer, that he will pull over to see if it is a SPPS student because he wants to make sure nothing happens. While we shouldn't have to see it like that, it made her very thankful to have these 7 individuals in our schools to watch out for our kids. She shared in 2019 about her experiences, and also the cost aspect and the plan moving forward, and how it was approved unanimously. She didn't know if the District had a plan without them, and didn't want to put the District in that situation. Emails came in from across Minnesota and the country. There is a cry from our community. She believes our 7 SROs are really good people, and that they are being based on the organization to which they belong as police officers is what we are talking about, but that we are not talking about them as individuals. We could have a conversation about their job performance, but that's not what we are being asked to do. She noted the difference in feelings about these 7 officers, compared to seeing officers within the community or on the streets. While she fundamentally believes that police should not be in schools, yet she believes these 7 officers are really good people that we are fortunate to have in our schools. In thinking about the whole SPPD, and the 7 that we have invested time energy, and resources in and that our students have relationships with in school and outside of school. They have shown up and helped and been there, and first to ask to be at our games because they know our students. We are being asked to not renew a contract, and there hasn't been discussion about ito this point, and there hasn't been an opportunity for the new board members to learn more, and there are many pieces that are not just SROs, and how it will look different and the vision for what that will look like and the role of SEM. Feel like this was a conversation always having and always pushing and how can we get there, and still relevant question right now.
- Director Brodrick thanked Director Ellis for taking us through a comprehensive chronology and description of this issue over the last few years. It was helpful for perspective. What we are going to be discussing is whether we are ready to extend the contract we currently have with SPPS for the use of these SROs in our buildings, and as clearly described over the last few years worked hard and sincerely with SPPD and with Chief Axtell and his higher personnel to really look at expectations were for police officers performing the job of school resource officer, and feel did a good job of trying to determine the best use of SPPD personnel in our buildings, and we made sure that we softened the presence of these people in terms of being inside a school building, and made tremendous progress in terms of providing personnel in our buildings who were doing that dual duty that he has always felt good police officers are able to do - to be a peace officer, but also community police officer, and able to mentor and meaningful relationships with those they serve. It is evident that the 7 SROs

performing this job have been doing that quite well. Consequently, the phrase used to come out of this if we work together. Think over the past couple years, shown that SPPD and that particular caudre of personnel, the SROs, have done a job of partnering with all of us and our students to form an environment in our schools that is very good. The fact that almost unanimously at the high school principals, and from leaders in our buildings, that they feel the SROs are a vital part of our safety and security school climate efforts in our buildings. Last year when looked at the surveys, the overwhelming numbers of students who responded, responded that they were in favor of SROs in our buildings. He would not be in favor at all at this point of severing our relationship with the Saint Paul Police Department and particularity the service of the 7 SROs in our buildings, and do not think this is a good time for part of the Saint Paul community to cast the vote of no confidence in another part of our community, the SPPD. This is the time for us SPPS and SPPD to come together and be even more intentional of ensuring that we are coordinating and partnering in a way that makes our schools safe. This is not the time to sever this relationship, even though we are hearing from many in disagreement.

- Director Allen noted that a budget is a moral contract, and spending $775,000 on 7 individuals equal approximately 20 community experts. We go from a security system of investigating through social media pulling kids from class and into a system where individuals know and have access to aunties, cousins, brothers, mothers and fathers, of those attempting to work with. They also have a thorough understanding of our community and conversations about safety mechanisms in our community. Do understand the impact of being involved in sports - all people to create safety. They know how to partner our kids with situations to create safety situations. When think about the shift made couple years ago and polo shirts - it didn't change anything. It was the same police badge and gun, and cuffs, and their demeanor remained the same. She recounted her experience at a rally with police officers, and wanted to explain more and triggers of the police uniform, which is where protestors are vulnerable and our kids are in schools and vulnerable. No one can learn when experiencing trauma. We know this through studies. If we're putting the traumatic situation inside the schools, how do we expect to increase achievement, which is the goal of this Board and Administration. We can sever that contract and hire 20+ individuals that are mentors, know our community, how to navigate through unsafe situations in ways that are safe for them and don't have to get involved with gangs, or navigate their live sin other ways, and a way to do in which they can be successful. She is not saying that our SROs are bad people. When she worked at Como, she intentionally built relationship with the SRO who was amazing as an individual and they understood each other in the systemic problems that was brought into the hallways with the police uniform. He had that unform to carry a particular demeanors, and those who have experience with the police or watched it with others and carrying that trauma and didn't get close to the SRO and still triggered in the lunch room. When we do have a serious issue that requires police, that SRO calls 911, and we have 11-12 cops swarming in hallways. She recounted her experience in that situation where cops were hiding behind pillars and students were scared and went to find her for safety. As citizens, we should be able to call the police without having to pay $775,000 per year. When look at the impact of policing on our community as a whole, all kids are traumatized and recognizing the danger. Students are concerned about their friends and family and others around them. We need to start to build an environment where all students can learn to close the achievement gap, and look at all factors of why it exists, including trauma. She recounted the origins of policing, and the importance of eliminating racism. We need to break the myth of white supremacy. We need Black men to also step up and be a safety measure, and mentors and offer guidance to young boys.
- Director Kopp thanks everyone for this opportunity to speak about this topic to make a decision as a Board and community. It's important for the community to be involved and engaging with us so that we are truly building something different and doing it differently. She appreciated the perspective of

her colleagues and recounted her experience as a middle school teacher and how she didn't know there was an SRO in the building, because everyone in education wants kids in their classes to learn. She noted the authority figure that others can point to in a building when things aren't working. In being new to the role, and knowing an SRO who is amazing, and seeing presentations from Director Laurie Olson and is impressed with the thoughtfulness, and refinements to get to a better place where we are moving beyond and past the worst parts of policing. Saint Paul is doing as well as a job that can be , and yet in terms of the SRO, we know there is still fear, and that feal is real. The challenge is understanding that multiple things are true at the same time, and it is our responsibility to see and hear what people are telling us and to see down the road what else is possible. We need to take the same time to ensure that when we open in the Fall for safety, that we are also looking the same way at safety in our schools. She noted that in designing a new school, and how that would look to be excited, loved, and interested in learning and being values, that she doesn't envision an SRO or police officer in that space - in that image of a school being built from fertile ground. She noted that in reflecting on the different communications on this topic and a story about an SRO who checked in on a student, that means something, and the purpose of our SROs that are filled in our building. They are our SROs, and working with them in partnership with people who care about our kids and are important to us. Trust is so important. As an optimist, she wants to tinker and refine until it is right, but maybe we have brought this as far as it can go, amd finding it hard to plan and prep and imagining our community at the center and what life looks like on the other side of SROs and imaging what that could be. That is also part of our responsibility - to think ahead and to think about the ripple effects and to not make decisions without deep consideration about 3,6, or 9 months ahead and to be prepared for that. If we removed SROs immediately and we're not ready for the next part, there are still many practices that will cause harms, and have removed the possibility of for some kids, a source of strength and comfort that we have removed without replacing. It is our responsibility to to this in a way that acknowledges all truths and imagines something better and different because we are willing to listen and learn. She keeps coming back to the lack of trust that is real for kids, and while she doesn't know what it feels like and not a lived experience, she can only imagine what it means to sit and learn in a space where a child doesn't feel safe. That is our job to do and in a timeline to hold collective truths as a community and give enough time for our community to be heard in a meaningful way, and concerns about doing that in eight weeks. If we feel like we cannot come up with something meaningful, and informed by the community, that it could cause harm next year for students and staff, especially if there is not a plan in place.

- Director Marchese appreciated his colleagues' shared thinking and our experiences of the past 4-5 years, and each time struggling with this contract which has not been seen as the bigger picture issue of climate and culture we want to have in the district to support and nurture children to be the kind of place that is changing the narrative to be perceived as successful. We are approaching this not as a conversation about the contract to be reduced to a document about the work of our SROs who have done their job as well as we expected them to. The Board asked for data, changes, roles, classification and information, and he thanked staff for providing that. If we step back and ask the question if we are going to design a system to create a culture that we believe is in alignment with our values, do we have the pieces in place - and he doesn't think we are there yet. Education is an opportunity for caring adults to work with our children and for opportunities to be seen and cared for, and how do we envision that, and does it involve a licensed police officer to do that work - many can do that work, and not about making a choice just for the sake of making one decision. He noted the impacts of students seeing police officers after recent events is a different context than in December. He noted the feedback from principals, and Director Ellis' experiences. This also raises questions around the ongoing disparities we see in out of school suspension, interactions with police, and how our students are moving through the disciplinary systems. In stepping back to think about how to use

resources wisely to advance the culture and climate of safety, and also in alignment with the district goals. He also recognizes the role of SROs on staff, and the role they play, and many students feel safer. This is all based on what has been given as an option, and if the only option and this is taken away, there is anxiety that is felt that may cause some to make decisions. He went on to note the resource questions around this contract, and how the funds of this contract affect other areas of the budget and shifts in staffing. All need to be a part to create an antiracist school district with shared wisdom and participating in discussion if we move forward. He noted the stages of removing SROs from buildings and opportunities to shift to other purposes, and provide definitive data of when they are not in the building and process with changing culture, staffing models, and providing funding to that. The majority of correspondence is to stop SROs but also need to ensure this is an inclusive process. With 7 people out of the buildings, that doesn't change the policies and practices that maintain the system as adults. There needs to be change in classrooms and all levels of the buildings, and all staff are on board to have the skills to make decisions and see students and perceive in different ways, or we will continue to see the same disparate numbers and experiences of today. He noted the need for a plan that is effective and also in ways that are inclusive for students to participate in the planning process. Whether now or in the future if we move to a model of staffin that includes or has less licensed police officers, and protocols in place to know when to interact with law enforcement, to know the best way for staff and the time and who the person is to do that.

- SEAB Member Ali noted that it is time we move forward, and that even in polos, they are still police, still in blue, and still have a gun. We need to hold each other accountable and push back. Students, especially in the past few weeks, in order for authorities to listen to show that they are willing to lose something they love, and to get authorities to listen. He noted his experiences at his high school. He noted the survey data and it may be mis-representational. He notes experiences in which a police officer comes into a situation, that that situation then becomes more difficult to control because of the fear. He went on to note the role of teachers who are teaching students and positive role models to students, and school workers - not the officers. He shared the format at Como and officers working with staff and administrators to combat crimes, but it is not the officer - it is the community. He shared his personal opinion on officers and the threat of those officers on his own life.
- SEAB Member Rajamani shared of her research about SROs, and questions. She noted questions about the make-up of the SRO unit in SPPS. She shared that she has not seen a survey question about SROs, about their reports of interactions with students that are self-reported, and that it is not federally mandated for SROS to have special training. She noted a statement from SEAB that recounted their presentation in 2016 and that their stance has not changed. She went on to share statistics about SROs across the country.
- Director Foster shared that many of the SROs are graduates of SPPS and decided to create change they didn't see in the system while they were growing up by coming police officers, and she thanked them for their service to the community. She shared communications with others on this issue. She noted the question that if one child is in fear, like what we're seeing in the Black community and the myth of white supremacy, and if others feel protected, does one just get over it? That is something she cannot live with. She went on to note that these are seven individuals who are working with our students. She noted the disparities of suspension and dismissal rates for Black and Brown students and students who receive Special Education. It is not the 7 individuals in the buildings who are overused and misused. This decision rests with the Board and responsible for what comes next. We need to hold those in front of our children to be accountable to ensure our students feel safe in that space, and checkin bias and historical lenses. We need more teachers of color, and to train and recruit them, and our educators need to be at the core of that. The health and welfare of our district depends on how they show up to help our kids. We need to look at the responsibility and hold accountable our staff for relationships with students and families. We talk about the legacy of things

happening and waiting to do things differently - when? When will we make the change and the urgency of that change? Our students need to see their teachers reflected in their lives. She also noted the budget priorities previously mentioned and relationships, as well as engagement. She noted the need for students to feel safe in our spaces and not triggered, and experiencing trauma every day.

Superintendent Gothard requested further information for the team to prepare - including if there was a motion expected or resolution to be introduced either at the June meeting or the July meeting. He noted these are great discussions for all 65 schools, and that these are systemic issues across the board, and have a lot of work to do.

Responses to SEAB Member Rajamani's questions were also answered, including updating the SPPS website with current SRO information, their training and role of NASRO in training in adolescent brain development, sex trafficking, online security, and all things that affect youth, as well as SPPS training with PBIS, RP, and first aid, as wella s others; she noted the role of SEM and working with students and experiences, as well as further information on the survey mentioned. She went on to provide more information on the data collected by SROs, with some anecdotal and other self-reported. If there are use of force or incidents involving the SRO, those are reported to the SEM office, and quantifying that and obligation for the Civil Right office and documentation.

Data was also provided for the 18-19 school year.

Director Ellis noted that the current contract expires on June 30th, and the next steps for the Board. Response: It's not uncommon to not have a contract in place, but do want to be clear on the next steps if the contract expires, and desire or not to engage in contract negotiations, and would want to know if there is support of the Board to do that before deliberations.

Director Brodrick requested more clarity on the decision for the June 23 Regular Meeting, and in terms of what we intend to do for the Fall, and specific direction from the Board to the Superintendent.

Director Allen noted that there are great relationships between SROs and students, but the system of policing is misleading. She recounted her experience with police, and how the relationships with students and SROs are different with students and police outside of school, and may give a false illusion to kids about how they show up when engaged by police officers in the community. She also noted a previous experience with an SRO at a school, and then seeing him at a protest in the community in full gear and the confusion and illusion that will lead to for kids when they encounter police officers in the community

Director Kopp thanked Director Olson for her opportunity to learn more and onboarding with SEM and SROs.

Director Marchese noted the conversations that will need to happen before Tuesday, June 23rd for clear directions to give to the Superintendent and the community needs to hear about the plan and where everyone is in this decision.

SEAB Member Ali noted the survey questions and how to frame questions and ask in multiple ways for honest answers from students. He also noted the structure of the police, and the oppression on many.

SEAB Member Rajamani would like to read more about the data about SROs in SPPS. She also noted a previous conversation about immigration in a class, and how if People of Color become the majority of the United States, how they are treated will be a minority in the way they are prioritized - just because the number of people are the majority does not mean they will be treated with the same sense of privilege.

MOTION: Board members then voted to postpone the discussion of Ethnic Studies to the June 23, 2020 Regular Meeting of the Board of Education. It was moved by Director Foster, and seconded by Director Ellis.

The motion was approved by roll call vote:

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

XI. ADJOURNMENT

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

The motion was approved by roll call vote:

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

The meeting adjourned at 11:35 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 PUBLIC SCHOOLS

PLACE HOLDER

School Resource Officers in SPPS

Saint Paul Public Schools

Ethnic Studies Course Update

June 2020

Preparation and Planning

January - May 2020	→	Stakeholder engagement
	→	Hire specialist position (A&I funded)
2020-2021	→	Course development
	→	Professional development
	→	Teacher identification
	→	Resources determined
2021-2022	→	Offer course as an elective
	→	Gather feedback; adjust as needed
2022-2023	→	Require course for graduation

Development Timeline

2019-20	2020-21	2021-22	2022-23	2023-24
• Stakeholder engagement • Hire specialist position (A&I funded)	• Course development • Teacher identification • Resources determined • Communication • Course materials • Professional development	• Offer course as an elective • Gather feedback • Adjust course as needed • Teacher identification • Professional development	Require course for graduation (10th graders, graduating class of 2025) Reflects the year Human Geo placement (full-year to half-year course)	• Credit recovery for Ethnic Studies course offered (Summer, Evening High School)

Implementation Considerations

- Determine course alignment with current MDE and SPPS graduation requirements - career technical education; human geography
- Ensure required course preserves student elective choices
- Examine staffing needs and plan for shifts in teaching positions
- Address the roles of community and other experts in teaching
- Identify resources for professional development, curriculum development and course materials for rigorous instruction
- Develop a communications plan
- Provide professional development

HUMAN RESOURCE TRANSACTIONS
May 1, 2020 – May 31, 2020
June 23, 2020

NEW APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Wathum-Ocama, D.	Classroom Teacher	03/14/2020	$34.32	Ramsey Middle School

PROMOTION

Name	Job Category	Eff Date	Pay Rate	Location
Ramsey, D. L.	Classroom Teacher From: Temporary Employee	08/08/2020	$27.18	Global Arts Plus - Lower

LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Boettner, K. E.	Classroom Teacher	04/10/2020	Johnson Achievement Plus
Golden, M. S.	Classroom Teacher	05/18/2020	Global Arts Plus - Upper
Juenemann, L. M.	Classroom Teacher	05/28/2020	Highland Park Senior High
Netzer, S. M.	Classroom Teacher	04/30/2020	Washington Tech
Wheeler, J. K.	Classroom Teacher	05/22/2020	Benjamin Mays/Museum
Kiflai, F. T.	Classroom Teacher	04/17/2020	Farnsworth Aerospace UPR
Bittner, D.	Classroom Teacher	06/02/2020	RiverEast Elem/Secondary
Ensch, K. E.	Classroom Teacher	05/12/2020	271 Belvidere Bldg
Wilson, K. T.	Classroom Teacher	05/04/2020	Frost Lake Elementary
Good Borja, S.	Classroom Teacher	05/08/2020	271 Belvidere Bldg
Jonassen, J. L.	Superintendency	04/25/2020	Colborne Admin Offices
Lyfoung, X.	Education Assistant	05/09/2020	Battle Creek Middle School
Spencer, N. D.	Education Assistant	05/05/2020	Belwin Outdoor Science
Palma, W.	Teaching Assistant	05/05/2020	Frost Lake Elementary
Rodriguez, C.	Teaching Assistant	05/07/2020	Bridgeview
Truso, M. C.	Teaching Assistant	05/14/2020	1780 W. 7th Street
West, M. C.	Custodian	05/08/2020	Colborne Admin Offices
Chuhel, R. K.	Electrician	04/01/2020	Como Service Center
Gordon, D. T.	Nutrition Services	04/20/2020	Jackson Preparatory Elem
Harris, S. D.	Nutrition Services	05/05/2020	Frost Lake Elementary
Jones, L. C.	Nutrition Services	04/20/2020	Obama Service Learning
Lee, I. I.	Nutrition Services	05/15/2020	American Indian Magnet

HUMAN RESOURCE TRANSACTIONS
May 1, 2020 – May 31, 2020
June 23, 2020

LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Kreis, R. E.	Nutrition Services	05/15/2020	Expo for Excellence
Litzau, R. L.	Nutrition Services	05/15/2020	Como Park Senior High
Macioch, S. L.	Nutrition Services	05/28/2020	Int'l Academy - LEAP
Meyer, H. F.	Nutrition Services	05/14/2020	Central Senior High School
Sabourin, D. M.	Nutrition Services	05/20/2020	Highland Park Senior High
Sheppard, B. J.	Nutrition Services	05/13/2020	Como Park Elementary
Steen, V. A.	Nutrition Services	05/28/2020	Como Service Center
Suarez-Guzman, Y.	Nutrition Services	05/21/2020	Como Park Senior High
Taylor, T.	Nutrition Services	04/20/2020	Ramsey Middle School
Von, V.	Nutrition Services	04/20/2020	Highland Park Senior High
Zachariason, R.	Nutrition Services	05/21/2020	Jackson Preparatory Elem
Jacobson, M.	Professional Employee	05/29/2020	Colborne Admin Offices
Sovinski, D. M.	Tri-Council	05/12/2020	Como Service Center

REINSTATEMENT FROM LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Boettner, K. E.	Classroom Teacher	04/27/2020	Johnson Achievement Plus
Drow, S. K.	Classroom Teacher	05/11/2020	Battle Creek Middle School
Vang, M.	Classroom Teacher	05/18/2020	Farnsworth Aerospace UPR
Yang, Z.	Classroom Teacher	05/04/2020	Farnsworth Aerospace LWR
Hilmoe, A.	Classroom Teacher	05/22/2020	Journeys Secondary School
Cozine, P. G.	Classroom Teacher	05/26/2020	Focus Beyond
Hendrick, K. R.	Classroom Teacher	04/27/2020	271 Belvidere Bldg
Good Borja, S.	Classroom Teacher	05/26/2020	271 Belvidere Bldg
Jonassen, J. L.	Superintendency	05/13/2020	Colborne Admin Offices
Mohamed, Y. A.	Education Assistant	05/01/2020	St Anthony Park Elementary
Yang, E. J.	Education Assistant	05/04/2020	1780 West 7th St
Gayden, D.	Teaching Assistant	05/18/2020	Hazel Park Preparatory
Johnson, E. D.	Teaching Assistant	05/01/2020	Hazel Park Preparatory

HUMAN RESOURCE TRANSACTIONS
May 1, 2020 – May 31, 2020
June 23, 2020

REINSTATEMENT FROM LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Johnson, K. J.	Teaching Assistant	05/15/2020	RiverEast Elem/Secondary
Mariscal, M. V.	Clerical	05/04/2020	Colborne Admin Offices
Williams, D. N.	Clerical	05/18/2020	Colborne Admin Offices
Chuhel, R. K.	Electrician	04/29/2020	Como Service Center

REHIRE AFTER TERMINATION

Name	Job Category	Eff Date	Pay Rate	Location
Emmanuel, H. K.	Nutrition Services	05/09/2020	$15.00	Washington Tech

RETIREMENT

Name	Job Category	Eff Date	Location
Lentsch, M. T.	Assistant Principal	07/01/2020	Central Senior High
Pedersen, R. J.	Principal	07/01/2020	Groveland Park Elementary
McMahon, K. A.	Nutrition Services	08/25/2020	Como Service Center
Juve, C. E.	Professional Employee	08/01/2020	Como Service Center

RESIGNATION

Name	Job Category	Eff Date	Location
Ayers, C. V.	Assistant Principal	06/11/2020	Global Arts Plus - Upper
Benedict, A. L.	Classroom Teacher	06/20/2020	Focus Beyond
Clickenger, A. M.	Classroom Teacher	06/11/2020	Galtier Elementary
Cooley, M. M.	Classroom Teacher	06/11/2020	Expo for Excellence
Curley, J. E.	Classroom Teacher	06/20/2020	Creative Arts Secondary
Grund, A. F.	Classroom Teacher	06/20/2020	Obama Service Learning
Hodgins-Jones, C.	Classroom Teacher	06/11/2020	Benjamin Mays/Museum
Holmberg, N. J.	Classroom Teacher	06/20/2020	Humboldt Secondary School
Holsten, K.	Classroom Teacher	06/20/2020	Obama Service Learning
Larson, N. L.	Classroom Teacher	06/20/2020	Hamline Elementary
Manor, A. M.	Classroom Teacher	06/20/2020	Benjamin Mays/Museum
McClendon, L. E.	Classroom Teacher	06/20/2020	Washington Tech
Michell, J.	Classroom Teacher	06/20/2020	Int'l Academy - LEAP
Moore, J. R.	Classroom Teacher	06/20/2020	St. Paul Music Academy
Munsen, D. J.	Classroom Teacher	06/20/2020	Galtier Elementary

HUMAN RESOURCE TRANSACTIONS
May 1, 2020 – May 31, 2020
June 23, 2020

RESIGNATION

Name	Job Category	Eff Date	Location
Ndamagye, R.	Classroom Teacher	06/20/2020	Galtier Elementary
Olson, M. K.	Classroom Teacher	06/20/2020	Riverview School
.Proulx, M. P.	Classroom Teacher	06/20/2020	Wellstone Elementary
Rodriguez, D. E.	Classroom Teacher	06/20/2020	Hamline Elementary
Taylor, A. J.	Classroom Teacher	06/20/2020	Four Seasons A+
Thanghe, D. L.	Classroom Teacher	06/20/2020	American Indian Magnet
Theodis, B. L.	Classroom Teacher	05/16/2020	Hazel Park Preparatory
Elgersma, T. D.	Classroom Teacher	06/20/2020	Daytons Bluff
Wriedt, J. L.	Classroom Teacher	06/20/2020	Daytons Bluff
Letendre, C. T.	Classroom Teacher	06/10/2020	Como Park Elementary
Ficker, K. E.	Classroom Teacher	06/11/2020	Humboldt Secondary School
Johnson, K. L.	Classroom Teacher	06/20/2020	Benjamin Mays/Museum
Nolan, G. M.	Classroom Teacher	06/20/2020	Humboldt Secondary School
O'Brien, M. A.	Classroom Teacher	05/21/2020	Como Park Elementary
Ricker, M. C.	Classroom Teacher	05/21/2020	Cleveland Middle School
Wilson, K. T.	Classroom Teacher	06/20/2020	Frost Lake Elementary
Wulf, S. B.	Classroom Teacher	05/21/2020	Battle Creek Middle School
Gray-Lawson, A. A.	Education Assistant	06/11/2020	Como Park Senior High
Brown, G. J.	Teaching Assistant	05/23/2020	Battle Creek Elementary
Meuers, A. A.	Teaching Assistant	06/13/2020	Nokomis Montessori North
Olive, S. E.	Teaching Assistant	06/08/2020	L Etoile du Nord Lower
Reece, L. C.	Teaching Assistant	05/12/2020	Farnsworth Aerospace UPR
Rossmann, R. G.	Teaching Assistant	06/10/2020	Daytons Bluff
Taylor-Sawyer, L. J.	Teaching Assistant	06/10/2020	Como Park Elementary
Yang, B. M.	Teaching Assistant	06/10/2020	Eastern Heights Elementary
Yang, G.	Teaching Assistant	06/10/2020	1780 West 7th St
Price, L. M.	Clerical	06/16/2020	Eastern Heights Elementary

HUMAN RESOURCE TRANSACTIONS
May 1, 2020 – May 31, 2020
June 23, 2020

RESIGNATION

Name	Job Category	Eff Date	Location
Sveen, N. C.	Clerical	05/06/2020	Four Seasons A+
Rosier, V. L.	Custodian	08/22/2020	Wellstone Elementary
Emmanuel, H. K.	Nutrition Services	04/23/2020	Washington Tech
Kidane, L. T.	Nutrition Services	05/09/2020	Central Senior High
Estes, P. L.	Plasterer	05/01/2020	Como Service Center
Hoffard, T. M.	Supervisory	04/25/2020	Como Service Center

TERMINATION

Name	Job Category	Eff Date
W, D. E.	Education Assistant	05/02/2020
B., J. G.	Teaching Assistant	05/20/2020
G., G. A.	Teaching Assistant	05/19/2020
R., E. E.	Teaching Assistant	05/21/2020
L., L. D.	Nutrition Services	03/26/2020

TERMINATION OF TEMPORARY EMPLOYMENT

Name	Job Category	Eff Date	Location
Agard, N. J.	Classroom Teacher	06/20/2020	Randolph Heights Elem
Bendickson, K. E.	Classroom Teacher	06/20/2020	Harding Senior High
Blanes Esclapez, M.	Classroom Teacher	06/20/2020	Wellstone Elementary
Bonfitto, M. T.	Classroom Teacher	06/20/2020	Humboldt Secondary School
Breen, J. H.	Classroom Teacher	06/20/2020	Hazel Park Preparatory
Brissett, C. B.	Classroom Teacher	08/15/2020	Crossroads Science
Chen, X.	Classroom Teacher	06/20/2020	Jie Ming Mandarin Immr
Colon De Jesus, W.	Classroom Teacher	06/20/2020	Riverview School
Daniel, A. J.	Classroom Teacher	06/20/2020	Hazel Park Preparatory
Danielson, D. P.	Classroom Teacher	06/20/2020	Battle Creek Middle School
Faust, C. C.	Classroom Teacher	06/20/2020	Gordon Parks High School
Flores, N.	Classroom Teacher	06/20/2020	The Heights
Gan, J.	Classroom Teacher	06/20/2020	Jie Ming Mandarin Immr
Gould, A. P.	Classroom Teacher	06/20/2020	The Heights

HUMAN RESOURCE TRANSACTIONS
May 1, 2020 – May 31, 2020
June 23, 2020

TERMINATION OF TEMPORARY EMPLOYMENT

Name	Job Category	Eff Date	Location
Gray, T. J.	Classroom Teacher	06/20/2020	Central Senior High
Gregory, K. M.	Classroom Teacher	06/20/2020	271 Belvidere Bldg
Jakubic, K. A.	Classroom Teacher	06/20/2020	The Heights
Johnson, D. R.	Classroom Teacher	06/20/2020	Hazel Park Preparatory
Johnson, K. L.	Classroom Teacher	06/20/2020	Bridge View
Johnson, L. L.	Classroom Teacher	06/20/2020	Humboldt Secondary School
Kellogg, K.	Classroom Teacher	06/20/2020	Battle Creek Elementary
Kristjanson, M. D.	Classroom Teacher	06/20/2020	Farnsworth Aerospace UPR
Lawton, K. E.	Classroom Teacher	06/20/2020	Creative Arts Secondary
Lee, L.	Classroom Teacher	06/20/2020	Battle Creek Middle School
Levingston, M.	Classroom Teacher	06/20/2020	Global Arts Plus - Upper
Li, M.	Classroom Teacher	06/20/2020	Jie Ming Mandarin Immr
Lin, J.	Classroom Teacher	06/20/2020	Central Senior High
Luebke, J. R.	Classroom Teacher	06/20/2020	Parkway Montessori / Middle
Lynn, K. C.	Classroom Teacher	06/20/2020	Bridge View
Magsig, A. C.	Classroom Teacher	06/20/2020	American Indian Magnet
March, Z. S.	Classroom Teacher	06/20/2020	Farnsworth Aerospace UPR
Morse, D. J.	Classroom Teacher	06/20/2020	Global Arts Plus - Lower
Nauman, R. A.	Classroom Teacher	08/15/2020	Crossroads Montessori
Noble, K. R.	Classroom Teacher	06/20/2020	Creative Arts Secondary
Payia Yang, R. L.	Classroom Teacher	06/20/2020	Harding Senior High
Sandstrom, S. R.	Classroom Teacher	06/20/2020	Obama Service Learning
Sasse, C. K.	Classroom Teacher	08/15/2020	Crossroads Montessori
Sha, H.	Classroom Teacher	06/20/2020	Jie Ming Mandarin Immr
Thor, A. D.	Classroom Teacher	06/20/2020	Hazel Park Preparatory
Tian, Y.	Classroom Teacher	06/20/2020	Jie Ming Mandarin Immr

HUMAN RESOURCE TRANSACTIONS
May 1, 2020 – May 31, 2020
June 23, 2020

TERMINATION OF TEMPORARY EMPLOYMENT

Name	Job Category	Eff Date	Location
Vang, K.	Classroom Teacher	06/20/2020	Parkway Montessori / Middle
Wahpepah, N. N.	Classroom Teacher	05/12/2020	American Indian Magnet
Wang, M.	Classroom Teacher	06/20/2020	Jie Ming Mandarin Immr
Wu, H.	Classroom Teacher	06/20/2020	Jie Ming Mandarin Immr
Xie, N.	Classroom Teacher	06/20/2020	Jie Ming Mandarin Immr
Yankton, L. J.	Classroom Teacher	06/20/2020	American Indian Magnet
Zong, X.	Classroom Teacher	06/20/2020	Jie Ming Mandarin Immr
Mleczewski, S. L.	Classroom Teacher	06/20/2020	Bruce F Vento Elementary
WomsiFotsoEpse-, Tchoffo, M. N.	Classroom Teacher	06/20/2020	L Etoile du Nord Lower
Zawistowski, C. I.	Classroom Teacher	06/20/2020	Washington Tech
Engfer, M. L.	Classroom Teacher	06/20/2020	Ramsey Middle School
Khang, H.	Classroom Teacher	06/20/2020	Frost Lake Elementary
Kolars, S.	Classroom Teacher	06/20/2020	American Indian Magnet
Laabs, J. H.	Classroom Teacher	06/20/2020	Bridge View
Nelson, K. N.	Classroom Teacher	06/20/2020	Benjamin Mays/Museum
Richardson, B. M.	Classroom Teacher	06/20/2020	Chelsea Heights Elementary
Sandifer-Howze, S. R.	Classroom Teacher	06/20/2020	RiverEast Elem/Secondary
Smith-Pugh, Q.	Classroom Teacher	06/20/2020	Ramsey Middle School
Solberg, A.	Classroom Teacher	06/20/2020	Bridge View
Stoffel, M. K.	Classroom Teacher	06/20/2020	271 Belvidere Bldg
Williams, D. M.	Classroom Teacher	06/20/2020	RiverEast Elem/Secondary

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

DATE: June 23, 2020

TOPIC: Acceptance of Gift from Twin Cities Dunkers Fund of the Minneapolis Foundation

A. PERTINENT FACTS:

1. Our district high schools to accept monetary gifts in the amount listed below from the Twin Cities Dunkers Fund. The Dunkers Fund Foundation, in response to reports that Minneapolis and St. Paul public high school athletic programs were massively underfunded, the Twin Cities Dunkers in 2011 created the Twin Cities Dunkers Fund to provide targeted assistance to 14 high schools in the two cities.

Working in conjunction with The Minneapolis Foundation, the Dunker Fund has been able to direct $587,649 to the schools. The money has been used to purchase equipment and uniforms, to improve athletic facilities and enable road trips. The school will receive the following amounts and use the money as listed.

Central: $6,854 – Nordic ski wax bench, volley ball jerseys, restringing machine, training bibs
Como Park: $6,300 – Bleechers and other misc. items
Harding: $5,827 – Track and field uniforms and other misc. items
Highland: $6,300 – Timing clocks, balls, and other misc. items
Humboldt: $6,300 – Adaptive floor hockey helmets, tennis racquets, soccer goals, golf, wrestling shoes, track cleats
Johnson: $6,300 – Football helmets and track & field high hurdles.
Washington: $6,300 – Shin guards, balls, speed ladders, portable goals, rain jackets.

2. This gift will meet the District strategic plan goals of Program Evaluation and Resource Allocation.

3. This grant will meet the District target area goals by ensuring high academic achievement for all students and accelerating the path to excellence.

4. This item is submitted by Laura Ranum, Athletic Secretary; Joshua Delich, Assistant Superintendent for Athletics; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

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

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

DATE: June 23, 2020

TOPIC: Request for Permission to Submit a Grant to Allina Health

A. PERTINENT FACTS:

1. Allina Health provides funding for projects that support student health and wellness activities in Saint Paul Public Schools.

2. Saint Paul Public Schools Student Wellness prepared an application and received a charitable contribution for approximately $30,000 to support multiple district Wellness Initiatives:
    - Wellness Champions program
    - Student Food Council pilot project at Johnson High
    - Continued support of School Gardens program
    - Special events and special projects

3. Saint Paul Public Schools will serve as fiscal agent for these projects.

4. This is a new grant funded project.

5. These projects meet the District strategic plan goals of fostering a positive school and district climate.

6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Mary Langworthy, Student Health and Wellness Supervisor; Marcy Doud, Assistant Superintendent of Specialized Services; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: June 23, 2020

TOPIC: Request for Permission to Submit a Grant to the Best Buy Foundation

A. PERTINENT FACTS:

1. The Best Buy Foundation supports projects that solve technology problems and address key human needs across a range of areas.

2. Saint Paul Public Schools prepared an application for funds to purchase additional hot spots within the district. The goal of the project is to reduce technology related-absences and increase multiple device access within homes, allowing more students to participate in distance learning during the COVID-19 pandemic.

3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $25,000.

4. This project supports the strategic plan focus area of Effective and Culturally Relevant Instruction by ensuring all students in the district have access to a well-rounded education.

5. This is a new grant-funded project.

6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Megan Garrido, Fund Development Coordinator; Heather Kilgore, Office of Family Engagement and Community Partnerships Director; Marie Schrul, Chief Financial Advisor; Dr. Kate Wilcox-Harris, Chief of Academics; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: June 23, 2020

TOPIC: Request for Permission to Submit a Grant to the Bush Foundation

A. PERTINENT FACTS:

1. The Bush Foundation is currently accepting grant applications for projects that create welcoming learning environments, customize learning plans to meet individual student needs, and provide support to students to meet long-term goals.

2. Saint Paul Public Schools Murray Middle School has prepared an application for funds to train staff in Innocent Classroom. The goal of this project is to implement Innocent Classroom school-wide. Staff at the program researched this grant opportunity.

3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $50,000. The project will affect all staff and students at Murray Middle School.

4. This project aligns with the District strategic plan objective to create inclusive school cultures where students are supported to show up as their full selves and thrive as individual learners in a global society.

5. This is a new grant-funded project. The project period is 12 months. If successful, the team will be eligible to apply for additional, increased funding to expand the project.

6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Jamin McKenzie, Principal, Murray Middle School; Andrew Collins, Assistant Superintendent; Dave Watkins, Chief of Schools; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: June 23, 2020

TOPIC: Request for Permission to Submit a Grant to the Bush Foundation

A. PERTINENT FACTS:

1. The Bush Foundation is currently accepting grant applications for projects that create welcoming learning environments, customize learning plans to meet individual student needs, and provide support to students to meet long-term goals.

2. Saint Paul Public Schools Office of College and Career Readiness has prepared an application for funds to extend career exposure activities into core content areas. The goal of this project is to eliminate systemic barriers to college and career readiness by embedding information about in-demand, high-wage careers into core content classes for all high school students. Staff at the program researched this grant opportunity.

3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $50,000. The project will affect participating ninth grade teachers and their students in English Language Arts, Social Studies, Math, Science and Arts.

4. This project aligns with the District strategic plan initiative to expand high-quality instruction in targeted career fields.

5. This is a new grant-funded project. The project period is 12 months. If successful, the team will be eligible to apply for additional, increased funding to expand the project.

6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Darren Ginther, Director, Office of College and Career Readiness; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Bush Foundation for funds to 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.

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

DATE: June 23, 2020

TOPIC: Request for Permission to Submit Two Grant Applications to the Cargill Foundation

A. PERTINENT FACTS:

1. The Cargill Foundation supports programs that are rigorous, curriculum-driven and embedded in other areas of learning at the school or district levels in the areas of STEM and College and Career Readiness.

2. Saint Paul Public School Nutrition Services prepared two applications:

    I. An application to support Grown Our Own Project (GROW) for approximately $450,000. The goal of GROW is to engage students in healthy eating and sustainability. The funds will be used to pay for staff time to build a Garden to Cafeteria sustainability, materials and resources for taste testing, and community partner engagement.

    II. A second application for COVID-19 relief efforts for approximately $100,000. The money will support Nutrition Services food distribution to district families during school closures due to COVID-19 and during the summer months. The USDA limited-time waiver for meals will end June 30; these funds will ensure delivery can continue.

3. Saint Paul Public Schools will serve as fiscal agent for the project. The two grants are approximately $550,000

4. This project will meet the District strategic plan goal of Effective and Culturally Relevant Instruction.

5. This is a new grant-funded project. The project is 24-months long.

6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Stacy Koppen, Nutrition Services Director; Jackie Turner, Chief Operations Officer; Marie Schrul, Chief Financial Officer; and Cedric Baker, Chief of Staff.

B. RECOMMENDATION:

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 COVID-19 relief efforts; 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: June 23, 2020

TOPIC: Request for Permission to Submit a Grant to the Ciresi Walburn Foundation

A. PERTINENT FACTS:

1. The Ciresi Walburn Foundation awards grants to schools, advocacy groups, and nonprofits that are improving the lives and educational opportunities of Minnesota children and youth. The COVID Response grant provides funds to projects that support historically underserved students in order to mitigate the impact of and help students catch up from learning loss due to the coronavirus crisis.

2. Staff at Four Seasons A+ Elementary researched and prepared an application to the Ciresi Walburn Foundation for funds to hire a certified trauma coach to support staff development on Adverse Childhood Experiences and meeting individual student needs, and to hire Joga Bonito, a community street soccer program, to teach students soccer and physical activity as a method of self-regulation. Funds will also cover the cost of Language Line Solutions to connect with non-English speaking families during school closures. The goal of the project is to mitigate the effects of trauma due to COVID-19 and the killing of George Floyd and to support student achievement when students return to classrooms.

3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $83,820 and will benefit students of Four Seasons A+ Elementary.

4. This project aligns with the strategic plan focus area of Positive School and District Culture and Culturally Relevant Instruction.

5. This is a new grant-funded project.

6. This item is submitted by Rebekah Doyle, Grant Management Coordinator; Jennifer Mickelson, Four Seasons A+ Elementary 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 submit a grant to the Ciresi 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.

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

DATE: June 23, 2020

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

A. PERTINENT FACTS:

1. The Institute of Museum and Library Services is currently accepting grant applications for projects that support the role of museums and libraries in responding to the coronavirus pandemic in ways that meet the immediate and future COVID-19 needs of the communities and audiences they serve.

2. Saint Paul Public Schools Library Services has prepared an application for funds to expand the selection of high-quality, culturally-relevant e-books available to students. The goal of this project is to support the district initiative to increase the volume of students' independent reading by providing access to high-quality, culturally-relevant e-books. Staff at the program researched this grant opportunity.

3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $365,000. The project will affect all students across the district who will have increased access to culturally-relevant e-books.

4. This project aligns with the District strategic plan objective of eliminating barriers to learning among a racially, culturally and linguistically diverse population.

5. This is a new grant-funded project. 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; Hans Ott, Executive Director, Office of Alternative and Digital Education; Jackie Turner, Chief Operations Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the 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.

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

DATE: June 23, 2020

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

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that increase the literacy skills of all Minnesota students, especially those students with the highest needs, through the development of sustainable educational systems. These systems include coaching support to improve the capacity of educational leaders and core content educators to both implement evidence-based literacy practices and strengthen collaboration with families.

2. Saint Paul Public Schools Office of Teaching and Learning has prepared an application for funds to hire five (5) full-time secondary literacy specialists and one (1) full-time family literacy specialist to work at five secondary sites. The goal of this project is to improve core instruction by building staff capacity to deliver evidence-based literacy practices. Staff at the program researched this grant opportunity.

3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $900,000. The project will affect all students and staff at five secondary schools: Battle Creek Middle School, Hazel Park Preparatory Academy (grades 6-8 only), Humboldt High School, Ramsey Middle School, and Harding High School. Leadership from each school participated in project development and Assistant Superintendents approved schools for participation in the grant project.

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 48 months.

6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Craig Anderson, Executive Director, Office of Teaching and Learning; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota 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.

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

DATE: June 23, 2020

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

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that increase the literacy skills of all Minnesota students, especially those students with the highest needs, through the development of sustainable educational systems. These systems include coaching support to improve the capacity of educational leaders and core content educators to both implement evidence-based literacy practices and strengthen collaboration with families.

2. Saint Paul Public Schools Office of Teaching and Learning and Early Childhood Family Education Program have prepared an application for funds to hire seven (7) full-time literacy specialists and one (1) full-time family literacy specialist to work at five (5) K-5 schools and in ECFE programs. The goal of this project is to improve core instruction by building staff capacity to deliver evidence-based literacy practices. Staff at the program researched this grant opportunity.

3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $900,000. The project will affect all students and staff five K-5 schools: Benjamin E. Mays IB World School, Dayton's Bluff Achievement Plus Elementary, Four Seasons A+ Elementary, Highwood Hills Elementary, and The Heights Community School. Leadership from each school participated in project development and Assistant Superintendents approved schools for participation in the grant project. The project will also affect children, families and staff participating in ECFE programming.

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 48 months.

6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Tony Walker, Director, Community Education; Craig Anderson, Executive Director, Office of Teaching and Learning; Kate Wilcox-Harris, Chief Academic Officer; Jackie Turner, Chief Operations Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of 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.

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

DATE: June 23, 2020

TOPIC: Request for Permission to Submit a Grant to the NoVo Foundation and Education First

A. PERTINENT FACTS:

1. The NoVo Foundation and Education First are currently accepting grant applications for projects that foster social and emotional skills in students in grades PK-12.

2. Saint Paul Public Schools Office of Equity has prepared an application for funds to train staff in Innocent Classroom. The goal of this project is to create and strengthen the Innocent Classroom/SEL community of practice at 10 SPPS schools. Staff at the program researched this grant opportunity.

3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $25,000. The project will affect new staff at four schools currently using Innocent Classroom (John A. Johnson, Benjamin E. Mays, The Heights, and Jackson); all staff at two schools implementing school-wide Innocent Classroom (L'Etoile du Nord and Murray); and leadership at four schools preparing for school-wide implementation in future years (Chelsea Heights, St. Anthony Park, Global Arts Plus, and Farnsworth Lower).

4. This project aligns with the District strategic plan objective of creating inclusive school cultures where students are supported to show up as their full selves and thrive as individual learners in a global society.

5. This is a new grant-funded project. The project period is 12 months.

6. This item is submitted by Megan Garrido, Fund Development Coordinator; Myla Pope, Assistant Director, Office of Equity; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the 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.

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

DATE: June 23, 2020

TOPIC: iPad Shore-Up for COVID-19 Related Demands

A. PERTINENT FACTS:

1. Saint Paul Public Schools continues to implement a one-to-one iPad initiative, with over 38,000 iPads, as part of the District's Personalized Learning Through Technology referendum.

2. This purchase provides additional iPads to support COVID-19 related demands including; expansion of the 1:1 initiative to Gordon Parks High School, Gateway to College, Pre-K, Early Childhood Special Education, additional instructional support staff, and address additional lost devices.

3. The purchase is over $175,000 and board approval is required. Anticipated expenditure for this agreement is $1,850,000.

4. Funding will be provided by the CARES Act dollars.

5. This purchase aligns with the Long-term Student Outcome in SPPS Achieves and the goals of the Personalized Learning Through Technology referendum.

6. This item is submitted by: Hans Ott, Executive Director, Office of Digital and Alternative Education; Idrissa Davis, Executive Director, Technology Services, Marie Schrul, Chief Financial Officer, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: June 23, 2020

TOPIC: 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 2020-2021

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. This will be a one-year contract with a total increase of $2.50.

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

4. The District has seven (7) regular F.T.E. in this bargaining unit.

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

   - in the 2019-20 budget year (May 1, 2020 –June 30, 2020): $5,730
   - in the 2020-21 budget year (July 1, 2020 – June 30, 2021): $28,651

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 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.

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

DATE: June 23, 2020

TOPIC: Approval of an Employment Agreement with United Association of Plumbers, Local Union No. 34, 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 $2.75; with additional $.25 towards the Lead Plumber and General Lead Plumber differential pay.

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

4. The District has six regular FTE in this bargaining unit.

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

   - in the 2019-20 budget year (May 1, 2020 –June 30, 2020): $5,246
   - in the 2020-21 budget year (July 1, 2020 – June 30, 2021): $26,231

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 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.

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

DATE: June 23, 2020

TOPIC: Licensing Renewal – Microsoft

A. PERTINENT FACTS:

1. Microsoft Enrollment for Education Solutions (EES) is up for renewal. This agreement is an Enterprise agreement that allows the District to purchase Microsoft Licenses at a volume discount. The agreement is for 3 years and renewable at the end of each term. The renewal agreement will include the following Microsoft Licenses:
    a. Office 365 (Word, Excel, PowerPoint, TEAMS)
    b. Data Center Licenses (Hyper V, Virtualization of Servers)
    c. SQL Database Licenses
    d. Team Foundation Services (Tools for Application Development)
    e. Windows Server Site Licenses
    f. System Center Configuration Manager (SCCM/Mobile Device Manager for Windows devices)
    g. Microsoft Office Licenses (Client installed on laptops, desktops and mobile devices)
    h. Other Microsoft Licenses as needed

2. The renewal allows for an increase in licensing to support staff working remotely and for our mobile staff.

3. The solution will be bought through our vendor DELL, and the purchase will be made off of Minnesota State Contract #97222.

4. This project meets the District Strategic Plan focus area of Program Evaluation and Resource Allocation.

5. This item is submitted by Idrissa Davis, Executive Director, Technology Services, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: June 23, 2020

TOPIC: Request for Permission of Board of Education to Enter into a Renewal Agreement with Schoology

A. PERTINENT FACTS:

1. Saint Paul Public Schools continues to implement a one-to-one iPad initiative, with over 38,000 iPads, as part of the District's Personalized Learning Through Technology referendum and to serve SPPS Achieves. A critical component of this work is a high quality Learning Management System to provide the core digital instruction platform for our students in Grades 3 through 12.

2. This Agreement provides access to the comprehensive learning management system tools including digital instruction, formative and summative assessments, gradebooks, student/family communication, staff development and more.

3. The purchase is over $175,000 and board approval is required. The anticipated expenditure for this five year agreement $750,000.

4. Funding will be provided by the PLTT Referendum.

5. This purchase aligns with the Long-term Student Outcome in SPPS Achieves and the goals of the Personalized Learning Through Technology referendum.

6. This item is submitted by: Hans Ott, Executive Director, Office of Digital and Alternative Education; Idrissa Davis, Executive Director, Technology Services, Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: June 23, 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 strategic plan focus area of Program Evaluation and Resource Allocation.
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 April 1, 2020 – April 30, 2020.

(a) General Account	#725782-726619 #0003702-0003737 #7003708-7003732 #0004571-0004663	$56,696,097.02
(b) Debt Service	-0-	$0.00
(c) Construction	-0-	$2,150,184.08
		$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.

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

DATE: June 23, 2020

TOPIC: 2020-21 Rights & Responsibilities Student Handbook Revisions

A. PERTINENT FACTS:

1. This recommendation reflects updates made to the Rights & Responsibilities Handbook.

2. Updated changes to this handbook include:
   - Updated First Page with Board Members
   - New Letter from the Superintendent
   - Updated grammar and punctuation throughout; made verbiage clearer
   - Formatted charts to make more reader-friendly
   - Renamed 'Pupil Problems Committee' to 'Student Response Team;' removed 'Pupil Problems Committee' from glossary and replaced the definition with the new name; Replaced all references to "PPC" with "Student Response Team"
   - Clarified when to notify SEM per level of violation
   - 'Absence, Chronic Truancy' is no longer a level 3 violation; it is only a level 2 violation
   - 'Criminal Act' was just a level 4 violation, now it is a level 4 and a level 5
   - 'Gang Activity' is no longer a level 2 or 3 violation; it is now only a level 4 or 5 violation
   - 'Medication Policy Violation' was only a level 2 violation; it is now a level 2,3, 4, and 5 violation
   - Changed whom the A2E program serves: "An alternative learning environment for students who have committed a Level 5 violation and have been recommended for expulsion in grades 2-12." A2E is no longer just for students who have violated dangerous weapons, drugs, or inflicted serious bodily injury.
   - Removed "withdrew" from the glossary. This term is not used anywhere in the Handbook.
   - Replaced all references to "District Transfer Committee" with the new name, "Systems of Support Committee."
   - Added "Guidelines for Lost/Stolen/Damaged iPads and Accessories" in the Appendix

3. This policy will meet the District target area goal of Positive School and District Culture.

4. This item is submitted by Jada Wollenzien, Program Manager, Leadership Development and District Policy; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the proposed revisions made to the Rights & Responsibilities Student Handbook for SY20-21.

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

DATE: June 23, 2020

TOPIC: Approval of Renewal of Membership in the Minnesota State High School League

A. PERTINENT FACTS:

1. The Minnesota State High School League requires the Board of Education to adopt the attached resolution in order to renew the School District's membership in the Minnesota State High School League. It must be submitted to the M.S.H.S.L. by August 31, 2019.

2. There is no cost to the District.

3. This item will meet the District target area goals of accelerating the path to excellence.

4. This item is submitted by Laura Ranum, Athletic Secretary and Joshua Delich, Assistant Superintendent.

B. RECOMMENDATION:

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

2020-2021 RESOLUTION FOR MEMBERSHIP IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE

RESOLVED, that the Governing Board of School District Number **Click or tap here to enter text.**, County of **Click or tap here to enter text.**, State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the high school(s) listed below (name all high schools in the district):

Central High School	**Como Park High School**
Harding High School	**Highland Park High School**

(If more than four high schools, attach an additional list)

is/are authorized by this, the Governing Board of said school district or school to:

1. ☒ Renew its membership in the Minnesota State High School League; and,

   OR;

   ☐ Make new application for membership in the Minnesota State High School League.
   School Enrollment (9-12): **Click or tap here to enter text.**

2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representatives identified by this Governing Board.

Signing the Resolution for Membership affirms that this Governing Board has viewed the WHY WE PLAY training video which defines the purpose and value of education-based athletic and activity programs and assists school communities in communicating a shared common language.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Code of Student Conduct violations for students participating in activity programs by member schools.

The above Resolution was adopted by the Governing Board of this school district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

Signed: **Click or tap here to enter text.** (Clerk/Secretary - Local Governing Board)	Signed: **Click or tap here to enter text.** (Superintendent or Head of School)
Date: Click or tap to enter a date.	Date: **Click or tap to enter a date.**

District Office address, City, Zip: **360 Colborne Street, St. Paul, MN 55102**

School Superintendent's Phone: **651/767-8100**

School Superintendent's Email: **joe.gothard@spps.org**

ADDITIONAL DISTRICT 625 SCHOOLS

HUMBOLDT SECONDARY
JOHNSON HIGH SCHOOL
OPEN WORLD LEARNING
WASHINGTON TECHNOLOGY

2020-2021 RESOLUTION FOR MEMBERSHIP

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee
Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Name of School: **CENTRAL HIGH SCHOOL**

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Designated School Board Member: **JOHN BRODRICK**
Email Address: **JOHN.BRODRICK@SPPS.ORG**

Designated School Representative: **TREACY FUNK**
Email Address: **TREACY.FUNK@SPPS.ORG**

208.02 ACTIVITY REPRESENTATIVES

Boys Sports: **TREACY FUNK**
Girls Sports: **TREACY FUNK**
Speech: **JACOB MUTH**
Music: **MATT OYEN**
*Mailing Representative: **TREACY FUNK**

*The Mailing Representative is the person to whom all mailings from the League office will be sent. Schools usually name the activity director as the primary recipient of the mailings and email messages.

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Board Member: **JOHN BRODRICK**
Student: **MAX MILLS**
Parent: **BILL MILLS**
Faculty Member: **TREACY FUNK**

Please complete and submit this form with your school's 2020-2022 Resolution for Membership to mshsl_info@mshsl.org If the school board is responsible for more than one (1) high school, please complete a form for EACH high school.

2020-2021 RESOLUTION FOR MEMBERSHIP

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee
Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Name of School: **COMO PARK HIGH SCHOOL**

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Designated School Board Member: **JOHN BRODRICK**
Email Address: **JOHN.BRODRICK@SPPS.ORG**

Designated School Representative: **KOUA YANG**
Email Address: **KOUA.YANG@SPPS.ORG**

208.02 ACTIVITY REPRESENTATIVES

Boys Sports: **KOUA YANG**
Girls Sports: **KOUA YANG**
Speech: **Click or tap here to enter text.**
Music: **CAROLE WHITNEY**
*Mailing Representative: **KOUA YANG**

*The Mailing Representative is the person to whom all mailings from the League office will be sent. Schools usually name the activity director as the primary recipient of the mailings and email messages.

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Board Member: **JOHN BRODRICK**
Student: **DEMAYA RILEY**
Parent: : **Nubia Esparza**
Faculty Member: **KOUA YANG**

Please complete and submit this form with your school's 2020-2022 Resolution for Membership to mshsl_info@mshsl.org If the school board is responsible for more than one (1) high school, please complete a form for EACH high school.

Submit this form to mshsl_info@mshsl.org
2100 Freeway Boulevard, Brooklyn Center, Minnesota 55430-1735 | (763) 560-2262 | www.mshsl.org

2020-2021 RESOLUTION FOR MEMBERSHIP

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee
Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Name of School: **HARDING HIGH SCHOOL**

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Designated School Board Member: **John Brodrick**
Email Address: **john.brodrick@spps.org**

Designated School Representative: **Kathleen Jackson**
Email Address: **Kathleen.jackson@spps.org**

208.02 ACTIVITY REPRESENTATIVES

Boys Sports: **Kathleen Jackson**
Girls Sports: **Kathleen Jackson**
Speech: **Tim Coleman**
Music: **Jennifer Greupner**
*Mailing Representative: **Kathleen Jackson**

*The Mailing Representative is the person to whom all mailings from the League office will be sent. Schools usually name the activity director as the primary recipient of the mailings and email messages.

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Board Member: **John Brodrick**
Student: **Michael English**
Parent: **Cheri English**
Faculty Member: **Kathleen Jackson**

Please complete and submit this form with your school's 2020-2022 Resolution for Membership to mshsl_info@mshsl.org If the school board is responsible for more than one (1) high school, please complete a form for EACH high school.

Submit this form to mshsl_info@mshsl.org
2100 Freeway Boulevard, Brooklyn Center, Minnesota 55430-1735 | (763) 560-2262 | www.mshsl.org

2020-2021 RESOLUTION FOR MEMBERSHIP

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee
Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Name of School: **HIGHLAND PARK HIGH SCHOOL**

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Designated School Board Member: **John Brodrick**
Email Address: **john.brodrick@spps.org**

Designated School Representative: **Patrick Auran**
Email Address: **Patrick.auran@spps.org**

208.02 ACTIVITY REPRESENTATIVES

Boys Sports: **Patrick Auran**
Girls Sports: **Patrick Auran**
Speech: **Brandon Russel**
Music: **Joel Matuzak**
*Mailing Representative: **Patrick Auran**

*The Mailing Representative is the person to whom all mailings from the League office will be sent. Schools usually name the activity director as the primary recipient of the mailings and email messages.

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Board Member: **John Brodrick**
Student: **Click or tap here to enter text.**
Parent: **Click or tap here to enter text.**
Faculty Member: **Patrick Auran**

Please complete and submit this form with your school's 2020-2022 Resolution for Membership to mshsl_info@mshsl.org If the school board is responsible for more than one (1) high school, please complete a form for EACH high school.

Submit this form to mshsl_info@mshsl.org
2100 Freeway Boulevard, Brooklyn Center, Minnesota 55430-1735 | (763) 560-2262 | www.mshsl.org

2020-2021 RESOLUTION FOR MEMBERSHIP

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee
Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Name of School: **HUMBOLDT/OPEN WORLD LEARNING**

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Designated School Board Member: **John Brodrick**
Email Address: **john.brodrick@spps.org**

Designated School Representative: **Matthew Osborne**
Email Address: **Matthew.osborne@spps.org**

208.02 ACTIVITY REPRESENTATIVES

Boys Sports: **Matthew Osborne**
Girls Sports: **Matthew Osborne**
Speech: **Click or tap here to enter text.**
Music: **Barbara Lawrence**
*Mailing Representative: **Matthew Osborne**

*The Mailing Representative is the person to whom all mailings from the League office will be sent. Schools usually name the activity director as the primary recipient of the mailings and email messages.

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Board Member: **John Brodrick**
Student: **Click or tap here to enter text.**
Parent: **Click or tap here to enter text.**
Faculty Member: **Matthew Osborne**

Please complete and submit this form with your school's 2020-2022 Resolution for Membership to mshsl_info@mshsl.org If the school board is responsible for more than one (1) high school, please complete a form for EACH high school.

Submit this form to mshsl_info@mshsl.org
2100 Freeway Boulevard, Brooklyn Center, Minnesota 55430-1735 | (763) 560-2262 | www.mshsl.org

2020-2021 RESOLUTION FOR MEMBERSHIP

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee
Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Name of School: **JOHNSON HIGH SCHOOL**

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Designated School Board Member: **John Brodrick**
Email Address: **john.brodrick@spps.org**

Designated School Representative: **Don Bross**
Email Address: **don.bross@spps.org**

208.02 ACTIVITY REPRESENTATIVES

Boys Sports: **Don Bross**
Girls Sports: **Don Bross**
Speech: **Mark Fischer**
Music: **Anne Marie Person**
*Mailing Representative: **Don Bross**

*The Mailing Representative is the person to whom all mailings from the League office will be sent. Schools usually name the activity director as the primary recipient of the mailings and email messages.

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Board Member: **John Brodrick**
Student: **Click or tap here to enter text.**
Parent: **Click or tap here to enter text.**
Faculty Member: **Don Bross**

Please complete and submit this form with your school's 2020-2022 Resolution for Membership to mshsl_info@mshsl.org If the school board is responsible for more than one (1) high school, please complete a form for EACH high school.

Submit this form to mshsl_info@mshsl.org
2100 Freeway Boulevard, Brooklyn Center, Minnesota 55430-1735 | (763) 560-2262 | www.mshsl.org

2020-2021 RESOLUTION FOR MEMBERSHIP

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee
Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Name of School: **WASHINGTON TECHNOLOGY**

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Designated School Board Member: **JOHN BRODRICK**
Email Address: **JOHN.BRODRICK@SPPS.ORG**

Designated School Representative: **JEANNE KRANZ**
Email Address: **JEANNE.KRANZ@SPPS.ORG**

208.02 ACTIVITY REPRESENTATIVES

Boys Sports: **JEANNE KRANZ**
Girls Sports: **JEANNE KRANZ**
Speech: **STEVE EGYHAZI**
Music: **JENNIFER ERICKSON**
*Mailing Representative: **JEANNE KRANZ**

*The Mailing Representative is the person to whom all mailings from the League office will be sent. Schools usually name the activity director as the primary recipient of the mailings and email messages.

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Board Member: **JOHN BRODRICK**
Student: **CAMRYN FRANKE**
Parent: **PANGJUA XIONG**
Faculty Member: **JEANNE KRANZ**

Please complete and submit this form with your school's 2020-2022 Resolution for Membership to mshsl_info@mshsl.org If the school board is responsible for more than one (1) high school, please complete a form for EACH high school.

Submit this form to mshsl_info@mshsl.org
2100 Freeway Boulevard, Brooklyn Center, Minnesota 55430-1735 | (763) 560-2262 | www.mshsl.org

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

DATE: June 23, 2020

TOPIC: Designation of an Identified Official with Authority for Education Identity Access Management

A. PERTINENT FACTS:

1. 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 when it is no longer needed to perform their job duties. The Director recommends the Board authorize Cheryl Carlstrom, Cheryl.Carlstrom@spps.org, yayasister28, to act as the Identified Official with Authority (IOwA) for Saint Paul Public Schools ISD 625.

2. This item is submitted by Cheryl Carlstrom, Director, Office of Title I Federal Programs; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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.

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

DATE: June 23, 2020

TOPIC: Increase Paid Lunch Prices

A. PERTINENT FACTS:

1. Sec. 205 of the Healthy Hunger-Free Kids Act of 2010 requires schools to charge students for paid meals at a price that is, on average, equal to the difference between the federal free meal reimbursement and paid meal reimbursement. Schools that currently charge less are required to gradually increase their prices over time until they meet the requirement; schools may choose to cover the difference in revenue with non-federal funds instead of raising paid meal prices.

2. SPPS raised paid lunch prices in 2019-20 as follows:
    a. Grades PreK-5 from $2.40 to $2.50, a $0.10 increase.
    b. Grades 6-8 from $2.60 to $2.70, a $0.10 increase.
    c. Grades 9-12 from $2.80 to $2.90, a $0.10 increase.

3. We are required to raise paid lunch prices for the 2020-21 school year as follows:
    a. Grades PreK-5 from $2.50 to $2.60, a $0.10 increase.
    b. Grades 6-8 from $2.70 to $2.80, a $0.10 increase.
    c. Grades 9-12 from $2.90 to $3.00, a $0.10 increase.

4. Adult meal prices for breakfast and lunch were raised $0.10 for the 2019-20 school year to $2.55 and $4.20 respectfully. We propose the following increases in adult meals for the 2020-21 school year:
    a. Adult breakfast price from $2.55 to $2.65, a $0.10 increase.
    b. Adult lunch price from $4.20 to $4.30, a $0.10 increase.

5. This action aligns with the District Strategic Plan focus are of Program Evaluation and Resource Allocation.

6. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: June 23, 2020

TOPIC: Insurance - General Liability, Commercial Auto, Crime, Educators Legal Liability, Excess Liability, Inland Marine, Law Enforcement Liability

A. PERTINENT FACTS:

1. The District is insured for General Liability, Commercial Auto, Crime, Educators Legal Liability, and Inland Marine coverage through Wright Specialty/Markel. The current policy term is July 1, 2019 through June 30, 2019.

2. The District is insured for Excess Liability through Hallmark Specialty. The current policy term is July 1, 2019 through June 30, 2020.

3. Liberty Mutual Insurance Company has offered a new bundled policy for the period of July 1, 2020 through June 30, 2021 in the amount of $1,265,650.

4. The terms and conditions of the Liberty Mutual policy include the following:
    a. Coverages provided: General Liability, Commercial Auto, Crime, Educators Legal Liability, Excess Liability, Inland Marine, and Law Enforcement Liability
        - Law Enforcement Liability coverage has been added to General Liability

5. This recommendation has been reviewed by Jamie Atkins, Purchasing Manager.

6. Funding is to be provided from the Insurance District-wide budget, 01-005-940-000-6340-0000.

7. This item meets the District Strategic Plan goal of Program Evaluation and Resource Allocation.

8. This item is submitted by Tom Parent, Facilities Director, Jackie Turner, Chief Operations Officer, and Marie Schrul, Chief Financial Officer (CFO).

B. RECOMMENDATION:

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.

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

DATE: June 23, 2020

TOPIC: Insurance – Property

A. PERTINENT FACTS:

1. The District is insured for property coverage through Affiliated FM. The current policy term is July 1, 2019 through June 30, 2020.

2. Affiliated FM has offered a renewal policy for the period of July 1, 2020 through June 30, 2021 in the amount of $750,398.

3. The terms and conditions of the offered policy are the same as the current policy.

4. This recommendation has been reviewed by Jamie Atkins, Purchasing Manager.

5. Funding will be provided from the Insurance Districtwide Budget, 01-005-940-000-6340-0000.

6. This item meets the District Strategic Plan goal of Program Evaluation and Resource Allocation.

7. This item is submitted by Tom Parent, Facilities Director, Jackie Turner, Chief Operations Officer, and Marie Schrul, Chief Financial Officer (CFO).

B. RECOMMENDATION:

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.

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

DATE: June 23, 2020

TOPIC: Employee Assistance Program for Active Employees

A. PERTINENT FACTS:

1. Nine bidders participated in the RFP – SandCreek (incumbent), Cigna, ComPsych, CuraLinc, Deer Oaks, Humana, Morneau Shepell, NuVantage, and Vital.
   - Additional vendors were invided to participate in the process but did not submit a proposal—ACI, Empathia, Magellan, Beacon, HealthAdvocate, Optum, and WellSpring.

2. Bidders were asked to quote the current scope of services which include 4 counseling sessions per person per issue.
   - 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.

3. Two bidders were selected to participate in the finalist phase—SandCreek and Mornueau Shepell.
   - 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
   - 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

4. Both bidders quoted fees are guaranteed for 5 years.

5. The evaluation committee is recommending SandCreek as the employee assistance program vendor.
   - Remaining with the incumbent vendor allows for continuity of services for both employees and the District.
   - 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.

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 approve the contract for employee vision insurance coverage with SandCreek effective July 1, 2020.

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

DATE: June 23, 2020

TOPIC: Optional Vision Insurance for Active Employees

A. PERTINENT FACTS:

1. Five bidders participated in the RFP – EyeMed (incumbent), Humana, MetLife, Versant, and VSP.
    A. All bidders quoted the current plan design.
    B. EyeMed included an alternate design (Enhanced) for consideration
    C. Three bidders were selected to participate in the finalist phase—EyeMed, MetLife, and VSP.

2. EyeMed, MetLife, VSP submitted best and final offers.
    A. EyeMed improved their offer that results in a 14.5% decrease for the current plan design and a 4.7% decrease for the Enhanced plan design.
    B. MetLife improved their offer that results in a 14% decrease for the current plan design.
    C. VSP improved their offer that results in a 14% decrease for the current plan design.
    D. All three finalists are guaranteeing their rates for 5 years.

3. The Labor Management Committee is recommending EyeMed as administrator for the vision plan vendor.
    A. Remaining with the incumbent vendor limits disruption to plan participants.
    B. EyeMed's network includes Target Optical which represents 30% of the plan utilization
        - Target Optical is not in the MetLife or VSP networks
    C. The Committee is recommending the Enhanced plan design.
        - Members will have a $0 copay for standard lenses in comparison to the current benefit of a $10 copay.
    D. The term of agreement is for 5 years. (January 1, 2021 through December 31, 2025).
        - Plan premiums will decrease 4.7% over the 2020 premiums and will remain flat for the agreement.

    Note: The vision plan is 100% voluntary. Enrolled employees pay the full premium

4. 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 with EyeMed effective January 1, 2021.

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

DATE: June 23, 2020

TOPIC: Active Employee and Early Retiree Health Insurance

A. PERTINENT FACTS:

1. The Medical RFP bid request included:
   - Active employees (1,203) and pre-65 retirees (113) for the following unions: AFSCME, ASAP, Bus Drivers, Classified Confidential, Custodian, Machinist, Manual Maintenance Supervisors, Nutrition Services, Principal, Professional Employee Association, Saint Paul Supervisor Organization, Superintendency, and Tri-Council.
   - Fully-insured premiums for January 1, 2021 to December 31, 2021
     - Bidders could also submit self-insured proposals and multi-year guarantees
   - Current plan designs and alternate designs
     - Did not request that bidders provide wellness program resources or incentives for the completion of wellness activities

2. Two bidders participated in the RFP—HealthPartners (incumbent) and Public Employee Insurance Program (PEIP)
   - BCBS MN, Medica, Preferred One, and United HealthCare were invited to participate in the process but declined to bid due to limited data available on the subset of the population under the scope of the bid.

3. HealthPartners and PEIP were selected as finalists
   - HealthPartners
     - Quoted the current plan designs without wellness with a total premium increase over the current of 12.5% ($1.7M)
     - A number of alternate plan designs were submitted and reviewed by the Labor Management Committee (LMC) that offered a range of outcomes including decreases to total premiums
   - PEIP
     - Quoted the Advantage, Value, and HAS plan with a total premium increase over current of 3.4% ($0.5M)
   - Bidders were invited to submit a Best and Final offer in compliance with the HITA law

4. The LMC is recommending HealthPartners as the medical vendor.
   - Employees will continue to have three plan options (Copay, HRA, and HSA) and two network options (Open Access and SmartCare)
   - Plan design provisions (i.e. copays, coinsurance, deductibles, and out-of-pocket maximums will change for 2021
   - By changing the plan design offered to employee the total premiums will only increase 5.0% ($0.7M) versus the current designs which would increase premiums 12.5%
     - Increases vary by plan and range from 4.4% to 6.4%
   - Continuing to offer the SmartCare network, employees have an option that is 10% less expensive than the Open Access network. These rates are comparable to the rates quoted for PEIP.
   - Term of agreement is for 1 year (January 1, 2021 to December 31, 2021)
   - Remaining with HealthPartners minimizes disruption to employees including provider relationships and coverage of prescription drug
   - As part of the fully-insured relationship HealthPartners will continue to offer a number of complimentary wellness resources that can leveraged to support employee wellness

5. The Benefits Labor Management Committee, with guidance from Aon Hewitt Consulting, spent considerable time reviewing all options and agreed that the HealthPartners proposal should continue to be offered to employees and early retirees for 2021.

	Single	Single Plus One	Family
Co-Pay Plan*	$838.72	$1,887.11	$2,189.05
HRA Deductible Plan*	$670.41	$1,508.43	$1,749.78
HSA High Deductible Plan*	$605.77	$1,362.97	$1,581.05

* Premium rates do not include the commissions, administrative fees, or account contributions. Final rates will be rounded to the nearest dollar.

6. The Districts Benefit Labor Management Committee recommends acceptance of this renewal contract at the proposed rates.

7. This agreement supports the District's goal of aligning resource allocation to District priorities.

Self-Insured-Additional Information

- Human Resources did evaluate the opportunity to achieve additional savings by self-funding the medical plan
  - The District would be responsible for funding the claims which can vary significantly from month-to-month which can impact operating cash flow
  - Self-funding generally achieves savings by no longer being subject to certain taxes and risk charges from the carrier but this is offset by the need to fund a reserve and purchase stop loss insurance to protect against catastrophic claims
  - Historically, the Districts total medical claims have exceeded the premiums collected which means there weren't measurable savings to offset potential risks
- Self-funding will continue to be evaluated for future viability

PEIP-Additional Information

- State-run Minnesota Advantage program that offers three core plan designs and three vendors (BCBS, HealthPartners, PreferredOne)
  - Employees and members must select a primary care clinic which corresponds to a cost level tier and obtain referrals to access care
  - Plan designs are similar to the District's current plans however, they would result in higher out-of-pocket cost for members who live out of the service area or Minnesota and western Wisconsin
- Self-funded trust that pools the experience of all participating entities
  - Leverages buying power of the state
  - Average renewal over the past 10 years has been 3.0%
  - Pool has grown to approximately 54,000 members
- Terms of contractual relationship with participating entities
  - Relinquish control of design and coverage decisions
  - Requires two-year commitment
  - Renewal rates are firm – there is no negotiation
  - Unable to put provided rate guarantees or performance guarantees with fees-at-risk
- Enrollment and account administration support provided by Innovo Benefits

8. 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 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.

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

DATE: June 23, 2020

TOPIC: Settlement of Claim

A. PERTINENT FACTS:

1. In 2019, a former employee of the District alleged that the District violated the law.
2. This matter can be settled for a payment of $49,999.99 by the District and/or its insurer.
3. This settlement supports the District's strategic plan goal of alignment and resource allocation.
4. This item is submitted by Jamie Jonassen, Assistant General Counsel and Charles Long, General Counsel.

B. RECOMMENDATION:

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.

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

DATE: June 23, 2020

TOPIC: Facilities Department FY20 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
Egan	Inspection and maintenance of fire alarm systems	Original PO: $1,700,000 Increase by $100,000 **New PO Amount: $1,800,000**	F-556(5)
Nasseff	Fire Suppression systems inspection and repair	Original PO: $200,000 Increase by $150,000 **New PO Amount: $350,000**	U of M 01-444-15-0914.CF
General Office Products	Furniture	Original PO: $305,000 Increase by $550,000 **New PO Amount: $855,000**	U42.106
Dalco	Custodial supplies, equipment repair and a work loading data program.	Original PO: $550,000 Increase by $200,000 **New PO Amount: $750,000**	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.

Frost Lake Elementary

Renovation & Building Addition

Project No. 1100-19-01



At-a-Glance

Funding:	Capital Bonds, Long-Term Facilities Maintenance
Project Type:	Capital Improvement and Renovation
Square Footage:	Existing 73,415 sf Proposed 98,493 sf
Grades Served:	PreK – 5
19-20 Enrollment:	526
Project Website:	www.spps.org/Page/35956

SPPS Project Team
Rosemary Dolata, Project Manager
Michael Christen, Project Coordinator
Design
U+B Architecture & Design
Construction Management
Kraus-Anderson Construction Company
Budget
$36,000,000
Revised Project Funding Allocation
$29,975,000
Anticipated Construction Start
July 2020
Anticipated Construction End
August 2022

Fiscal Status

Committed Costs:	$21,736,732.00
Invoiced to Date:	$1,420,292.00
Construction Award:	$16,938,129.00
Change Orders:	$0.00
Change Percent:	0%
Project Percent Complete:	0% (based on construction invoicing)

Project Scope

Capital Improvement Key Points:

- Clear front entrance and security upgrades
- New right-sized preK and kindergarten space
- New kitchen and cafeteria
- Standard size dividable gym to replace two small gyms
- Renovation of existing learning spaces and academic support spaces
- Renovation of restrooms
- Playground

Asset Preservation Key Points:

- HVAC and controls replacement
- Site drainage replacement
- Lighting Replacement
- Fire suppression
- Fire alarm systems
- Flooring replacement

Project Status:

- Award of final primary work scope
- Construction will begin July 2020



Saint Paul Public Schools

Building professionals; creating and caring for the environments of learning.

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

DATE: June 23, 2020

TOPIC: 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

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Frost Lake Elementary Addition & Renovation project at the following phase gate(s):
    a. Gate #4: Contract Award
    b. Gate #4a: Finance Plan Update
2. This contract provides all labor, materials, equipment and services for flooring at the Frost Lake Elementary Addition & Renovation.
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 – Gate did not exist at the time
#3 – Schematic Design #3A – Finance Update	February 18, 2020
#4 – Contract Award **#4A – Finance Update**	**June 23, 2020**
#5 – Project Close-Out #5A – Finance Update	August 2022

4. A summary of the finance update is as follows:

Based on current and forecasted expenditures to deliver this project, inclusive of contingencies, Facilities staff projects reduction in expenditures from $36,000,000 to $29,975,000.

Project Financing	Current Obligations	Spent to Date	Percent Spent
$29,975,000	$21,736,732	$1,420,292	4%

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

	Lump Sum Base Bid Plus Alternate #4
Floors By Becker, LLC	$712,163
Grazzini Brothers and Company.	$867,595
Sonus Interiors, Inc.	$937,799

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

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

7. Bids have been reviewed by Jamie Atkins, Purchasing Manager.

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

Funding Source	Issuance	Amount	Date Issued
Capital Bonds	2020A	$1,214,505	02/20/2020
Capital Bonds	2021A	$9,094,092	Anticipated Spring 2021
Capital Bonds	2022A	$5,924,230	Anticipated Spring 2022
Capital Bonds	2023A	$1,355,716	Anticipated Spring 2023
LTFM FY20	N/A	$241,457	N/A
LTFM FY21	N/A	$4,999,693	N/A
LTFM FY22	N/A	$6,118,327	N/A
LTFM FY23	N/A	$1,006,980	N/A

9. Project cash flow schedule has been reviewed and approved by the District Finance Office.

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

11. 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 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.



FY21 Proposed Budget
Board of Education

Marie Schrul, Chief Financial Officer

June 23, 2020

Purpose

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

125

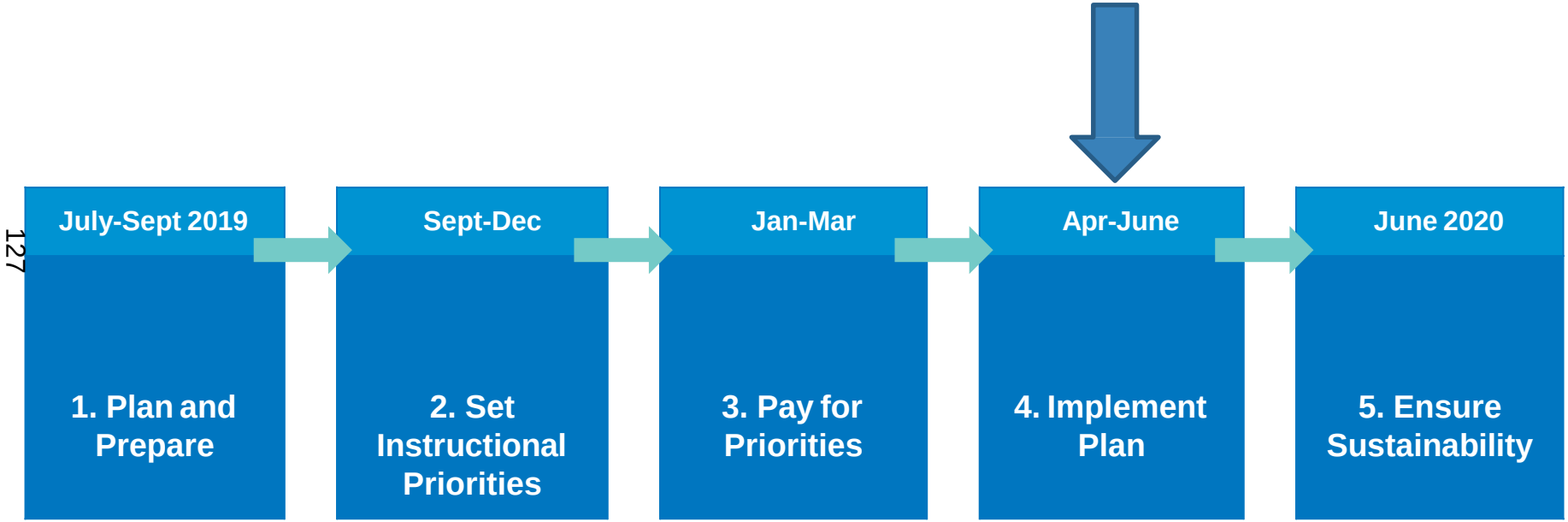
FY21 Budget: Influencing Factors

- 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

126

FY21 Budget Process

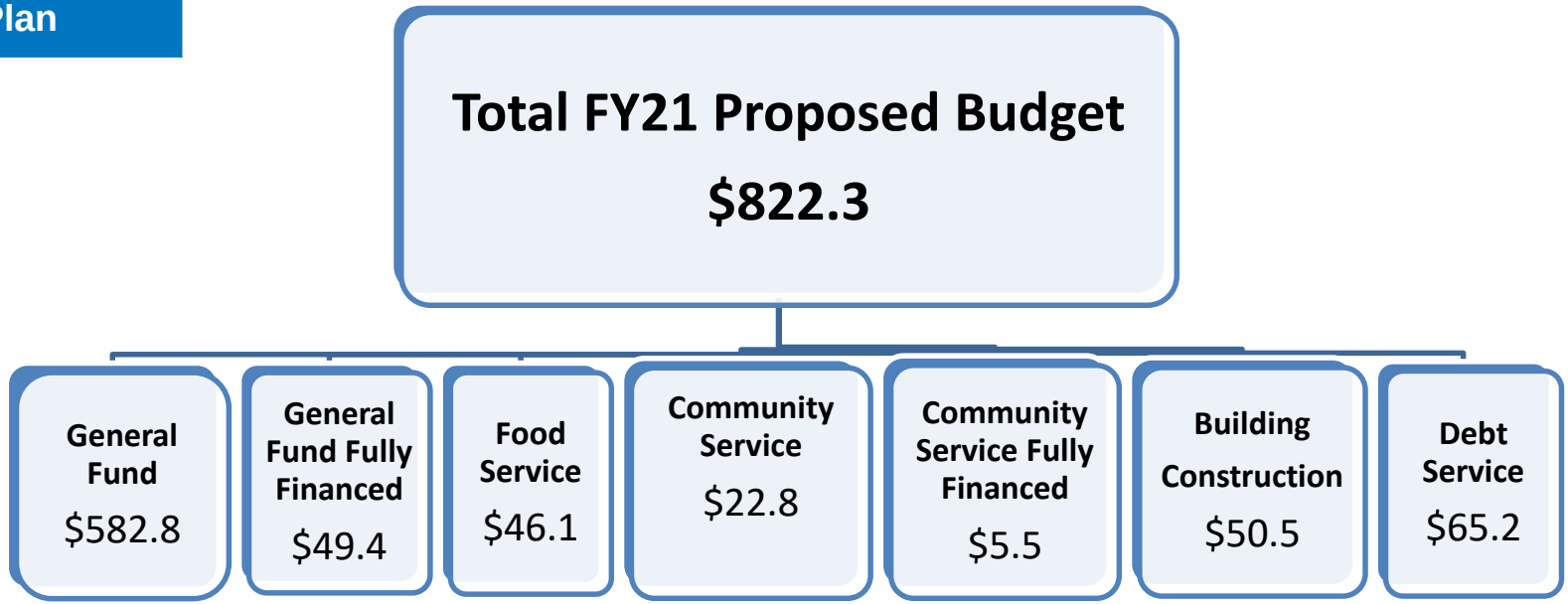
We committed to an ongoing, priority-based budget process for the FY21 budget



127

4. Implement Plan

FY21 Proposed Budget (Expenditures)



FY21 Proposed Budget numbers reflected in millions

4. Implement Plan

FY21 Proposed Budget
Revenue and Expenditure Summary

Fund	Estimated Beginning Fund Balance*	Revenues	Expenditures	Revenues Over/(under) Expenditures	Estimated Ending Fund Balance
General Fund	$102,076,799	$582,777,937	$582,777,937	$0	$102,076,799
General Fully Financed Fund	135,083	49,396,656	49,396,656	0	135,083
Food Service	6,089,403	48,979,480	46,066,790	2,912,690	9,002,093
Community Service	2,296,783	22,655,262	22,837,498	(182,237)	2,114,546
Community Service Fully Financed	981,495	5,526,825	5,526,825	0	981,495
Building Construction	66,462,220	85,000,000	50,555,599	34,444,401	100,906,621
Debt Service	40,910,355	48,893,571	65,161,483	(16,267,912)	24,642,443
Total All Funds	**$218,952,138**	**$843,229,731**	**$822,322,789**	**$20,906,942**	**$239,859,079**

* Estimated beginning fund balance is based on the April 30, 2020 projection report

1. Plan and Prepare

FY21 Revenue Projection

General Fund Revenue	FY 2019-20 Adopted	FY 2020-21 Projected	Difference
State Revenue	$374,787,000	$373,132,000	$(1,655,000)
Levy	66,674,000	67,896,000	1,222,000
Comp Ed	60,499,000	62,383,000	1,884,000
Special Education	60,194,000	61,694,000	1,500,000
Other Revenue	16,473,000	17,673,000	1,200,000
Total	**$578,627,000**	**$582,778,000**	**$4,151,000**

*FY21 projected enrollment as of 3/12/20 is used for revenue projections

3. Pay for Priorities

FY21 Resource Allocations

General Fund Expenditures	FY2019-20 Adopted Budget	FY2020-21 Proposed Budget*
Individual Schools	$258,820,000	$253,051,000
School Support Services	199,842,000	208,820,000
Districtwide Support Services	116,189,000	116,780,000
Administration	3,776,000	4,127,000
Total	**$578,627,000**	**$582,778,000**

*The FY2020-21 projected amounts are adjusted for inflation and changes in enrollment

Individual Schools – Title I	$15,730,000	$18,820,137

131

SPPS Proposed Budget Recommendations

The following pages highlight FY2020-21 proposed budget recommendations and is not an all-inclusive list. Please refer to the FY2020-21 Proposed Budget Summary for more detailed information

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

Focus Area		Recommendation		Amount
Positive School and District Culture	**01**	**Recommendation:**	Reduce 1.0 FTE, prof development and materials from SPPS Achieves budget	-$232,055
		Comments:	Priority Based Budgeting decision	
		Impact:	PBIS and social-emotional learning implementation	

Positive School and District Culture	**02**	**Recommendation:**	Utilize Title IV funding for professional development and materials	$115,000
		Comments:	Priority Based Budgeting decision	
		Impact:	Provides social-emotional curriculum resources and training	

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

Focus Area		Recommendation		Amount
Positive School and District Culture	03	**Recommendation:**	Reduce Investment in resources in professional survey tools	-$133,590
		Comments:	Cost was lower than anticipated	
		Impact:	Provides an industry-standard, valid and reliable survey of all employees with metrics, analysis and reporting	

Strategic Initiative 3a: Implement culturally relevant practices within all student learning and programming

Focus Area		Recommendation		Amount
Effective and Culturally Relevant Instruction	04	**Recommendation:**	Utilize Title I funding to Invest resources in professional development	$305,000
		Comments:	CRI curriculum writing, monthly meetings and summer institute	
		Impact:	Deeper implementation of Culturally Relevant Instruction	

Effective and Culturally Relevant Instruction	**05**	**Recommendation:**	Invest District-wide Title I, ESSA and General Fund resources to retain 28 Learning Lead FTEs at CSI & TSI schools	$3,300.416
		Comments:	These roles will build teacher leadership, provide direct instruction and expand continuous improvement work	
		Impact:	Co-facilitated job embedded PD, PLC empowerment, coaching cycles for shared learning and SCIP implementation	

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

Focus Area		Recommendation		Amount
Effective and Culturally Relevant Instruction	**06**	**Recommendation:**	Reduce Investment in 1.0 FTE Coordinator and professional development	-$233,607
		Comments:	Provides coordination for identifying gaps in access to a well-rounded education, creating curriculum, and making recommendations regarding standardized grading practices	
		Impact:	Less staff resources in support of a well-rounded education	

Effective and Culturally Relevant Instruction	**07**	**Recommendation:**	Utilize Title IV funding to Invest resources in professional development	$67,620
		Comments:	Includes curriculum writing time for educators	
		Impact:	Courses are better aligned across the district, teachers have more materials and resources they need to provide rigorous instruction	

Strategic Initiative 5a: Implementing a system for assessing program effectiveness

Focus Area		Recommendation		Amount
Program Evaluation & Resource Allocation	**08**	**Recommendation:**	Reduce investment in technology from SPPS Achieves budget	-$41,000
		Comments:	Utilizing the analytic platform BOLT	
		Impact:	The District's General Fund Enterprise Resource Planning budget has been covering the cost for basic licensure.	

Strategic Initiative 5b: Determine a districtwide middle school model

Focus Area		Recommendation		Amount
Program Evaluation & Resource Allocation	**09**	**Recommendation:**	Invest resources in 5.0 ELA writing teacher FTEs at Gr 6-12 sites	$529,540
		Comments:	Investment in Middle School 6-12 sites	
		Impact:	Gr. 6-12 sites will receive ELA writing teacher support	

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

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

Focus Area		Recommendation		Amount
College and Career Paths	10	**Recommendation:**	Utilize Title I funding for District Instructional Priorities for Work Based Learning	$1,091,725
		Comments:	Focused on supporting Career Pathways	
		Impact:	Staffing along with more internship and career opportunities aligned to students' Personal Learning Plans	

College and Career Paths	11	**Recommendation:**	Invest resources in Personalized Learning Plan software & communication tools	$129,306
		Comments:	Personalized Learning Plan implementation & support	
		Impact:	Alignment and support for Career Pathways	

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

Focus Area		Recommendation		Amount
Family and Community Engagement	12	**Recommendation:**	Reduce resources in professional development and materials	-$123,157
		Comments:	Provides for engagement strategy training & facilitation	
		Impact:	Improved relationships with stakeholders	

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

Focus Area		Recommendation		Amount
Family and Community Engagement	**13**	**Recommendation:**	Reduce resources in 1.5 FTEs	-$185,868
		Comments:	Funding for 1.0 program lead and 0.5 FTE Work Based Learning Coordinator	
		Impact:	Improved development and management of strategic partnerships and partnership alignment with SPPS Achieves priorities; increased internship and work experience opportunities for secondary students with local businesses	

Schools:

Area		Recommendation		Amount
Schools	**14**	**Recommendation:**	Utilize Title I & Title IV funding for District Instructional Priorities	$5,000,000
		Comments:	Priority Based Budget decision	
		Impact:	Counselors are funded with Title I (37.6 FTEs) and Title IV (6.54 FTEs)	
Schools	**15**	**Recommendation:**	Reduce K-12 teacher w/prep allocations to regular sites due to enrollment decline	-$5,800,000
		Comments:	Priority Based Budget decision/Class Size criteria	
		Impact:	Reduction of 55.28 FTEs due to projected enrollment decline of 1,228 students	
Schools	**16**	**Recommendation:**	Reduce AP/IB allocations to sites	-$642,000
		Comments:	Priority Based Budget decision	
		Impact:	Sites will have less resources which could impact staffing support, training	

Programs: Districtwide Support Services

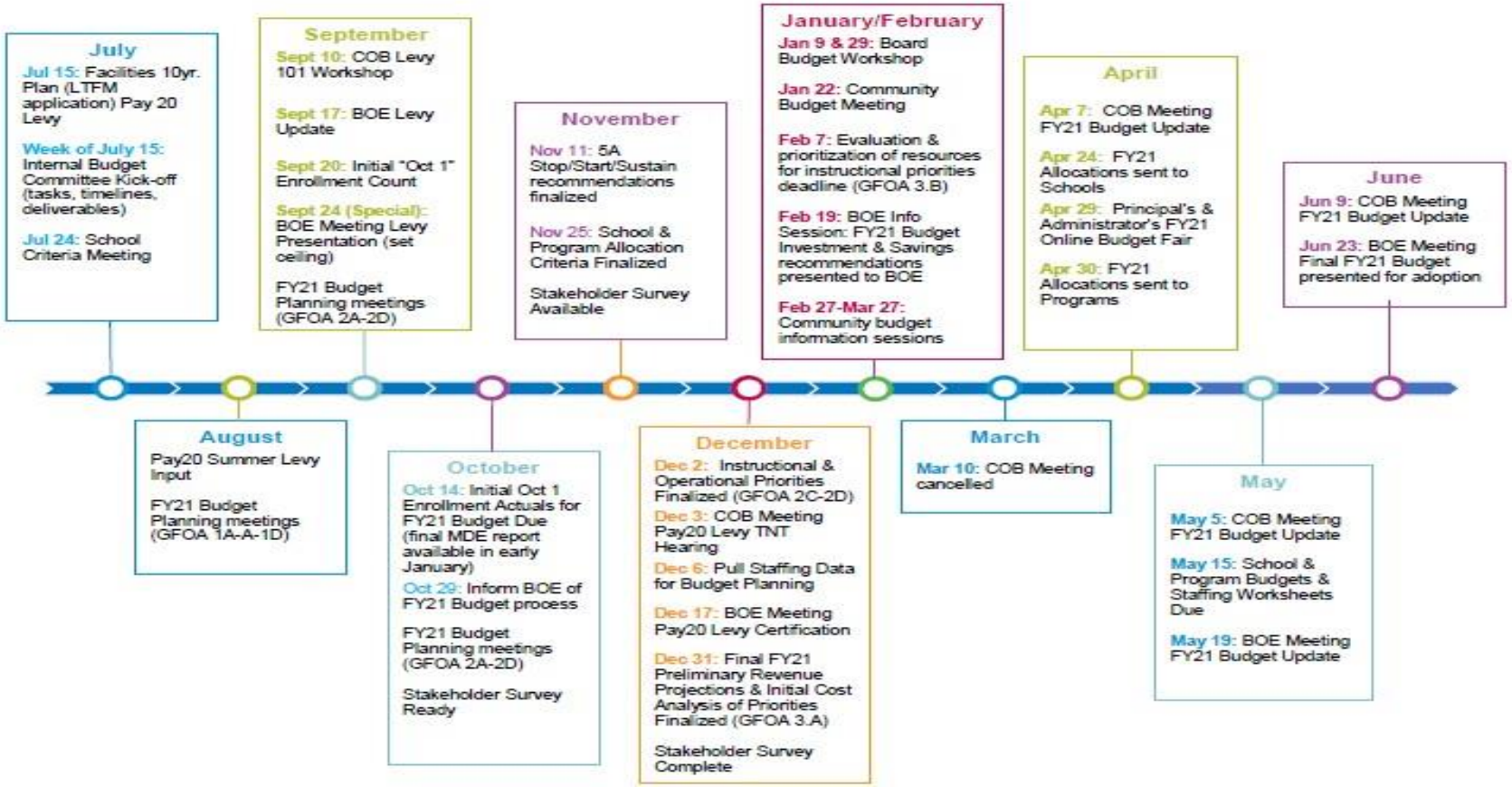
Area		Recommendation		Amount
Programs: Districtwide Support Services	**17**	**Recommendation:**	Reduce resource allocations to Districtwide Support Service programs as a result of the FY21 Priority Based Budgeting process	-$720,000
		Comments:	Program Budgets: Partnerships, Finance, ERP, Office of Equity, Communications, REA, Tech Services, Operations & Maintenance, Security	
		Impact:	Salary & Non-salary areas of program budgets will be reduced and reinvested in identified FY21 priority areas.	

Programs: Districtwide Support Services	**18**	**Recommendation:**	Invest resources in Districtwide Support Service programs as a result of the FY21 Priority Based Budgeting process	$1,674,000
		Comments:	Program Budgets: Enterprise Resource Planning (ERP), Technology Services & Custodial	
		Impact:	To support identified priorities in staffing, PeopleSoft 9.2 implementation, & an e-rate technology investment	

Programs: School Support Services

Programs: School Support Services	**19**	**Recommendation:**	Reduce resource allocations to School Support Service programs as a result of the FY21 Priority Based Budgeting process	-$1,275,884
		Comments:	Program Budgets: Student Placement Center, Special Education, Office of Leadership Development, & Office of College & Career	
		Impact:	Salary & Non-salary areas of program budgets will be reduced and reinvested in identified FY21 priority areas	
Programs: School Support Services	**20**	**Recommendation:**	Invest resources in School Support Service programs as a result of the FY21 Priority Based Budgeting process	$300,000
		Comments:	Program Budgets: Peer Assistance & Review (PAR)	
		Impact:	Meet contractual requirement to provide all year 1-3 teachers access to peer review and mentoring	
Programs: School Support Services	**21**	**Recommendation:**	Invest in 4.0 MLL Teacher FTEs & 10 MLL EA FTEs at the site level	$1,054,843
		Comments:	SPFE Contractual Obligation	
		Impact:	Additional staffing support for English Learners	
Programs: School Support Services	**22**	**Recommendation:**	Utilize Title II funding to invest in the mentor/mentee program	$610,000
		Comments:	FY21 Priority Based Budgeting decision	
		Impact:	Supports District professional development	

FY 2020-21 Budget Development Timeline (updated 4/15/20)



Questions?

141

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION

Board File No._____

Date_____

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.

Adopted_____

_____
CHAIR Board of Education

_____
CLERK Board of Education

BOARD OF EDUCATION | 2019-2021 MEETING DATES

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

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

2020-2021SY		
SEPT	9/8/2020	9/22/2020
OCT	10/6/2020	10/20/2020
NOV	11/10/2020	11/17/2020

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