Saint Paul Public Schools

Regular Meeting

Tuesday, March 24, 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
Via Telephonic Phone Conference - 1-651-728-5389; Access Code: 129 614 310#
360 Colborne Street

March 24, 2020
6:05 PM

A G E N D A

I. **CALL TO ORDER**

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

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

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XII. **ADJOURNMENT**

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION

February 18, 2020

I. CALL TO ORDER

The meeting was called to order at 6:06 p.m.

II. ROLL CALL

Present: Ms. Xiong, Ms. Allen, Ms. Kopp, Mr. Marchese, Ms. Ellis, Ms. Foster, Mr. Brodrick, Superintendent Gothard, Mr. Long, General Counsel, and Ms. Dahlke, Assistant Clerk

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

IV. RECOGNITIONS

BF 31938 Acknowledgement of Good Work Provided by Outstanding District Employees and Students

1. **Emily Yang,** a teacher at Harding Senior High School since 2006, was recently awarded the Economic Educator of the Year Award (Grades 9-12) at the Minnesota Council on Economic Education's (MCEE) annual EconFest celebration in December. The award recognizes a teacher who implements creative lessons that increase personal finance understanding. MCEE is a non-profit organization housed at the University of Minnesota with a mission to equip Minnesotans with the economic and personal financial understanding needed to succeed in today's complex economy.

2. **Samuel Skinner,** a 10th grade student at Como Park Senior High School, and **Courtney Major** a Social Studies teacher at Murray Middle School, will participate in the second annual *Sacrifice for Freedom: World War II in the Pacific Student & Teacher Institute in Hawaii* this summer. Courtney was Samuel's Social Studies teacher in sixth grade when he was at Murray, and she remains his advisor to this day.

   The program brings together student-teacher teams from Hawaii, American Samoa and the U.S. mainland to study World War II by touring historical sites and landmarks to learn firsthand about the impact of World War II in the Pacific. The pair from SPPS are one of 16 teams throughout the U.S. chosen for this opportunity. The *Sacrifice for Freedom: World War II in the Pacific Student & Teacher Institute* is coordinated through National History Day.

3. **Craig Anderson**, Principal at Battle Creek Elementary, was awarded with the 2019-20 Minnesota Elementary Principals' Association (MESPA) Division Leadership Award recently at the MESPA Winter Institute. Craig received the Saint Paul Division Award.

   The Division Leadership Award is an annual recognition made by each of the 12 MESPA divisions and the Retired Principals of MESPA (RPM). The award expresses appreciation to the many outstanding individuals in the principalship who have contributed generously to improving education, their communities, and their profession. They serve as role models and sources of inspiration to other principals and educators.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Xiong moved approval of the Order of the Consent Agenda with items D3 - Request for Permission to Enter into Memorandum of Agreement with Merrick Community Services; E4 - Establishment of the Unclassified Position of Capital Improvements Program Director for Independent School District No. 625 and Relevant Terms and Conditions of Employment; E5 - Ramsey County Proposal to Purchase Rights to District Property – 1780 West Seventh Street, St. Paul, MN; E6 - RiverEast Environmental Covenant and Easement; E7 - State of Minnesota Department of Transportation (MnDOT) Proposal to Purchase Rights to District Property - 304 Dale Street, St. Paul, MN; E8 - State of Minnesota Department of Transportation (MnDOT) Proposal to Purchase Rights to District Property - 1142 Concordia Avenue, St. Paul, MN; E9 - Upgrade of the Unclassified Position of Community Learning Center Site Coordinator for Independent School District No. 625 Grade and Relevant Terms and Conditions of Employment; E10 - Phase Gate Approval of American Indian Magnet Renovation and Building Addition Project (Project # 1160-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update; E11 - Phase Gate Approval of District Service Facility Addition and Renovation Project (Project #4000-16-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update; E12 - Phase Gate Approval of Frost Lake Elementary Renovation and Building Addition Project (Project #1100-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update; E13 - Phase Gate Approval of Phalen Lake HVAC & Controls Upgrade Project (Project # 1200-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update; E14 - Phase Gate Approval of Window Replacements Project (Project # 0201-20-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update; Bid No. A20-0540-A Window Replacement Project at Journeys Secondary School and Wellstone Elementary; E15 - Phase Gate Approval of Como Senior Renovation Project (Project # 4110-16-01): Gate #4A – Finance Plan Update and Release of 2020C Certificate of Participation Sale Proceeds pulled for separate consideration. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of January 21, 2020

MOTION: Ms. Xiong moved approval of the Minutes of the Regular Meeting of the Board of Education of January 21, 2020 as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes

Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

B. Minutes of the Board Retreat of February 15, 2020

MOTION: Ms. Xiong moved approval of the Minutes of the Board Retreat of February 15, 2020 as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

VII. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of February 11, 2020

At the Committee of the Board Meeting on February 11, Superintendent Gothard started the meeting welcoming board members, community, and staff, and our SEAB representative. He noted the start of the legislative session at the Capitol and reiterated the current funding gap due to the general education formula and inflation. He also reviewed the current SPPS legislative agenda. He urged all to be informed on the events at the Capitol and to join session activities and continue to support SPPS and public schools in the state of Minnesota.

Next, SEAB member Raymond provided an update on their current projects, and their experiences this year, including the work in Ethnic Studies. Board members requested information on how they will be able to help SEAB with community engagement, and ensuring authentic engagement with students in our work.

Next, Saint Paul City Councilmember Rebecca Noecker presented information on the 3K program in Saint Paul. She reviewed the mission of the program - to coordinate and expand access to high quality early learning to 3 and 4-year-olds in Saint Paul, so that all children are ready for kindergarten and all families can thrive, as well as details on the need for the program, strategy, work to date, partners, community engagement, program design and next steps. This presentation sparked questions and more information on items such as supports for family, friend, and neighbor care providers, different levels of support depending on care type, a note about students with special needs and funding sources in this work, the importance of resources to early childhood, and investment and positive impacts to our city. Board members also shared that engagement with our communities will be very important to ensure this program is a success and to make all voices heard. Details on the funding for the program and the role of the State were also shared. Board members also requested information on next steps and the role of the District as this work moves forward.

The Board then received a presentation on the FY19-20 budget revision, including changes in revenue and expenditures within all funds and the general fund, expenditure changes in the building construction fund, and changes in fully financed funds. Board members requested more information on the changes in Personalized Learning, and the importance of investing in technology for both students and staff. The next budget cycle was also noted, and to be strategic in the priority-based budget model. Enrollment and the impact of the revenue figures were also shared, and the need to be mindful as we are planning the upcoming budget. The Board approved the recommended motion to approve the revised budget for the fiscal years 2019-2020.

The Board and Administration then conducted a work session to further discuss items related to capital planning project plan presentation, factors to renovate versus replace at Bruce Vento Elementary, American Indian Magnet School, and Frost Lake Elementary, and gate checks for upcoming projects.

MOTION: Ms. Foster moved the Board accept the report on the February 11, 2020 Committee of the Board meeting and approve the minutes and recommended motions within that meeting as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

B. Minutes of the Equity Committee Meeting of January 27, 2020

At the January 27, 2020 Equity Committee meeting, Tri-Chair Myla Pope began the meeting by welcoming members and inviting them to reflect on those who have allowed them to think differently and examine other perspectives.

Next, the purpose of the Equity Committee was reviewed – "The Equity Committee is…charged with identifying and examining disparities impacting SPPS students, staff, families, and community. The Committee is also charged with bringing forth adaptive and actionable recommendations for addressing district inequities. Recommendations will be submitted to Saint Paul Schools Administration."

Next, the committee reviewed the Courageous Conversations agreements, and Seven Norms of Collaborative work to guide them in their journey.

A video was shared to ground the Committee in their work, which told the story of a SPPS student and graduate, and his experiences in high school compared to those of his peers, including reflections on reasons for the differing experiences and disparities. We need parents, families, teachers, staff, and the community to be involved and to look at these untold stories so that there are not places for students to fall through – but pathways for them to thrive.

Committee members were then led through a series of exercises, which allowed them to synthesize their previous work, and differentiate hopes of the Committee with dreams for the District. Identification of potential recommendations were also shared. Within the potential recommendations, Committee members were encouraged to think about the purpose of the committee and how these recommendations relate to the disparities impacting students, staff, families, and community. Previous homework of identifying 3-5 inequities from one's own perspective was reviewed.

In closing, members were given the task to ask others from within their stakeholder groups to identify 3-5 inequities that exist in SPPS for discussion at the February 24, 2020 meeting.

MOTION: Ms. Foster moved the Board accept the report on the January 27, 2020 Equity Committee Meeting and approve the minutes of that meeting as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes

Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

VIII. SUPERINTENDENT'S REPORT

A. SPPS Achieves Strategic Plan Update

Superintendent Gothard then shared that the district's strategic plan of SPPS Achieves is focused the district's work on our students' achievement and long-term students outcomes. We have much work underway, and welcomed Karen Randall to introduce updates to two if the twelve initiatives in implementing the strategic plan.

Strategic Initiatives – SPPS Achieves

- The 12 initiatives currently underway were reviewed:
  - Positive School and District Culture
    - 1a. Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support
    - 2a. Improve culture by using input from students, staff and families
  - Effective and Culturally Relevant Instruction
    - 3a. Implement culturally relevant practices within all student learning and programming
    - 3b. Ensure all students have access to a well-rounded education
  - Program Evaluation and Resource Allocation
    - 5a. Implement a system for assessing program effectiveness
    - 5b. Determine a districtwide middle school model
    - 5c. Allocate resources more strategically
  - College and Career Paths
    - 6a. Create career-related curriculum and personal learning plans for all PreK-12 students
    - 7a. Strengthen partnerships that provide college credit, industry certification and job experience to secondary students
    - 7b. Expand high-quality instruction in targeted career fields
  - Family and Community Engagement
    - 8a. Identify ways to engage the community in district decisions and initiatives
    - 9a. Review and revise relationships with external organizations to better meet student needs

Positive School and District Culture

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

- **2019-2020 actions include:**
  - Implement culturally relevant PBIS framework, integrating Social-Emotional Learning: In progress
  - Develop and launch a series of professional development opportunities for paraprofessionals: In progress
  - Pilot social-emotional learning curriculum at 12 middle school sites in Foundations: In progress

Professional Development

- Began a series of 5 PD opportunities:
  - Special education topics
  - Conflict resolution
  - Restorative Practices
  - Self Care Saturday

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

- A video showing highlights of PBIS work in SPPS schools was shown with social-emotional learning with the Central High School Drum class.

Family and Community Engagement

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

- 2019-2020 actions include:
  - Develop a toolkit of public engagement strategies: In progress
  - Provide engagement design training to district leaders: In progress
  - Publish district engagement guidelines: In progress
- Core SPPS practices as defined by the 8a initiative that are necessary to equitably improve stakeholder engagement in decision-making in SPPS
  - Project design
  - Engagement design
  - Implementation plan
  - Use of engagement results
- 8a. Identify ways to engage the community in district decisions and initiatives
  - An example of this process was shared in the stakeholder engagement plan for E-STEM Middle School

QUESTIONS/DISCUSSION:

- How do PBIS and Restorative Practices work together when Restorative Practices is a culture and PBIS is consequences-based? Response: We see PBIS as a framework, and an analogy of a bookshelf with different shelves, or tiers, of support. The bottom tier is for all students, and in thinking about introducing RP to improve school culture and change of mindset to a restorative culture, an example at the bottom tier may be experiencing community-building circles in a classroom, and many sites implementation is three years – with all those sites experiencing community-building circles in classrooms so all or most students experiencing that and building the restorative culture to ensure all voices are heard. Once that happens, then we move to how we repair harm, and we don't need to rely on consequences, but restorative practices to do problem solving.
- When we say we're creating a restorative culture, it's not about consequences – it's about learning. When a student makes a mistake, and we give them one consequence or another, it doesn't create trust that's needed to create the culture. If presenting one thing, and saying another and it's not building the culture, the intent and impact is not the same. How can we start the framework of building a restorative culture out of restorative practices, but is hard inside the schools when mindset is about the consequences. Our teachers and admin are grappling, and creates inequality. That's a concern about this topic.
- Around the engagement – why does the principal have the privilege of deciding the looks of it when they are temporary, but the building and community will be engaged for far longer? They will recognize the E-STEM school and needs to be connected. Please reach into community, and for engagement.
- Within the PBIS framework, it would be helpful to know how we will assess the effectiveness of the work. Appreciate the qualitative experiences and information, and also want to hear about what to expect as a Board and community to assess the effectiveness of our work. Response: The team is also talking about this, and noted reported about discipline data and attendance data to be used in correlation, as well as piloting a student climate survey which will give information about student experiences, and to be brought a large student group next Fall, and working with REA to look at that tool and begin using it as a concrete measure to analyze programming to address concerns. It was also noted that the strategic plan teams will also be partnering with REA on a formal evaluation for all initiatives for this year, and long-term student outcomes, and measures and metrics on how to document the progress.
- Director Marchese noted the appreciation for the planned survey. He also noted for future presentations that it will be helpful for the Board to tie these conversations to the assessment of our work. Within the initiatives, it seems abstract and will be helpful to show where the differences will be made and to show those differences. We shouldn't leave these conversations as only process. We should be looking at baseline data for the survey and compare it year over year, and relate it to other

information available, such as discipline data. Response: That is great feedback to incorporate into future presentations. We are at the stage to think about our guiding work and priorities and report to the community about our progress.

- There was clarification requested on the five sessions for PBIS and the dates of the sessions. Is it voluntary or expected that staff attend? In seeing it spaced out, and the ebb and flow of sessions, what are the ongoing points for staff to receive ongoing PD around PBIS? Response: They are spread out throughout the school year, and they are voluntary. Some of the staff are contracted to work on those days, and some are not contracted, but can choose to be paid at the hourly rate or credits and can choose one of those options instead. Director Foster noted that she appreciated that the sessions are spread out throughout the year.
- SEAB Member Ali asked for more details on 3a – implementation of culturally relevant practices. That is a main topic of SEAB and asked for more details. Response: We will be bringing the coordinator for the next meeting, and a report. The work of that committee has been to identify the framework using for culturally responsive instruction, and to start training those working directly with teachers in that framework.
    - Are those teacher or people doing this, people who know the culture or training of staff already exist? Or bringing new staff, or additional, or have experience? Response: One has been to do considerable amount of background research on kids of programs that are there and to identify the way that we want to approach how we think about cultural responsiveness and relevance. It's research based and pulled together with consideration on the background for those that created the program. We have to work with teachers and staff in our district – they are the people we are working to train to be aware of and addressing framework. If we bring in people from the outside, it is not sustainable in the long-term. We need to build the capacity of people within the district to work with relevance, rigor, and realness with students. Superintendent Gothard also added that we will be bringing additional information, and don't want to every think cultural relevance has an end. We need to continue to reflect on our practices and experiences of our students, and ensure we have a system and framework in place that are relevant in time. There's a lot of research to draft great framework and tools, and continue to find time to reflect on our impacts to students and if they feel seen and heard and valued as part of their learnings. That's one of the most important parts of the evaluation of being culturally responsive. Also add that not only about framework, but ongoing intensive work in curriculum instruction office and looking at each individual content area and examining curriculum available and help to shape it in a way of cultural relevance.

B. <u>Envision SPPS</u>

Superintendent Gothard then introduced Chief Jackie Turner to follow-up on a plan to focus on topics around District operations including enrollment and building usage, with our SPPS Achieves commitment to a well-rounded education, we believe it is time to review the most effective method of staffing, and bring recommendations forward. This is the next logical piece of SPPS Achieves maximizing opportunities for students and staff to thrive in SPPS.

Purpose

- Review Envision SPPS Project Plan
- Accept Administration's recommendation to move forward with the Envision SPPS project.

Our Belief Statement and Purpose

- Strategic Plan Initiative / Function of:
    - Program Evaluation / Resource Allocation
        - Initiative 5A: Implement a system for assessing program effectiveness.
        - Initiative 5C. Allocate resources more strategically.
- Belief Statement
    - We believe that the input from our community of stakeholders, research and industry best practices will help inform our decisions to align our resources, programs and sites to ensure sustainability while committing to the success of all of our students, their families, and staff.
- Statement of Purpose:

- Develop and implement a plan and timeline to strategically:
  - Align district resources, programs and schools.
  - Ensure that all students and families have viable school options and access to high quality programming.

Our Objectives

1. Align school programs with their physical space in an effort to support enrollment and market share increases.
2. Ensure we have the space to support program innovation.
3. Create a plan that considers long-term choices families make by:
   a. Incorporating stakeholder engagement
   b. Developing comprehensive communication plans
   c. Creating timelines to support manageable transitions for families, staff and communities

How Will We Achieve This?

We will accomplish this through:

- Data - Use all applicable data resources (quantitative and qualitative) and information to inform our decision, while being transparent with how they inform our recommendations.
- Equity - Ensure that we create structures that will interrupt systems that perpetuate inequities.
- Sustainability - Ensure that our solutions are viable and cost effective and aligns with our long-term outcomes.
- Communication - Provide timely, ongoing and transparent communications.

Strategies:

- Seek multiple perspectives
  - Develop and implement new programs that are developed and/or created with our staff, students, their families and other community members.
- Strategically allocate our resources
  - Administer our resources with purpose and intention.
- Combine, merge and repurpose sites
  - Maximize building usage by merging and/or repurposing underutilized buildings, while prioritizing our capital improvements.

Examples of Resources:

- Written reports
- Building use and utilization reports
- Capital Improvement Plan
- School Choice Data
- District Policies
- Task Forces, Committees and Workgroups

The IAP2's Public Participation Spectrum was reviewed.

Workgroup and Report Examples

Workgroups *currently underway*	**Reports** *we will be using*	**Data** *we will be analyzing*
Enrollment Taskforce	Winning Students	Exit Survey
Montessori Pathway Taskforce	The Blue Ribbon Commission on Diversity and Equity	School Choice Fair Data
Hmong Dual Immersion	The Superintendent's School Choice Task Force	Budget Survey/Superintendent
Integration Task Force	Webinar: "Learn the reason why students leave Public Schools."	

High-level Project Organization Chart

- A chart showing the organizational chart of projects was shown, with the Executive Leadership, Project Leadership, and Project Work Teams

Proposed Timeline
Key Upcoming Dates and Timeline
- 2019-2020
  - Pre-Planning: Plan, Research and Analysis
- 2020-2021
  - Design: Review, Evaluate and Recommend
- 2021-2022
  - Phasing: Begin implementation of recommendations
- 2022-2023
  - Full Implementation: Completion

Board Action:
- Accept Administration's recommendation to move forward with the Envision SPPS project.

QUESTIONS/DISCUSSION:
- Director Kopp noted questions as this process unfolds, and experience as community member and being helpful. Knowing how deeply personal to our communities. Think about the core of design is empathy and never lose sight of that, and these are special places to people and we need to be respectful and mindful and engage them thoughtfully.
- About the work groups, some of them are existing like Enrollment and Integration – how are we inviting people to participate to these work group assignments? Who are the folks in these groups, and how are people welcomed and encouraged to be involved in thinking about representation? Response: The work groups are happening in a number of different ways – including organically, as in the case of the Hmong Dual Immersion. There are some intentional about – such as Montessori community about a K-8 program. It's happening throughout, internal work groups – about 10-20 throughout the city. Special education is one. We are being intentional. The NAACP Saint Paul local chapter will likely be participating in Integration, or work group on its own. Our only parameters are that we would like to help them shape that work group so they can be successful – range and believe right spot of 8-22 people – anything above will be difficult to be effective, anything below miss out on stakeholder. The core group will provide framework of doing their work, and we provide the technical assistance. Inviting all work groups to a training or kick off to understand how to put together a framework that makes sense for them.
- Do we know why students and families are choosing other options outside SPPS? Also, is the enrollment of students who are immigrants increasing or decreasing and the reasons? Response: Overall, we know reasons families are leaving and want to support that with data. We have learnings tor years, parents telling us the same reasons and know overarching 3-4reasons, and part of it some things believe they can get somewhere else, and we can do that here and have ability and need to structure schools and programs differently to provide programs for families. The immigrant population is also decreasing in SPPS.
- Most of the family members who left SPPS and the reason is it's not relevant to our culture or our community based teaching, and most of the schools have some part of the studies that represent from cultures, but doesn't reflect most of population in SPPS from East African side within SPPS, and wondering how can improve that with implementation of this report? Response: a couple of task forces, Hmong work group and a Somali based community work group that has started to be intentional and to have conversations about what SPPS needs to do to increase retain, and have our Somali community become reinterested in SPPS again. That work is happening.
- In looking at the statement of purpose, we came to this conversation because of the enrollment trends, and curious about why it is not as a purpose in our statement the specific issue of addressing recent or ongoing enrollment trends? Was that something discussed in the creations? Response: Yes, it was, and that is a friendly amendment that can be made. The team did have conversations about enrollment, and that can be embeeded and be purposeful about adding.

- Another item come up in conversations, ensuring equitable access to district programs and resources. We have created through system of attendance zones and pathways, different parts of the city, areas of the city and types of schools with access to schools or programs, we haven't' had a through review of our attendance zone systems since implemented in 2013. Seems to take opportunity to look at all of this, opportunity to examine this and frame it as equitable access to programs and resources. Those choices that families make are driven by what is open to them in access. That should be in either the purpose statement, or within the project planning. Response: On the organizational chart, the demographic analysis , that will get to that as well in looking at boundaries and choices, and our core attendance areas are aligned and equitable access. Our REA team will also be looking at that as well.
- In looking at the slide about how it will be achieved – about the Equity bullet, there's a lot within that point. What are examples envisioned in that? What will be in the framework that will address this? Response: This question needs to be prominent in our work, and also within the Equity Committee of searching for the inequities brought forth to the forefront. We need to look at access to programs that folks want, and programs and offerings that students are achieving success. The second Is opportunity – we can open doors and provide space, but also support to ensure student are successful, parents and engaged, and students take charge of their education. The third, we need to hold high expectations for all students. No matter the design, those three needs to be addressed in all we do.
- Questions on this comes because look t these questions deeply and not chant it as expected element and need to address concrete choices around resources and how to provide opportunities, who comes through the door, and how to remedy that. We need to be very concrete in what we're talking about – the Equity Committee parallels this and may address and provide recommendations. When talking about specifically about how to use our resources and where we provide access and programs, the more concrete to demonstrate to community to acknowledge, see and understand what's going on and what needs the change, the better. We will need to make choices in this – the more honest about this and the more clear and transparent we are about this, the more trust to build upon that. Push that we not operate at high level, when know people experiencing it on the ground – we need to be specific.
- On the Integration Taskforce, there was a report delivered in 2017. It would be helpful in looking at that, that group always contemplated a Part 2 to identified through data analysis and review, the issues were and possible interventions. We don't want to set up another group of people to recreate what exists, nor want to ask more things of people's time when haven't necessarily implemented the previous group's work. What are you thinking this will look like? Response: We have had similar conversations, and participated in conversations with SPFE that work together and continue work started. Don't' see adding anything to Integration task force, but to build upon the recommendations that have been laid out and worked on.
    - More we can do to show we have listened, heard, taken in and absorbed information, and taking it to next stage, the more people will appreciate it and want to engage.
- Director Brodrick thanked our SEAB members for this questions, and fit into the last conversation by Director Marchese in the questions on the declining enrollment trends. He's glad both stressed that, and the work on the Integration task force.
- He noted the opportunity to share it with friends who are current and retired SPPS educators. He noted the list of questions and concerns as they read the report.
    - In looking at the document, many were put off that it was written not in plain language with not a lot of information and short on specifics. These documents not only don't sell with staff, or in faculty lounges. How can we get around the wordiness and vague language? Response: we can bring regular information to the Board to demonstrate the process and involvement, and ensure we are distilling it down to decisions that need to be made by the Board. There will be recommendations brought forward through this work.
    - In talking about the information as short on specific and input from people implementing the efforts? Response: An example about the conversation about K-8 Montessori was shared, and to convene a group in the Fall to begin to talk about Montessori pathways and ways to achieve the same outcomes as an example of a workgroup in Envision SPPS.
    - In the 2nd to last slide, we have a chart showing the organizational chart – like to see more specifics about who will be in the project work teams if having people from "rank and file" to have input within these stages. In looking at the project work team, it was difficult to determine where the classroom teachers. Response: All project work groups will be public and informed members on the work groups to be public and devote time. There will be a time with scrutiny and construction criticism

and questions on recommendations. In order to be a part of work group, agree that their information be public. Bring forth all the names of the work group participants. External participants – definition is majority of people are external and do not work for the District and not staff. We are being intentional on those work groups with staff, and the purpose and role in the work group within each topic, and to work together to create a sustainable pathway for the entire district. They understand their parameters and work and purpose – they are also not a decision-making body, which is the Board and Superintendent. There will be classroom teachers on the work groups, and will be shown when brought forth with the names to be public.

- In looking at these charts, as a board members, looking at it to ensure and can be assured of a breakdown of representation in each work group – and by representation and ensuring a significant representation by classroom teachers, and also assured - at the end of a product asking to fully implement and trust that we did have representation from staff and community, and representation was across the board. This kind of chart, and informed as we go along, and anxiously waiting to get more specific information.
- On the chart, it appeared to be top-down. We're not seeing those directly working on this and their input, and want to ensure we have dug into the details. Response: This chart is built on a project management philosophy. The rationale is to ensure who is responsible for what at each level. It's intent is to show who is responsible at each stage of the overall project. Our project management office is highlighting to helping to push this forward. The project management philosophy is highlighted to show not who is giving input to the decisions, but to show who is responsible at each level of the project. We have a project management office and to show a project is successful from the beginning of implementation to closing, that these specific need to happen. If not implemented, then things fall into the cracks.
- As we move along, and take a new step forward and the Board gives the "green light", and will be able to tell more about the real project management philosophy is about and who is involved in giving the input, and making the decisions that will be brought to the Board based on the recommendation and trust on the options recommended? This particular document did not give that reassurance. Response: We will be structuring this and have a lot of data, including from Public Comment. In order to do that, we need certain economies of scale to do that. To go out and ask again what families want in schools, we can find that data from surveys and responses. We have years of data, and will be using that. We have also heard that we need to get more teachers on and classroom participants, and we will work with that. The members of the task force are voluntary.
- In the fact that we have years of data and listening information – it seems strange that we need to turn this into a four-year plan. One of the observations made is that it appears to be a re-wording of many things talking about for years, and their question of why we need four more years and have data and heard from people, and strong ideas about enrollment. Response: We are going to be intentional and respectful of families. While four years may seem like along time, we know every September new families arrive, and cannot change that date. We try to inform families about choices about schools. Some of the timeline comes when school starts and need to work around those current dates to be respectful to families. Hope to not see a four year timeline, but an intentionality around being respectful in merging, closing, combining, growing, innovating and creating new schools is emotional and close to heart, and want to be respectful . Will see some recommendations in the design and during phasing, and not wait for all decisions until Fall 2022, and some things implemented over several years, such as opening a new school. Asking the Board and community not stagnant, but timeline for phases in and out with decision points throughout.
- To the Superintendent, understand the nature of those questions that come from old-time colleagues. Help with some responses to the folks and how we are going to sell this to the people that will implement it? Response: This timeline looks like four years, but two years from now will be making decisions for the full implementation. Two years to work and gather 8information for us to make what we feel are best long-term decisions for the District. We could easily have individualized decisions, but want it all to be related to create systems to create better opportunities that will be sustainable and not limited by transportation or location – look at it holistically. Project management chart is to trace where the information began and details. It's a way to organize our work and will take an incredible amount of organization with the many different groups, and rely on communication and reporting. He will keep the Board informed for it to be successful. Anyone who

has concerns about this has concerns about the District. We can try something different to listen to families in a new and different way and implement some of the things we have been hearing. To implement anything, we need a method to do it and a plan to deliver what we said we were going to do.
    - Director Brodrick also noted that we are doing this right, but in the meantime we do have a problem with trust and is reflected in our declining enrollment. The more specific and more detailed we can be, and the sooner, the better. He applaud and admire your attention and consciousness, and methodical nature. There's a lot of folks that need encouragement and need someone to say we understand your concerns, fears, frustrations, and we are working on this, and the more we can say that the better we will be.
- As we are moving forward to reshaping the District and SPPS community, it goes back to our values and how are we showing that in the people we are touching and work doing everyday – giving space and voice to, sharing power – not leading from top down, but from teachers, staff, students, and families and partnering with them. People need to feel they are part of decisions, and have to be intentional . Expect to hear about how we are hearing from folks at all levels. It goes back to our values and intentionally showing that value and appreciation for all members in our SPPS community.
- Director Allen thanked everyone for the dialogue. In talking about trust, and this top-down and creating distrust with communities, and ultimately, the community decides where to send their kids. We have a broken system that has taken place long ago with several communities in Saint Paul and be intentional about rebuilding trust. Language within the report and we need to dig in and start to come common – it's the common people who have a problem with what we're doing. Response: Superintendent Gothard noted that the Board's support is to allow him to empower his team to get into community to do this work. Not going to community to say this is what we're going to do – want community and team to come to life and bring recommendations to share to the Board for consideration. Don't want to be decision maker, but the broker, vet ideas, yes we can do that, have you thought about this or cost. That's his role – not to judge; role to try to make it happen.
- Wondering are we looking at data from public comment, and are there topics from public comment or data that we can start to implement this upcoming year to build trust with families and keep kids in SPPS and maybe something to build trust between now and then, and maybe bring them back to SPPS this year? Response: One example is learning about data in past years, is the loss of students in middle school and need to do something and become main focus to strategic plan. We developed and provided resources to look at the middle school model and it's important – we value middle school, students, and staff and have seen results. Hope to see achievement results, and have seen enrollment results with a high continuation rate in 7th grade and 250 more students in 6th, 7th, and 8th and made it a priority. Opened a new school through innovate steam school on great site and the Board made that happen. Build off opportunities like that and bringing people together. Get into cycle of unfulfilled promises is sustainability in this work. We can say yes to everything start it but not finish it. What is it we can limit and focus on and see them through and do them well. Another example heard from enrollment and community members to look at why people leaving, and work with our Student Placement Office to help families understand and potentially immediately actions to come back. One thing we will also begin to implement that will not take four years is to work with an organization to help us do similar work to Select SPPS that was with our SPFE partners where we went back and worked together to bring families back to SPPS, and to look at retention and recruitment efforts and put together specific strategic to recruit for a school or area of the city.
- Chair Xiong noted that as we heard earlier in the Equity Committee and their charge – within the organizational chart, and that the Equity Committee is a committee of the Board, and their location in the chart, and if not included, that they be added. Response: Yes, it would be considered an external work group, and the Superintendent did note the Equity Committee, and it would be external because there are members that are not staff of SPPS.
- What are the thoughts behind how we will engage students in this process as well? Response: That is one area that we are hoping to engage with SEAB and other student leadership groups. The groups presented were examples, and not all-encompassing. There will be 15-25 work groups that will be a part of this. We are hoping for SEAB to share their strategies to be able to implement.
    - These are example of work groups. In following SEAB Member Ali's question about the fact that we have heard from many East African community members about the need for Somali specific history and studies and language in Somali or Oromo. How can community members give input

and engage in this process and the timeline? Response: The pre-planning is this year, and will be taking work groups all this year. By Fall of next year, hope to be set on particular work groups. The culturally relevant program mentioned, and how to incorporate into this project or plan. If one has an opinion or belief about how to deliver instruction, if there isn't a physical facility impact to that, that will likely not be within the scale or scope of this project plan. We are working to align our facilities with our programs. If there is a belief of a building primary where provide instruction and curriculum design or language and need physical space, that would be the time to be a work group. If primarily academic in nature and physical space does not cross it, handle within Chief Academic Office.

    - How would they be able to create work group if interested? Response: If the Board positively move forward, we will be rolling out communication plan, a website, and that will be a way for folks to ask questions or ask to start a group and be trained on the framework to engage with that particular group to start to share with broader community. Somewhat reluctant to talk about it now without Board's full support.
  - How will this relate to the FMP? Response: This will coincide with the FMP and working alongside, as well as working alongside SPPS Achieves. We will be making decisions that fit together and align.
- Director Kopp thanked everyone for their perspective and deepened her understanding, and enriched the conversation. Bringing it into community is the hope. She also noted her deep and difficult experience with questions on building usage, alignment and choice. When look at this as experienced it, see real thoughtfulness and intention. Realize it looks top heavy, but as someone from experience from feeling there wasn't a plan, this feels so much more reassurance. Communication will be critical. She also suggested that part of her experience in working on these issues, started at place to increase enrollment, which is crazy-making and asking for constant details. What changed for community when started thinking about who we wanted to be – who are our kids, who do we see ourselves as – not from deficit? Talk about keeping people here, that's the key to it – invite to participate in imaging what SPPS can be, and be prepared to deliver and work with them. So excited to support this and grateful for this and excited to work with colleagues and district staff.

MOTION: Ms. Xiong moved the Board accept Administration's recommendation to move forward with the Envision SPPS project. The motion was seconded by Ms. Allen.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

C. Human Resource Transactions

MOTION: Ms. Xiong moved approval of the HR Transactions for the period January 1, 2020 through January 31, 2020. Mr. Marchese seconded the motion.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

IX. CONSENT AGENDA

MOTION: Ms. Xiong moved approval of all items within the Consent Agenda with items D3 - Request for Permission to Enter into Memorandum of Agreement with Merrick Community Services; E4 - Establishment of the Unclassified Position of Capital Improvements Program Director for Independent School District No. 625 and Relevant Terms and Conditions of Employment; E5 - Ramsey County Proposal to Purchase Rights to District Property – 1780 West Seventh Street, St. Paul, MN; E6 - RiverEast Environmental Covenant and Easement; E7 - State of Minnesota Department of Transportation (MnDOT) Proposal to Purchase Rights to District Property - 304 Dale Street, St. Paul, MN; E8 - State of Minnesota Department of Transportation (MnDOT) Proposal to Purchase Rights to District Property - 1142 Concordia Avenue, St. Paul, MN; E9 - Upgrade of the Unclassified Position of Community Learning Center Site Coordinator for Independent School District No. 625 Grade and Relevant Terms and Conditions of Employment; E10 - Phase Gate Approval of American Indian Magnet Renovation and Building Addition Project (Project # 1160-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update; E11 - Phase Gate Approval of District Service Facility Addition and Renovation Project (Project #4000-16-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update; E12 - Phase Gate Approval of Frost Lake Elementary Renovation and Building Addition Project (Project #1100-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update; E13 - Phase Gate Approval of Phalen Lake HVAC & Controls Upgrade Project (Project # 1200-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update; E14 - Phase Gate Approval of Window Replacements Project (Project # 0201-20-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update; Bid No. A20-0540-A Window Replacement Project at Journeys Secondary School and Wellstone Elementary; E15 - Phase Gate Approval of Como Senior Renovation Project (Project # 4110-16-01): Gate #4A – Finance Plan Update and Release of 2020C Certificate of Participation Sale Proceeds pulled for separate consideration. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

A. Gifts

BF 31939 Acceptance of Anonymous Donation in the Amount of $20,000 for the Mary Mackbee Auditorium at Central High School

That the Board of Education authorize the Superintendent (designee) to accept this very generous donation for Central High School's Mary Mackbee Auditorium.

BF 31940 Acceptance of Gift from the Como Park Booster Club

That the Board of Education authorize the Superintendent (designee) to accept the gift from the Como Park Booster Club.

BF 31941 Gift Acceptance from Data Recognition Corporation

That the Board of Education authorize the Superintendent (designee) to allow Hazel Park Preparatory Academy to accept a monetary gift from Data Recognition Corporation in the amount of $6,882.00. The money will be deposited into the Hazel Park Preparatory Academy general account, 19-489-291-000-5099-U001, and will be used as determined by the school.

BF 31942 Acceptance of a Gift from Global Arts Plus PTA

That the Board of Education authorize the Superintendent (or Designee) to accept the gift from Global Arts Plus PTA.

BF 31943 Donation of New Books from First Books via Fraternity of Service Day by the Phi Beta Phi Fraternity for Woman

That the Board of Education authorize the Superintendent (designee) to accept the gift of new books to our Elementary classrooms.

B. Grants

BF 31944 Request for Permission to Accept a Grant from Metro ECSU

That the Board of Education authorize the Superintendent (designee) to accept a grant from Metro ECSU for the funds to support assistive technology training; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31945 Request for Permission to Submit a Grant Application to the Dollar General Literacy Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Dollar General Literacy Foundation for the funds to support developing a system of benchmarks that align with federal and state ABE standards; to accept funds if awarded; and to implement the project as specified in the award documents.

BF 31946 Request for Permission to Submit a Grant to the Minnesota State Arts Board

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Arts Board for the funds to partner with Copper Street Brass in music education at Central High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts - None

D. Agreements

BF 31947 Approval of Memorandum of Understanding with Saint Paul Vista Program and Saint Paul Public Schools, Specifically at Community Education, Office of Early Learning and Early Childhood Special Education

That the Board of Education of Independent School District No. 625 approve and enter into a Memorandum of Understanding with Saint Paul Vista Program.

BF 31948 Lease Agreement with Youth Farm - Revised

That the Board of Education authorize the Superintendent to execute a Lease Agreement between the District and Youth Farm to lease space at the Baker Center located at 209 West Page Street, St. Paul, MN 55107 for the term February 1, 2020 through December 31, 2021, with monthly rent of Two Hundred Eighty-Nine and 91/100 dollars ($289.91) subject to all other terms and conditions of said agreement.

E. Administrative Items

BF 31949 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period December 1, 2019 – December 31, 2019.

(a) General Account	#720235-721603 #0003577-0003615 #7003560-7003594 #0004182-0004282	$58,593,385.73
(b) Debt Service	-0-	$13,425.00
(c) Construction	-0-	$3,817,023.13
		$62,423,833.86

Included in the above disbursements are two payrolls in the amount of $38,245,068.73 and overtime of $242,720.44 or 0.63% of payroll.

(d) Collateral Changes

Released:

None

Additions:

None

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 May 31, 2020.

BF 31950 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective February 27, 2020, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31951 Appointment to Civil Service Commission

That the Board of Education approve the appointment of Michael Banks to the position of Commissioner on the Civil Service Commission as requested by the Office of the Mayor of the City of Saint Paul.

F. Bids

BF 31952 Bid No. A-21-8855-A District-wide Emergency Communication System Replacement

That the Board of Education authorize the award of Bid No. A21-8855-A District-Wide Emergency Communications replacement to Professional Wireless Communications for the lump sum based bid of $951,173.66 with provision of 50% down payment at the time of project commencement.

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31953 Request for Permission to Enter into Memorandum of Agreement with Merrick Community Services

The Board requested additional information on this item. Darren Ginther and Heather Kilgore provided more information on this item.

The 3M STEP program has been around for nearly 50 years, and it's looking at supporting students through STEM career exploration through a partnership with 3M. SPPS has assumed employment responsibility for the program and hire the students. We received our annual funding from 3M Gives in the summer of 2019 – 38 students have been recruited. This December, in working with our Legal team, a contingency upon employment for 3M is drug testing, which we are no longer able to do through our Board policy. We've looked to create an agreement with Merrick Community Services to be the hiring organization for students – they will provide the drugs testing for students eligible to work at 3M, which is a requirement for all employees at 3M. Merrick will be a sub-granter for us and receiving 3M Gives funding to provide services for the hiring side including stipends for students. The reason that Merrick is the partner for this situation is because Merrick runs the East Side Summer Jobs program with 3M already and it was a natural fit.

- Are the students employees of 3M or of Merrick? Response: The students will be employees of Merrick because 3M does not hire students.
- Are there any liability issues or things that change due to Merrick being the employer versus the District? Response: We have had extensive discussions with Merrick and 3M and have talked through it and the employer and those liabilities.
- How are these students chosen? Response: They go through an application process with a GPA requirement of 2.0 or above, interested in STEM-related fields, and willingness to commit to spring training and the summer full-time employment. There's an interview process, and a limited number of spots at 40 or less, with 38 this year.
- Are we ensuring it is equitable for all students as we interview and how? Response: That's improving. A key part of our partnership with 3M has been the addition in OFECP and 3M partnership coordinator. Mr. Parks has worked very hard to get into the high schools to provide students with information. Pour data shows that through his work in 2 years of recruiting, our students who apply are more accurate of our population, and for the students selected, it's improving – not where we want to be, but improving.

MOTION: Ms. Foster moved approval that the Board of Education authorize the Superintendent (designee) sign the Memorandum of Agreement between Saint Paul Public Schools and Merrick Community Services. Mr. Marchese seconded the motion.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

BF 31954 Establishment of the Unclassified Position of Capital Improvements Program Director for Independent School District No. 625 and Relevant Terms and Conditions of Employment

Director Brodrick requested more information on this item.

- Involve 3rd paragraph from the consent agenda item:

The Capital Improvements Program Director will oversee major capital improvement projects. The Director will also work closely with plant operations in an effort to align both Long Term Facilities Maintenance and Capital Construction budgets, resources, and timelines. The individual will report directly to the Chief

Operations Officer and have a secondary reporting responsibility to the Superintendent. This position has management-level employees as direct reports. The position will also work closely with the Chief Finance Officer and a team of capital construction finance team members.

- Explanation about where exactly this role will fit in terms of being embedded, in particular, who will be reporting to them? Know that in the External Review Team, part of the reason is recommendations they made, and in favor, but interested to see at what level this role will be operating, and who will be reporting to them? Response: The project manager and team will report to this position, including project managers, assistant project managers, and those within the FMP reviews at the recent work session.
- Will the Director of Facilities be reporting to this role, or be working closely? What will be the nature of that relationship? Response: They will be working closely together. Both positions are directors, and will work alongside each other in this work. Both will report to Chief of Operations, with secondary to the Superintendent. Neither one will report to the other, but work alongside each other.
- It indicates this person will have a secondary reporting responsibility to the Superintendent. Does anyone else have that? Response: We all report to the Superintendent, ultimately. The reason we want that to be present in this, is to create an executive team that meets regularly for this. A $112M budget is bigger than most school districts in MN, and requires more attention and commitment to deliver. Both this position and a position in Finance will report to Chief Turner and Chief Schrul respectively, will also be reporting secondarily to the Superintendent through the management team that can oversee he FMP.
- We've created a corresponding job within Finance that will be doing what this person will be doing in Facilities? Response: There is still work to be done, but will be a recommendation to come before the Board in the future with sole focus on FMP-related activities, with oversight by the Superintendent.
- Also highlighted the External Review Team, with this position, as well as the corresponding role within Finance, were specific recommendations. The division of labor based on the scope and scale of the FMP was needed for these two positions.
- Why would we hire a person underneath two people if the reason for hiring was to improve the process that seemed to not work well a couple years ago? Are we giving this person a high enough job title and status and authority to accomplish the things that the review team suggested that we needed? Concern is this role and other in Finance will be another member of Administration, and have not brought in someone who will be the "lifesaver" for part of our problems. Is the creation of this position strong enough to alleviate and improve upon the original issues? Response: Yes, and based on recommendations from External Review Team. Jacobs has also signed off and supported this coming before the Board.
    - Could we find out more in terms of Jacobs direct recommendation in regard to the plan that will be discussed in alter consent agenda items? And also, if getting the full benefit of the help asked from Jacobs? Going back to External Review Team, we relied on them considerably for advice and recommendations. At the Committee of the Board, absolutely astounded that they were not present to verify or support the recommendations hearing then, and not sure what we know what they think about this. Concerns as individual board member, that we are given as much information as possible every step of the way so not accused of being asleep at the switch during the debacle of the FMP a year and a half ago. Response: Duly noted and prepared to answer those questions.
- Other concern is that because so in favor of having person in positon and having amount of authority and direct report to the superintendent to really carry weight within the organization.
- How soon would we expect to have this person onboard? Even after onboard, realistically how soon could we expect them to have an impact on the workings of the organization? We may be months away from having this person on board and able to do the types of things advised to us by the External Review Team. Response: In the Review, some of the particular talked about this particular position and the work being aligned, and not isolated role. Ultimately, if doing this work right, all working cohesively together for one goal. We all carry the weight of this important work. The role of this person is to manage the capital improvement projects, timeline, along with budget, a dn be transparent with the work. Part of the FMP review encouraged us to continue to meet as Facilities and Finance team and have been doing that since the review and will continue to meet to be transparent and keep communications between departments. We have been doing active recruiting and networking with construction companies and local and national organizations about this position. Anticipate have a

decent interview pool within the upcoming weeks, and cannot stop the FMP from moving, there are things to continue, and continue as a team to work on bring forth FMP, and a new vision around the construction and capital improvement work. With any new employee, learn the organization and how to work as a team, and will allow this positon to do that.

- Assure that in the meantime, the work that is being done is being done completely collaboratively. We need to have equal weight, and hoping Facilities and Finance departments will work collaboratively.

MOTION: Ms. Xiong moved approval that the Board of Education of Independent School District No. 625 approve the establishment of the Capital Improvements Program Director job classification effective February 19, 2020; that the Board of Education declare the position of Capital Improvements Program Director as unclassified; and that the pay rate be Grade 32 Saint Paul Supervisors' Organization standard ranges. Ms. Allen seconded the motion.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

BF 31955 Ramsey County Proposal to Purchase Rights to District Property – 1780 West Seventh Street, St. Paul, MN

BF 31956 RiverEast Environmental Covenant and Easement

BF 31957 State of Minnesota Department of Transportation (MnDOT) Proposal to Purchase Rights to District Property - 304 Dale Street, St. Paul, MN

BF 31958 State of Minnesota Department of Transportation (MnDOT) Proposal to Purchase Rights to District Property - 1142 Concordia Avenue, St. Paul, MN

Director Brodrick requested further information on these items.

A quick explanation on selling property to State or County. Understand this is done occasionally, and concern about known negative impact of our usage of this property. By us not having that property, will there be a negative impact on the overall usage of the rest of the property? Response: Yes, these do go together with E7 and E8 temporary easements for MNDOT for temporary use of property to stage construction and do work related to sidewalks, accessible ramps and curb cuts and work to I-94. These are short term easements for them to do this work and coordinated work with them to do work on non-student contact days and should not see any real impact on our work other than the Dale Street bridge.

E5 is different is that it is temporary and permanent easement for property at 1780 West 7th in relation to realignment of Lexington Parkway through formerly owned site at 900 Albion, and connecting Lexington to Elway and forcing us to lose a bit of property at Elway side of 1780. We've worked with Ramsey County to review the site design, timing, and impacts to SEAB program and staff at 1780.

These are routine in right of way improvements throughout the city. They will approach with the need do this. We'll talk through impact. The valuation is a standard process with independent appraisers that form basis of the compensation to the district and prorated for time and impact overall. A pretty fair process. The District can't say no – eminent domain in which they can take it anyways. There is no real negative impact. Only one is permanent loss of property, which will not affect us negatively.

On E6, Director Brodrick noted RiverEast when first decided to buy property and put school there, and so glad school is there and toured it, and think it represents what trying to do with FMP in general – to have schools that are pretty, but are constructed and designed in a way to be conducive to the program that is taking place there and students at the school. Way back when first started to this, concerned about contamination issue, soil, and nervous about that. Main concerns when all said and done, were we making a bad buy? Would it in any way impact the health and safety of the students? Response: This was a great purchase for the District and a great long-term value. This was a property when bought it had some environmental issues. It was cleaned to a level appropriate for an industrial site by the previous owners, but maybe not schools or houses and they limited their liability by placing a restrictive convenient to only use for industrial purposes. The District in purchasing the site, negotiated with the people with the long-term restrictive covenant and long term environmental liability to establish a path by which we will clean, safe and long term available for use as school meeting the requisite standards, and in doing that, free them from the restrictive covenant and environmental long term liability. It was a multi-step process by enrolling in Minnesota Pollution Control Agency's voluntary response action plan and compliance plan to lay out our plan, and proceeded over course of construction with monitoring by environmental assessment company and PCA, so that at the end, receive a no further action determination by PCA that we did everything and met standards. Closing it out is this items with the PCA, those things we did that safe long term ,w ill stay, management plan in place, adhere to it, and PCA to inspect it if they want. It's a long term commitment to staff and students and PCA site safe for users long term. All environmental clean up funded through grant to remediate site and it was less then thought it was – cleaner site than anticipated.

Director Brodrick noted his fear of the terms that didn't know what they meant, including the phrase about the agreement that requires District to operate and maintain vapor mitigation system. Even if didn't know what it all means, can look and say our kids are okay? Response: Absolutely.

MOTION: Mr. Brodrick and Ms. Foster moved approval, respectively:

- **That the Superintendent (or designee) approve Ramsey County's proposal to purchase rights to District property located at 1780 West Seventh Street in the amount of $20,400 for the Lexington Parkway Realignment Project.**
- **That the Board of Education authorize the Superintendent (or designee) to execute the Environmental Covenant and Easement in order to remove the deed restriction from the RiverEast property located at 1055 Mackubin Street.**
- **That the Superintendent (or designee) approve MnDOT's proposal to purchase rights to District property located at 304 Dale Street in the amount of $13,100 for the Highway 94 improvement project.**
- **That the Superintendent (or designee) approve MnDOT's proposal to purchase rights to District property located at 1142 Concordia Ave in the amount of $2,900 for the Highway 94 improvement project.**

The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

BF 31959 Upgrade of the Unclassified Position of Community Learning Center Site Coordinator for Independent School District No. 625 Grade and Relevant Terms and Conditions of Employment

Director Brodrick requested more information on this item. About a year ago, there were discussions brought forth to look at their work and worked with Human Resources and determined because of increase

in scale and work, they should be retitled. As looked at significant increase in duties, current team of 6 site coordinators, more coordination of work; previous work was more reactionary. Now, the group, given the requirements of the 21st century learning grant in federal and state, there are significantly more requirements and expectations for this group of staff.

MOTION: Mr. Brodrick moved approval that the Board of Education of Independent School District No. 625 approve the establishment of the unclassified Community Learning Center Site Coordinator classification effective February 19, 2020 to Schedule 2; that the Board of Education declare the position of Community Learning Center Site Coordinator as unclassified; and that the pay rate for this position would be equivalent to Schedule 2 School and Community Service Professionals. In addition to updating the classification to Community Site Coordinator. Ms. Foster seconded the motion.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

BF 31960 Phase Gate Approval of American Indian Magnet Renovation and Building Addition Project (Project # 1160-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update

BF 31961 Phase Gate Approval of District Service Facility Addition and Renovation Project (Project #4000-16-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update

BF 31962 Phase Gate Approval of Frost Lake Elementary Renovation and Building Addition Project (Project #1100-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update

BF 31963 Phase Gate Approval of Phalen Lake HVAC & Controls Upgrade Project (Project #1200-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update

BF 31964 Phase Gate Approval of Window Replacements Project (Project # 0201-20-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update; Bid No. A20-0540-A Window Replacement Project at Journeys Secondary School and Wellstone Elementary

BF 31966 Phase Gate Approval of Como Senior Renovation Project (Project # 4110-16-01): Gate #4A – Finance Plan Update and Release of 2020C Certificate of Participation Sale Proceeds

Director Brodrick requested further information on these items.

- The transition from gate Check 3, and want to know more about the timing between Gate Check 3 and Gate Check 4. Ready to move on Gate Check 3 and all these items, with the exception – bring up that personally hear more from Jacobs? Response: Administration has has worked on a brief presentation to spill over from COB discussion. Chief Turner then provided more information. To remind that we are bringing before under the FMP review, a new process called Gate Checks – an opportunity to engage with Administration on where we are in the process of project implementation. At 3A for number of the projects presented, which is schematic design – scoped out work, worked with community, engagement with staff, have a budget before to be approved – whenever see in consent agenda asking for approval of gate check 3 – asking to approve budget amount to put forth particular project to go out

to bid. Correct in that "proof of truth" is actually gate check 4 – when we actually have resources in hand, and once Gate Check comes before the Board, giving Administration approval to spend that budgeted amount on that particular project. Always come before the Board based on individual projects – not as a pool of projects – each individual board action item will have its own Gate Check point to vote on individually, which was also a recommendation by Jacobs. Gate Check 3 for the projects of American Indian Magnet, Frost Lake and Phalen Lake – we have the estimated contingencies involved and computed for those gate point checks in schematic designs, as well as the budget for each. The other piece is that we did the other projects previously seen, had go through schematic design last month for the Windows and Washington Tech. Tonight bringing American Indian Magnet, Frost Lake, District Service Center, and Phalen Lake to approve to go to schematic design to go out to bidding. Once have gone out to bid and received bid offers, and confirmation of funding source, see projects come through for Gate Check 4. To show you what the Board will also have access is the project budget, how much under obligations and funding source of part project. This part board action item focused on funding of it.

- Chair Xiong clarified that this presentation and discussion covers E10-E15.
- Director Marchese thanked staff for the presentation and discussion at the previous work session. In regard to E10 for American Indian Magnet, he is pleased to have heard from Dr. Brown and from, and also to see the design, impacts of the various choices, recommendations, considerations and discussion on disruption to the program and physical space. That discussion gave comfort and understanding to the project as a whole given the circumstance in the size, scale, and scope, which was helpful. He also noted that he followed-up separately with Dr. Brown to ask questions about how he and others in the community were thinking about addressing the substantial disruptions over a long period of time, and felt good about the thought into the process and taking care of the community during the disruptions. He feels more confident in the renovations versus building-new. It was helpful to hear and see the different considerations in why, and important to have information on this topic in response to questions asked by the community and for the Boar to be able to defend and justify and point to information that supports this. There is an absolute need to improve this building for the community which is such an anchor for the East Side and Indigenous community with the kind of building and space and place that our students deserve, staff deserve, and community deserves. In walking through the different aspects of renovation and hearing from those connected to the community and level of intentionaly this elevates and shows to our community and the larger community, Indigeouns community and the City the value of the work happening here, and the importance of investing in this site. We create spaces worthy of dignity and dignifying the work there, and from the materials, this is evident with AIMS.
- Director Allen noted that as a new board member, it was important for her to dig into engagement, and pleased to hear as evident at the Committee of the Board about the engagement. She appreciated the intentionality of ensuring we are honoring the Dakota land and community as we make this move.

MOTION: Mr. Brodrick moved approval, respectively:

- **That the Board of Education approve the American Indian Magnet Renovation and Building Addition project (Project # 1160-19-01) at Phase Gate Check #3 – Schematic Design, and Phase Gate Check #3A – Finance Plan Update.**
- **That the Board of Education approve the District Service Facility Addition and Renovation project (Project #4000-16-01) at Phase Gate Check #3 – Schematic Design; Gate #3A – Finance Plan Update.**
- **That the Board of Education approve the Frost Lake Elementary Renovation and Building Addition project (Project #1100-19-01) at Phase Gate Check #3 – Schematic Design; Gate #3a – Finance Plan Update.**
- **That the Board of Education approve the Phalen Lake HVAC & Controls Upgrade project (Project # 1200-19-01) at Phase Gate Check #3 – Schematic Design, and Phase Gate Check #3A – Finance Plan Update.**
- **That the Board of Education authorize the award of Bid No. A20-0540-A Window Replacement**
- **Project at Journeys Secondary School and Wellstone Elementary to S & J Glass, Inc. for a lump sum base bid with Alternates 1 & 2 of $991,100.**

- **That the Board of Education approve the Como Senior High Renovation (Project # 4110-16-01) at Phase Gate Check #4A –Finance Plan Update and authorize the release of $14,800,000 of the 2020C Certificate of Participation sale proceeds for the reimbursement of the costs of the Como Senior High Renovation Project.**

Ms. Foster seconded the motion.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

X. OLD BUSINESS - None

XI. NEW BUSINESS - None

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Allen requested information on the juvenile justice program, and referenced a grant to aid in this, and to ensure there are supports in place for our students in JDC and Totem Town and entering the school system.
- Director Brodrick requested that the Executive Team discuss a clear explanation of the gate check process, with the transition of Gate Check 3 to Gate Check 4. He also requested the Executive Team to discuss the role of Jacobs as we go further with the FMP
- Director Marchese requested information with Metro Transit about the use of public buses to transport students. There have been conversations in the past, and thinking about infrastructure and SPPS process, and the three-tier system of transportation, and an update on those conversations would be helpful for the community.
- Director Ellis requested information about plastic utensil usage in SPPS, as a follow-up from Public Comment. She also requested the Executive Committee to consider a presentation about Health Start clinic in our schools, and recounted her experience in visiting the clinic at Harding.
- SEAB Member Ali requested information how schools are helping seniors to stay in check as graduation nears, including supports from teachers and emotional support for students.
- Director Foster reiterated her previous request on PSAT and thinking about equity and opportunity, and how it is paid, who it is open to, and demographics on students taking the test. She requested clarity and that this may be a missed opportunity for students. She also requested that with the coldest days upon us, the correlation between transportation and our family experiencing homeless or who may be highly mobile, and our efforts to support them, as well as the current work with the City. She also stated that with the change to school start times this year, it is an ideal time to collect data and analyze the impacts of the changes.
- Chair Xiong noted that with the recent change to celebrations of graduation, and how schools are preparing for this year, and some of the wonderings, opportunities and challenges that schools are encountering as we move towards graduation season.
    - Director Foster noted her experience in seeing the beautiful stoles and caps at the previous graduations, and how they showcase the beauty of the diversity of our students and how they celebrate graduation. Director Allen also noted that SPPS is a wealth of cultures and to use our asset as a learning base to center identity and diversity in our schools.

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Kopp shared her experiences at the recent RCLLG meeting, which included information on the 2020 census; she attended Jie Ming's Lunar New Year celebration, as well as the musical at Global Arts Plus; she toured John A. Johnson to learn more about the Achievement Plus model, and celebrated National African American Parent Involvement Day at Chelsea Heights. Director Kopp also noted that she attended a lunch with families and staff at Hamline Elementary, and attended Indian Education's Sweetheart Powwow with her family, and noted that the vote to renovate AIMS made it all the more meaningful, and looks forward to sharing more.
- Director Ellis noted that she had concerns on the School Choice Fair location, and appreciated conversations with families. She heard concerns about start times for PreK and elementary students. She also noted her visit to the Health Start clinic at Johnson, and provided details on their great work while asking about renovations to Johnson and the correlation with the clinic. She noted her time at the Global Arts Plus 4th Grade Opera. She also noted concerns about celebrations and activities for NAAPID in our schools and the celebrations for Black History Month.
- Director Foster noted similar concerns about NAAPID and Black History Month celebrations in our schools. She shared her experience at Global Arts Plus performances. She also noted the upcoming Friday Forum featuring the topic of Immigrant Communities. She also shared details about the Thinking College and Career Early Fair scheduled for February 22 at Harding High School.
- Director Marchese shared details of the recent Board Retreat and the discussion of the Board's work in engaging the community.

XIII. FUTURE MEETING SCHEDULE

MOTION: Ms. Xiong moved to schedule a special meeting of the Board of Education on March 10, 2020 regarding the FY21 budget, to follow the Committee of the Board Meeting. Ms. Allen seconded the motion.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

A. Board of Education Meetings (6:05 unless otherwise noted)
- March 24, 2020
- April 14
- May 19
- June 9 (Special – Non-Renewals)
- 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

- August 24

B. Committee of the Board Meetings (4:30 unless otherwise noted)
   - March 10, 2020
   - April 7
   - May 5
   - 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

XIV. ADJOURNMENT

Ms. Xiong moved to adjourn the meeting; Ms. Foster seconded the motion. It passed by acclaim.

The meeting adjourned at 9:48 p.m.

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

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

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

SPECIAL MEETING OF THE BOARD OF EDUCATION
Administration Building
360 Colborne Street

February 26, 2020

5:00 p.m.

M I N U T E S

I. **CALL TO ORDER**

The meeting was called to order by Marny Xiong, Chair, at 5:08 p.m.

II. **ROLL CALL**

Present: Board of Education: Ms. Xiong, Ms. Allen, Ms. Kopp, Mr. Brodrick, Ms. Foster, Mr. Marchese (via phone)

Ms. Ellis arrived at 5:10 p.m.

Staff: Superintendent Gothard; Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee Labor Relations; Kevin Burns, Director of Communications, Marketing, and Development; Cedrick Baker, Chief of Staff; Marie Schrul, Chief Financial Officer; Marcy Doud, Assistant Superintendent of Special Education and Specialized Services; Chuck Long, General Counsel; Kaying Thao, Administrator to the Board; Sarah Dahlke, Secretary to the Board

III. **APPROVAL OF THE AGENDA**

MOTION: It was moved by Ms. Xiong and seconded Mr. Brodrick to approve the order of the agenda.

The motion passed by acclaim.

IV. **NEW BUSINESS**

MOTION: It was moved by Ms. Xiong and seconded by Ms. Foster 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 following bargaining units: Teachers; Educational Assistants; and, School and Community Service Professionals, as allowed for by Minnesota Statutes Section 13D.03, subd. 1.

The motion passed by acclaim.

The Board of Education and staff discussed the matter of labor negotiations for the following bargaining units: Teachers, Educational Assistants, and School and Community Service Professionals.

MOTION: It was moved by Ms. Xiong to conduct the remainder of this meeting as an open

meeting. The motion was seconded by Ms. Ellis.

It passed by acclaim.

V. **RESOLUTION**

Board members and administration then discussed the Resolution for Adopting a Saint Paul Public Schools Resolution in the Event of a Strike.

BF 31965 Adopting a Saint Paul Public Schools Resolution in the Event of a Strike

RESOLUTION
Adopting a Saint Paul Public Schools Resolution in the Event of a Strike

BE IT RESOLVED, that Saint Paul Public Schools (hereinafter "School District" or "SPPS") is committed to sound collective bargaining principles and practices to resolve differences to the mutual satisfaction of the parties and avert, to the greatest extent possible, work actions such as strikes. However, recognizing that a work action is the ultimate exercise of bargaining power unions may employ as an economic sanction against the School District in the event bargaining demands cannot be satisfied, the School District must therefore take responsible precautions to ensure necessary public services will be provided in the event such action is employed.

BE IT FURTHER RESOLVED, that in the event of a strike by the Saint Paul Federation of Educators (SPFE), the Superintendent of Schools or his designee, will exercise the following powers, to include but not be limited to the following:

1. Temporarily assign and reassign personnel as needed.

2. Temporarily close school, close buildings, cancel programs or cancel activities when deemed to be in the best interests of the School District.

3. Take such other temporary emergency steps as deemed necessary for business activities and for the safety of students, staff and property.

4. Authorize varsity athletics and activities covered by the Minnesota State High School League on a case-by-case basis. Post-season competitions will be encouraged and supported to continue during a strike.

5. Advise all employees of their rights and responsibilities during a strike and the School District's rules regarding striking employees.

6. Take such actions as necessary to lay-off non-essential employees.

7. Determine essential employees, excluding members of the striking SPFE bargaining units, who must report to work during the strike.

8. Amend the school calendar to make up lost instructional time.

BE IT FURTHER RESOLVED, that in the event of a strike action against SPPS and for the duration of the strike, the following will apply uniformly and consistently in accordance with state laws to all employees covered by the striking SPFE bargaining units who engage or participate in such strike action:

9. Employees who are absent from any portion of their work assignments without permission of the appropriate supervisor on the date or dates when a strike occurs will be presumed to have engaged in a strike on such date or dates.

10. No striking employee will be paid wages or benefits. For wages due prior to the commencement of a strike, SPPS will issue a paycheck to striking employees on the next regularly scheduled payday.

11. SPPS will discontinue contribution to all group insurance coverage for striking employees to the extent provided by law. Such employees will be notified by letter how they may continue to maintain group coverage.

12. No striking employee will receive personal leave pay.

13. No striking employee will be granted sick leave.

14. No striking employee will be granted vacation leave.

15. No striking employee will be eligible for any type of leave, including attendance at conferences and conventions. Employees on an approved leave that began prior to the strike will be allowed to remain on leave.

16. No striking employee will receive service credit for benefit accrual purposes.

17. Any School District employee who takes part in the strike must work with their supervisor to secure all School District property at their work site before the strike commences.

18. An employee participating in a strike is not allowed to take part in any other SPPS work assignments for the duration of the strike, whether full-time, part-time, or on a volunteer basis.

19. All pre-approved travel or conferences for striking employees are cancelled and School District will not pay for or reimburse expenditures associated therewith.

20. Striking employees will not be allowed to use SPPS facilities for the duration of the strike.

BE IT FURTHER RESOLVED, that the Board of Education and the Superintendent will designate a spokesperson(s) authorized to speak publicly on behalf of the School District in regard to labor disputes in which a strike has commenced or is imminent.

Further, the Superintendent will report all action taken in accordance with this resolution to the School Board at the earliest opportunity.

MOTION: It was moved by Ms. Xiong and seconded by Ms. Foster that the Board of Education approve the Resolution Adopting a Saint Paul Public Schools Resolution in the Event of a Strike.

The motion was approved with the following roll call vote:

Ms. Allen	Absent
Ms. Kopp	Yes
Mr. Marchese	Absent
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes

V. **FUTURE MEETING SCHEDULE**

MOTION: It was moved by Ms. Xiong and seconded by Ms. Foster that the Board of Education

schedule a series of closed Board meetings, pursuant to the schedule below, at which the Board will consider strategy for labor negotiations, including negotiation strategies, developments, discussion, and review of labor negotiation proposals for the following bargaining units: Teachers; Educational Assistants; and, School and Community Service Professionals.

The motion passed by acclaim.

Staff will be working to schedule a series of special meetings to update the Board and a special notice will be sent and posted once confirmed.

VI. **ADJOURNMENT**

MOTION: It was moved by Ms. Xiong adjourn the meeting. The motion was seconded by Ms. Ellis.

It passed by acclaim.

The motion carried and the meeting was adjourned at 7:27 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
Administration Building
360 Colborne Street

March 4, 2020

5:00 p.m.

M I N U T E S

I. **CALL TO ORDER**

The meeting was called to order by Marny Xiong, Chair, at 5:11 p.m.

II. **ROLL CALL**

Present: Board of Education: Ms. Xiong, Ms. Allen, Ms. Kopp, Mr. Brodrick, Ms. Foster, Ms. Ellis

Absent: Mr. Marchese (out of the country)

Staff: Superintendent Gothard; Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee Labor Relations; Kevin Burns, Director of Communications, Marketing, and Development; Cedrick Baker, Chief of Staff; Sarah Dahlke, Secretary to the Board

III. **APPROVAL OF THE AGENDA**

MOTION: It was moved by Ms. Xiong and seconded Ms. Ellis to approve the order of the agenda.

The motion passed by acclaim.

IV. **NEW BUSINESS**

MOTION: It was moved by Ms. Xiong and seconded by Ms. Foster 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 following bargaining units: Teachers; Educational Assistants; and, School and Community Service Professionals, as allowed for by Minnesota Statutes Section 13D.03, subd. 1.

The motion passed by acclaim.

The Board of Education and staff discussed the matter of labor negotiations for the following bargaining units: Teachers, Educational Assistants, and School and Community Service Professionals.

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

It passed by acclaim.

VI. **ADJOURNMENT**

MOTION: It was moved by Ms. Xiong adjourn the meeting. The motion was seconded by Mr. Brodrick.

It passed by acclaim.

The motion carried and the meeting was adjourned at 6:51 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
Administration Building
360 Colborne Street

March 6, 2020

5:00 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 5:12 p.m.

II. **ROLL CALL**

Present: Board of Education: Ms. Allen, Ms. Kopp, Mr. Brodrick, Ms. Foster

Ms. Xiong arrived at 5:16 p.m.
Ms. Ellis arrived at 5:31 p.m.

Absent: Mr. Marchese (out of the country)

Staff: Superintendent Gothard; Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee Labor Relations; Kevin Burns, Director of Communications, Marketing, and Development; Cedrick Baker, Chief of Staff; Kaying Thao, Administrator to the Board; Sarah Dahlke, Secretary to the Board

III. **APPROVAL OF THE AGENDA**

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

The motion passed by acclaim.

IV. **NEW BUSINESS**

MOTION: It was moved by Ms. Foster and seconded by Mr. 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 following bargaining units: Teachers; Educational Assistants; and, School and Community Service Professionals, as allowed for by Minnesota Statutes Section 13D.03, subd. 1.

The motion passed by acclaim.

The Board of Education and staff discussed the matter of labor negotiations for the following bargaining units: Teachers, Educational Assistants, and School and Community Service Professionals.

MOTION: It was moved by Ms. Xiong to conduct the remainder of this meeting as an open meeting. The motion was seconded by Mr. Brodrick.

It passed by acclaim.

VI. **ADJOURNMENT**

MOTION: It was moved by Ms. Xiong adjourn the meeting. The motion was seconded, and passed by acclaim.

The motion carried and the meeting was adjourned at 6:53 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
Administration Building
360 Colborne Street

March 7, 2020

12:00 p.m.

M I N U T E S

I. **CALL TO ORDER**

The meeting was called to order by Marny Xiong, Chair, at 12:09 p.m.

II. **ROLL CALL**

Present: Board of Education: Ms. Xiong, Ms. Allen, Ms. Kopp, Mr. Brodrick, Ms. Foster, Ms. Ellis

Absent: Mr. Marchese (out of the country)

Staff: Superintendent Gothard; Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee Labor Relations; Kevin Burns, Director of Communications, Marketing, and Development; Cedrick Baker, Chief of Staff; Sarah Dahlke, Secretary to the Board

III. **APPROVAL OF THE AGENDA**

MOTION: It was moved by Ms. Xiong and seconded Ms. Ellis to approve the order of the agenda.

The motion passed by acclaim.

IV. **NEW BUSINESS**

MOTION: It was moved by Ms. Xiong and seconded by Ms. Foster 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 following bargaining units: Teachers; Educational Assistants; and, School and Community Service Professionals, as allowed for by Minnesota Statutes Section 13D.03, subd. 1.

The motion passed by acclaim.

The Board of Education and staff discussed the matter of labor negotiations for the following bargaining units: Teachers, Educational Assistants, and School and Community Service Professionals.

MOTION: It was moved by Ms. Xiong to conduct the remainder of this meeting as an open meeting. The motion was seconded by Ms. Allen.

It passed by acclaim.

VI. **ADJOURNMENT**

MOTION: It was moved by Ms. Xiong adjourn the meeting. The motion was seconded by Ms. Allen, and passed by acclaim.

The motion carried and the meeting was adjourned at 1:45 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
Administration Building
360 Colborne Street

March 8, 2020

12:00 p.m.

M I N U T E S

I. **CALL TO ORDER**

The meeting was called to order by Marny Xiong, Chair, at 12:13 p.m.

II. **ROLL CALL**

Present: Board of Education: Ms. Xiong, Ms. Allen, Mr. Brodrick, Ms. Foster

Ms. Kopp at 2:09 p.m.
Ms. Ellis at 2:09 p.m.

Absent: Mr. Marchese (out of the country)

Staff: Superintendent Gothard; Kevin Burns, Director of Communications, Marketing, and Development; Cedrick Baker, Chief of Staff; Sarah Dahlke, Secretary to the Board; Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee Labor Relations

III. **APPROVAL OF THE AGENDA**

MOTION: It was moved by Ms. Xiong and seconded by Mr. Brodrick to recess this meeting, and to meet back at 2:00 p.m. on Sunday, March 8, 2020 in Conference Room 5B of the District Administration Building at 360 Colborne.

The motion passed by acclaim.

The Board and Administration recessed at 12:14 p.m.

The meeting was called back to order by Marny Xiong, Chair, at 2:09 P.M.

MOTION: It was moved by Ms. Xiong and seconded Mr. Brodrick to approve the order of the agenda.

The motion passed by acclaim.

IV. **NEW BUSINESS**

MOTION: It was moved by Ms. Xiong and seconded by Mr. 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 following bargaining units: Teachers; Educational Assistants; and, School and Community Service Professionals, as allowed for by Minnesota Statutes Section 13D.03,

subd. 1.

The motion passed by acclaim.

The Board of Education and staff discussed the matter of labor negotiations for the following bargaining units: Teachers, Educational Assistants, and School and Community Service Professionals.

MOTION: It was moved by Ms. Xiong to conduct the remainder of this meeting as an open meeting. The motion was seconded by Ms. Allen and Ms. Kopp.

It passed by acclaim.

VI. **ADJOURNMENT**

MOTION: It was moved by Ms. Xiong adjourn the meeting. The motion was seconded by Ms. Allen and Ms. Kopp, and passed by acclaim.

The motion carried and the meeting was adjourned at 3:52 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
Administration Building
360 Colborne Street

March 9, 2020

5:00 p.m.

M I N U T E S

I. **CALL TO ORDER**

The meeting was called to order by Marny Xiong, Chair, at 5:01 p.m.

II. **ROLL CALL**

Present: Board of Education: Ms. Xiong, Ms. Allen, Mr. Brodrick, Ms. Foster, Ms. Kopp, Ms. Ellis, Mr. Marchese

Staff: Superintendent Gothard; Kevin Burns, Director of Communications, Marketing, and Development; Cedrick Baker, Chief of Staff; Sarah Dahlke, Secretary to the Board; Kaying Thao, Administrator to the Board; Kenyatta McCarty, Executive Director of Human Resources; Will Forbes, Assistant General Counsel

III. **APPROVAL OF THE AGENDA**

MOTION: It was moved by Ms. Xiong and seconded by Ms. Allen to approve the order of the agenda.

The motion passed by acclaim.

IV. **NEW BUSINESS**

MOTION: It was moved by Ms. Xiong and seconded by Ms. Ellis and Ms. Foster 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 following bargaining units: Teachers; Educational Assistants; and, School and Community Service Professionals, as allowed for by Minnesota Statutes Section 13D.03, subd. 1.

The motion passed by acclaim.

The Board of Education and staff discussed the matter of labor negotiations for the following bargaining units: Teachers, Educational Assistants, and School and Community Service Professionals.

MOTION: It was moved by Ms. Xiong to conduct the remainder of this meeting as an open meeting. The motion was seconded by Mr. Marchese and Ms. Kopp.

It passed by acclaim.

IV. **RESOLUTION**

Board members and administration then discussed the following resolution:

BF 31967 **RESOLUTION**

RESOLUTION

WHEREAS, Independent School District No. 625, Saint Paul Public Schools ("School District") is committed to sound collective bargaining principles and practices to resolve differences to the mutual satisfaction of the parties and avert, to the greatest extent possible, work actions such as strikes;

WHEREAS, the School District is committed to providing the best possible education for its students and minimizing all unnecessary disruption for students and families;

WHEREAS, the School District and Saint Paul Federation of Educators ("SPFE") have been negotiating a collective bargaining agreement;

WHEREAS, SPFE has served a notification of intent to strike; and

WHEREAS, the Board of Education ("BOE") desires to empower its Superintendent to temporarily close school, close buildings, cancel programs or cancel activities when deemed to be in the best interests of the School District for the purposes of achieving labor peace, avoiding or averting a strike, reaching an agreement in principal with SPFE, preventing a greater harm or disruption, or creating the conditions under which a collective bargaining agreement may be finalized.

BE IT RESOLVED, that the Superintendent of the School District shall have the power and authority to temporarily close school, close buildings, cancel programs or cancel activities when deemed to be in the best interests of the School District for the purposes of achieving labor peace, avoiding or averting a strike, reaching an agreement in principal with SPFE, preventing a greater harm or disruption, or creating the conditions under which a collective bargaining agreement may be finalized.

BE IT RESOLVED FURTHER, that this resolution shall not replace, repeal, alter, or modify that certain Resolution Adopting a Saint Paul Public Schools Resolution in the Event of a Strike, Board File No. 31965, dated February 26, 2020; and

BE IT FINALLY RESOLVED, that the Superintendent shall report all action taken in accordance with this resolution to the School Board at the earliest opportunity.

MOTION: It was moved by Ms. Xiong and seconded by Ms. Allen that the Board of Education approve this resolution.

The motion was approved with the following roll call vote:

Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Allen	Yes

V. **FUTURE MEETING SCHEDULE**

MOTION: It was moved by Ms. Xiong and seconded by Mr. Marchese that the Board of Education cancel the Committee of the Board Meeting scheduled for Tuesday, March 10, 2020, and reschedule it to Tuesday, March 17, 2020 beginning at 4:30 p.m. in Conference Room 5A of the District Administration Building at 360 Colborne Street.

The motion passed by acclaim.

VI. **ADJOURNMENT**

MOTION: It was moved by Ms. Xiong adjourn the meeting. The motion was seconded by Ms. Allen, and passed by acclaim.

The motion carried and the meeting was adjourned at 6:46 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
Administration Building
360 Colborne Street

March 11, 2020

5:00 p.m.

M I N U T E S

I. **CALL TO ORDER**

The meeting was called to order by Marny Xiong, Chair, at 5:06 p.m.

II. **ROLL CALL**

Present: Board of Education: Ms. Xiong, Ms. Allen, Ms. Kopp, Mr. Brodrick, Ms. Foster, Ms. Ellis, Mr. Marchese

Staff: Superintendent Gothard; Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee Labor Relations; Kevin Burns, Director of Communications, Marketing, and Development; Cedrick Baker, Chief of Staff; Kaying Thao, Administrator to the Board; Arleen Schilling, Controller; Sarah Dahlke, Secretary to the Board

III. **APPROVAL OF THE AGENDA**

MOTION: It was moved by Ms. Xiong and seconded Ms. Foster to approve the order of the agenda.

The motion passed by acclaim.

IV. **NEW BUSINESS**

MOTION: It was moved by Ms. Xiong and seconded by Mr. Marchese 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 following bargaining units: Teachers; Educational Assistants; and, School and Community Service Professionals, as allowed for by Minnesota Statutes Section 13D.03, subd. 1.

The motion passed by acclaim.

The Board of Education and staff discussed the matter of labor negotiations for the following bargaining units: Teachers, Educational Assistants, and School and Community Service Professionals.

MOTION: It was moved by Ms. Xiong to conduct the remainder of this meeting as an open meeting. The motion was seconded by Ms. Allen and Mr. Brodrick.

It passed by acclaim.

VI. **ADJOURNMENT**

MOTION: It was moved by Ms. Xiong adjourn the meeting. The motion was seconded by Mr. Brodrick, Ms. Allen, and Ms. Kopp.

It passed by acclaim.

The motion carried and the meeting was adjourned at 9:12 p.m.

Prepared and submitted by
Sarah Dahlke, Assistant Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

EMERGENCY MEETING OF THE BOARD OF EDUCATION
Via Telephonic Phone Conference

March 19, 2020
5:00 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order at 5:05 p.m. by Marny Xiong, Chair.

II. ROLL CALL

Board of Education:	M. Xiong, J. Foster, Z. Ellis, J. Brodrick, C. Allen, J. Kopp, S. Marchese
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; Kaying Thao, Administrator to the Board; Sarah Dahlke, Secretary to the Board

III. APPROVAL OF THE AGENDA

MOTION: It was moved by Chair Xiong, and seconded by Director Marchese, to approve the order of the agenda.

The motion was approved by roll call vote:

Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Xiong	Yes

Director Allen	Yes
Director Kopp	Yes

IV. MAIN AGENDA

A. Report from Superintendent regarding School District's Implementation of the Governor's Executive Order of March 15, 2020.

Superintendent Gothard then provided details on the work to date, and acknowledging work in front of us. He provided a recap of current events, including the creation of a Distance Learning Plan and the Governor's press conference announcement of closing schools from March 18 to March 27 to allow districts to create a distance learning plan. The language also requires SPPS to provide childcare for essential employees during this crisis and SPPS created Essential Kids Care to provide this for our community; as well as meals for students, and there has been coordination with staff to deliver thousands of meals. He also thanked his Leadership Team, our building principals and support staff for teachers on this digital learning plan for our students.

He also provided high-level details on the implementation, including distance learning phases and planning, as well as platforms for student lessons, training sessions for teachers and staff, equal access for students in special education, role of EAs and TAs in our distance learning plan, multilingual learners instructional model, Spring Break plans and plan for Crossroads. He also provided technical details on iPad distribution for students, Essential Kids Care, and the values of our Governor, State, and City for our employees throughout this crisis with sites at Rondo (58 enrolled), L'Etoile du Nord (50), and Horace Mann (85), with the capacity of 100 students per site and 5:1 ratio by the CDC and MN Department of Health and staffing. He also provided information on meal distribution, with 15,250 meals delivered on Wednesday, and staff working to build and launch this program. He also provided details on meal distribution to bus stops across the city. He also noted the website https://www.spps.org/covid with information for families. It's amazing what has happened in SPPS the last few days and staff engaging in ways to make us proud. He thanked everyone and the Board of Education.

QUESTIONS/DISCUSSION:

- Director Marchese thanked the Superintendent and staff who have come together to do this work, and it is heartwarming to see all staff rally a concerted effort to deliver for our students. Implementation is ongoing, with ongoing conversations. He noted thanks and appreciation to the many people making this work, including paraprofessionals, parents and students. The posts on social media have been

positive and important to show how the District pulls together on short notice in these circumstances and do it well.

- Director Ellis noted that she had the opportunity to speak with staff in different departments, and appreciated the overview and impressive work to pull everything together. She also noted the positive mentions on social media, and shows that Saint Paul shows up to do the best work for our students, and to be supportive no matter what is happening, and is very proud of our District and community.
- Director Foster noted that this is an example of how Saint Paul shows up for students and we are in this together. Leadership matters, and Saint Paul has continued to lead the way. She thanked Superintendent Gothard, leadership, and all staff as we move forward with the rules changing each day. She asked that we continue to do what we are doing, and keep updating and bringing new ideas to the entire team. She is proud of everyone and the Saint Paul community.
- Director Brodrick echoed his colleagues. He was not surprised at the great work that is happening, and thanked everyone.
- Director Allen also agreed with her colleagues, and that she is extremely proud to be a part of SPPS with the Superintendent and team doing a great job. She noted the possibility of paraprofessionals or volunteers involved in food distribution or at rec. Centers to ensure every student has food and is willing to pick up boxes and distribute throughout the city to ensure resources are shared and continue volunteer services.
- Director Kopp also agreed with her colleagues. She is grateful for the leadership, including in buildings and classrooms, and grateful for the talent of the team and compassion to problem-solve in this challenging environment. She is thankful for the leadership of the Board as we adjust to this new normal for now and rally and work together in the future to do great things.
- Chair Xiong noted that she also echoes her colleagues to ensure we are all in this together and it is new to all of us and our system, and is so proud of SPPS and our community.
- Superintendent Gothard noted that those words mean a great deal and will be sure to share the appreciation of work. He noted he has asked Chief Turner to follow-up with Director Allen. Patience and flexibility will be key to this work. He noted to take care of ourselves and those close to us, and to do our jobs to the best of our abilities. SPPS is committed to this work - not only complying, to create the very best learning and teaching environment and supporting community outreach opportunities of which to be proud.

B. Discuss and establish the process for conducting future meetings of the Board of Education via telephonic phone conference during the current

state of emergency.

Chair Xiong then explained the process for conducting future meetings of the Board of Education via telephonic phone conference during this current state of emergency. Format will be similar to this meeting, with board members having an opportunity for questions and discussion via a roll call to ensure effective meetings and dialogue necessary for this format via phone conference.

QUESTIONS/DISCUSSION:

- Director Marchese noted the need to conduct business and means necessary at this time understanding the need for social distancing and recommendations from CDC and difficulty to meet in person. It is necessary for us to move forward, and there are topics the District will need to address and business to conduct. He hopes agendas will be constructed for informational conversation as smoothly as possible, and that the Board continues to receive public comment statements as a part of this process.
- Director Ellis clarified that meetings will be conducted in this format until instructed by the CDC. She also wondered about the agenda and input, and continued updates. She also noted that BoardBook will continue to be posted online to be available for all to view.
- Director Foster noted she understands the need for this format, and also to think about modes of public input during this time, with more details on the process for public input to be discussed.
- Director Brodrick noted that while the issue of the pandemic is overwhelming and he is feeling confident that items are being handled as well as possible, there is also business to be conducted. He noted the recent settlement of the contract with SPFE, and how that will impact other items, such as priority-based budgeting and the consequences of the recent settlement on our upcoming budget.
- Director Allen echoed her colleagues with concerns on community input, especially around priority-based budgeting, and whose priorities are centered in the community. This is the safest way to conduct business during the pandemic. She hopes to have community input opportunities or ways to create distance community engagement, so that we can ensure our community feels involved in the process and our schools and continue to invest in them.
- Director Kopp echoed others. She understands the fluid environment, and things are changing rapidly, and hopes that when we are in a clearing to continue the work, that we are prepared to transition as seamlessly as possible. She also hopes for opportunities to engage the community, which is so important especially during this

time, because while we are far apart physically, we can use this as an opportunity to engage and become closer and more connected to take things toward the future.

- General Counsel Chuck Long noted that the business of the District will continue, and the format of agendas will be similar to those previously, with the consent agenda, and new and old business. Just for the time being while dealing with the health pandemic we will be using a different format to do district work and business.
- Superintendent Gothard also noted that he and his team are also looking at engagement, and working with state officials for maximum flexibility for deadlines so we can make the best decisions for right now and coming out of the pandemic state. He noted that the business of the district will continue, including hiring for vacant positions. He also noted further discussion on ways for community input to the Board regarding public comments.

MOTION: It was moved by Chair Xiong, and seconded by Director Foster, that the Board of Education conduct all future meetings until further notice (or the end of the state of emergency) via teleconference pursuant to Minnesota statute 13D.021.

The motion was approved by roll call vote:

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

C. Discuss and establish alternative processes for receiving public comment when Board of Education meetings are held via telephonic phone conference.

The Board then discussed the establishment of an alternative process for receiving public comment when Board of Education meetings are held via telephonic phone conference. Due to the current COVID-19 pandemic, it is not practical or prudent to conduct Public Comment in person. Potential options were also discussed. General Counsel Chuck Long noted that public comment is not a requirement under law; it something public bodies can allow and decide to allow - within discretion of how to do it.

<u>Some options may include:</u>

A) leaving messages w/ the board secretary at sarah.dahlke@spps.org, or 612-434-1105
B) email statements to the SB email (SB.Members@spps.org)

QUESTIONS/DISCUSSION:

- Director Marchese noted that it would be helpful for staff to compile all comments into a usable format, and for staff to organize comments by topic or speaker. As in in-person public comment, priority could be given to students and items on the agenda. With emails sent to sb.members, there are concerns about them becoming overwhelming, and would prefer to vet them with staff and compile to send to board members prior to the board meeting. It will be important for community members to send their comments prior to the meeting for board members to review.
- Director Ellis wondered if comments would be read aloud during the teleconference meeting. The proposals were also reviewed and clarified for comments to be sent via email or phone call, as per usual practice.
- Director Foster noted about how the public comments would be a part of public record, and to ensure we are not limiting that as an input for community engagement.
- Director Brodrick noted the expectations in place for the upcoming meeting.
- Director Allen encouraged the team to think outside the box to ensure no one is left out that would like to submit public comments to the Board. She offered suggestions such as an audio version to play during public comment time or a video message. She encouraged community input around this topic, including listening sessions, or Zoom or Skype calls
- Director Kopp noted her agreement with both options, and also agreed about thinking of other ways to take input from the community. It may vary by communication if it is a part of public comment; we need to ensure we are clear about how folks should address those emails or include specific information to be included as part of public comment, with a statement of specific guidelines of how we are choosing to engage in the near-term.
- Superintendent Gothard noted the possible options, and honoring the voice of the public into the record of the Board of Education. For Tuesday's meeting, there may not be a final plan, but time to develop the plan for subsequent meetings, while committed to determining the plan for distance learning. Tnuhis is an unprecedented time and working with this new normal and to think about how to continue to engage the community and ensure we are able to conduct business as usual, including public comment.

Chair Xiong then proposed the following plan, with roll call for board members to offer additional insights:

- For the March 24, 2020 Board of Education Meeting:
  - Invite community members to leave messages with the board secretary via phone or email; and the board secretary will compile comments to be shared with board members
  - Invite community members to email statements to the Board at sb.members@spps.org
- Propose a small group to convene and create a process to ensure inclusive voice of the community, and to create a process for future meetings after the 3/24/2020 meeting

- Director Marchese agreed and appreciated the need for a process in place; he noted concerns about real-time and meaningful input by the public into the agenda for discussion.
- Director Ellis agreed with the recommendation, and also questioned how long it would take for the team to pull together a plan
- Director Foster was in agreement.
- Director Brodrick was in agreement.
- Director Allen was in agreement.
- Director Kopp was in agreement and suggested a short explanation that could be made available on the BOE website or share on social media networks.
- Superintendent Gothard noted the rush for Tuesday's meetings, and is willing to work with the Board to ensure it is done and done right for April and future meetings.

MOTION: It was moved by Chair Xiong, and seconded by Director Foster, that the Board of Education move forward with these changes to public comment:

- **For the March 24, 2020 Board of Education Meeting:**
  - **Invite community members to leave messages with the board secretary via phone or email; and the board secretary will compile comments to be shared with board members**
  - **Invite community members to email statements to the Board at sb.members@spps.org**
- **Propose a small group to convene and create a process to ensure inclusive voice of the community, and to create a process for future meetings after the 3/24/2020 meeting.**

The motion was approved by roll call vote:

Director Marchese Yes

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

A roll call to determine interest in the small group was also conducted, with Director Xiong, Director Allen, and Director Kopp being interested to serve on this small group task force to determine a process for public comment going-forward after the March 24, 2020 Regular Meeting.

V. ADJOURNMENT

Chair Xiong reminded everyone that our next meeting will be held on Tuesday, March 24, 2020 beginning at 6:05 pm via this same teleconferencing format. The phone number to call in will be 651-728-5389 with access code 129 614 310#.

MOTION: It was moved by Chair Xiong, and seconded by Director Marchese, to adjourn the meeting. It passed by acclaim.

The meeting adjourned at 6:31 p.m.

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

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

MEETING MINUTES
EQUITY COMMITTEE MEETING
February 24, 2020

PRESENT: Board of Education: J. Foster, J. Brodrick

Committee: Superintendent Gothard, M. Pope, A. Wilson, J. Sosa, J. Vue, M. Xiong, P. Nayer, C. Jones, T. Parker, N. Paez, B. Losenski, H. Dyan, B. Mork, L. Scott, R. Patel, L. Gale, W. Hill, M. Quiroz, T. Norcross, B. Lozenski. N. Paez

Other: S. Dahlke

I. CALL TO ORDER

The meeting was called to order at 4:46 p.m. by Ms. Pope.

II. AGENDA

A. Review of Closing from 1/27 Meeting

Ms. Pope reviewed a closing slide from the January 27, 2020 meeting to keep in mind within this work.

In order to be effective as an Equity Committee, each of us need to be grounded and connected to the ongoing work of creating equitable systems. This obligation goes beyond the days we convene as the Equity Committee. From day to day, how are you observing, reflecting upon, questioning, and interrupting pervasive inequities. This personal work is necessary for us to collectively mobilize our purpose of defining adaptive and actionable recommendations.

- *What will you need to do personally to enhance your ability in managing dialogues around race, gender, sexual orientation, culture, gender identity, and other identities and lived experiences of our SPPS community?*
- *What will you need to do personally as an Equity Committee member to ensure that our work leaves space to hear the different lives experiences represented in SPPS?*

B. Review Purpose

The purpose of the Equity Committee was re-shared and work of the committee at the meeting involved reflecting on the purpose, and relating their ideas to the charge and potential recommendations to bring forth.

The Equity Committee is selected through a nomination process and charged with identifying and examining disparities impacting SPPS students, staff, families, and community. The Committee is also charged with bringing forth adaptive and actionable recommendations for addressing district inequities. Recommendations will be submitted to Saint Paul Schools Administration.

C. Norms

The Committee then reviewed the Courageous Conversations agreements, conditions, and compass, as well as the Seven Norms of Collaborative Work.

D. Grounding

A digital story video was shown that told the story of a SPPS student who is transgender, and their experiences in school, family, and life. They told of the dream of a world where people are treated well regardless of their identity and there is a willingness to learn about each other.

Committee members then discussed in their groups which quadrants they moved through within the compass of Courageous Conversations.

E. Review of Equity Committee Inequity Responses

The definition of "inequity" was also shared and discussed.

Committee members then reviewed an assigned group of submitted inequities by members – there were 55 inequities submitted in total. One portion involved personal processing with members asking themselves if the inequity is evident, or if more information is needed, drafting of a possible recommendation for this inequity, and a ranking of the list of inequities. Committee members then shared their personal processing with their small group. They were invited to share commonalities within their findings, if there were defined inequities that were surprising, and to share their top three inequities. Small groups were asked to come to consensus on each group's top three inequities. They were also asked to make final recommendations to build upon the ideas from the individually drafted recommendations, and determine a group recommendation for the top three inequities.

Committee members shared their challenges in drafting recommendations, and time and energy to build relationships is important. They also requested data to discuss and comparing to phase one of the process. They enjoyed the format of the spreadsheet to input their ideas and recommendations. Members also reviewed potential changes, challenges, and opportunities for the future. Members also shared the importance of partnerships, and ways for our partners to be helpful and useful for families with their resources. There was also a question about the process for the submitted inequities that were not prioritized by groups.

F. Closing

Small groups then discussed closing questions, such as how has today's process personally connected one to the process of creating equitable systems by observing, reflecting upon, questioning your beliefs, values, and assumptions; did today's process bring forth personal biases to revisit; the process to enhance the ability in managing dialogues around race, gender, sexual orientation, culture, gender identity, and other identities and lived experiences and personal work to continue; and discussion around the perspectives shared today that were challenging to hear and accept, and what additional steps might be necessary in order to hear perspectives that are different.

III. ADJOURNMENT

The meeting adjourned at 6:40 p.m.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk



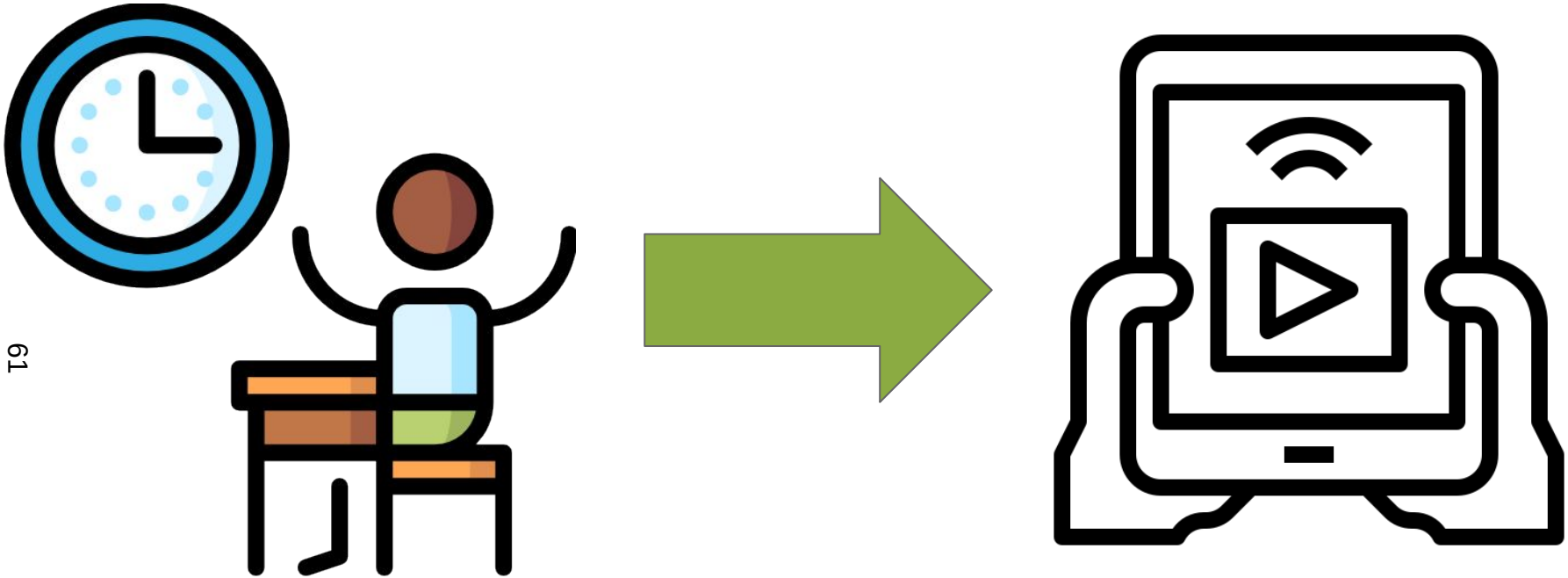
Distance Learning

March 24, 2020

A week in review

- Provided daily communications to staff
- Tested systems for Distance Learning
- Implemented online courses for PreK-12 teachers
- Prepared checklists for teachers, families and students
- Distributed iPads to 20,000 students
- 200+ hotspots picked up or delivered
- Created and shared exemplar lessons and resources in all content areas
- Collected feedback from staff on Distance Learning needs

09



Digital Tools

SEESAW	schoology		Google Drive	Blackboard connect
PreK-2	3-12	K-12	3-12	District Wide

Social Emotional Learning:

“Smile and Wave Activity”



Elementary Day

Elementary Student Checklist	Elementary Family Checklist
During School Distance Learning	**During School Distance Learning**
❑ I will check Seesaw (PreK-2) or Schoology (3-5) each morning. ❑ I will check Seesaw (PreK-2) or Schoology (3-5) each day for any activities my teacher assigns. ❑ I will do my best to complete activities from my teacher and post them in Seesaw (PreK-2) or Schoology (3-5) each day. ❑ I will ask my family to help me with activities if I need help.	❑ I will help my child with activities if they need help. ❑ I will check the SPPS COVID website (spps.org/covid) ❑ I will email the teacher with any questions about the activities. ❑ I will make sure my child completes their activities. ❑ I will call the school's attendance line or email my child's teacher if my child is sick and unable to do the daily work.

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Secondary Day

Secondary Student Checklist	Secondary Family Checklist
During School Distance Learning	**During School Distance Learning**
❑ I will check Schoology (6-12) each morning. ❑ I will check Schoology (6-12) each day for any activities my teacher assigns. ❑ I will do my best to complete activities from my teacher and post them in Schoology (6-12) each day. ❑ I will ask my family to help me with activities if I need help.	❑ I will help my child with activities if they need help. ❑ I will check spps.org/covid ❑ I will email the teacher with any questions about the activities. ❑ I will make sure my child completes their activities. ❑ I will call the school's attendance line or email my child's teacher if my child is sick and unable to do the daily work.

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Distance Learning

Thank you

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Saint Paul
Public Schools

Operations

Board of Education Meeting
March 24, 2020

Essential Child Care

Current Sites

- Horace Mann
- Rondo
- LNFI Lower



Overall Current Enrollment

- Averaging 80-110 students daily
- Adding two additional sites to accommodate tier 2 families (April 6, 2020)

89

Meals

- Distributed more than 60,000 last week
- More than doubled production this week, will distribute 144,000 + meals
- Added Community Curbside, 10-11:30 a.m. or until all food is gone
  - Battle Creek Middle, Cherokee Heights, Como Park High School, Harding, Highland Sr., Johnson
- Spring Break
  - Using Community Partners



NUTRITION SERVICES

Saint Paul Public Schools

Weekly meal boxes for kids:

When: March 25-27th

Time: 10:00-11:30 (while supplies last)

Meals for kids will be available at:

- **Johnson Sr. (1349 Arcade St.)**
- **Harding (1540 E. 6th St.)**
- **Highland Sr. (1015 S. Snelling Ave.)**
- **Cherokee Heights 694 Charlton St.)**
- **Battle Creek Middle (2121 N Park Dr.)**
- **Como Sr. (740 W. Rose Ave.)**

Meal box unavailable? See opposite side of card.

FOOD RESOURCES

HUNGERSOLUTIONS.ORG

Enter your address to find a list of free food shelves, discount mobile markets and free meals.

OR call the

Minnesota Food Helpline:

1-888-711-1151

Is COVID-19 affecting your ability to afford food?

SNAP ASSISTANCE AVAILABLE

Call **844-764-5513** or **651-209-7963**
2harvest.org/SNAP

second harvest HEARTLAND

SNAP

¿COVID-19 le está afectando su habilidad para pagar para la comida?

Ayuda disponible para SNAP (el Programa de Asistencia Nutricional Suplementaria).

Llamar a (844)764-5513, o (651)2019-7963.

Saint Paul Public Schools
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March 4, 2020

To: Board of Directors, Saint Paul Public Schools

From: Marie Schrul, Chief Financial Officer

Subject: Quarterly Financial Report for the quarter ending December 31, 2019

Attached are the following items for discussion at the Committee of the Board meeting on Tuesday, March 10, 2020:

- Highlights of the quarterly financial report
- Quarterly financial report for the period ending December 31, 2019
- Glossary of financial terms

Kimberly Cordes-Sween, Senior Budget Analyst, will provide a presentation at Tuesday's meeting.

COB Action Item

Recommendation: Acceptance of the quarterly financial report for the period ending December 31, 2019.

SAINT PAUL PUBLIC SCHOOLS
QUARTERLY FINANCIAL REPORT

FOR THE PERIOD ENDING
December 31, 2019

December 31, 2019 Quarterly Financial Report

The December 31, 2019 Quarterly Financial Report is an update to the Board of Education on the current fiscal year 2019-20 budget and it includes a projection of Revenue, Expenditures and Fund Balance as of June 30, 2020.

A budget is a living, viable document. Once the budget is adopted in June, the Board is asked 3 times during the following year to look at and approve the changes that occur in the District's revenue and expenditures in each of the 7 funds. The final determination, by fund, occurs each fall, following the acceptance of the audit report.

Reminder: the Governmental Accounting Standards Board, known as GASB 54, prescribes the fund balance accounts within the General Fund. The unassigned fund balance in the General Fund is required to maintain a balance of 5% as referred to in Board policy. The fund balance in the Food Service fund is controlled by federal USDA regulations.

Highlights in the report include the following:

Page 1
General Fund: The General Fund includes five fund balance categories. Please refer to the financial definitions sheet for descriptions of fund balances.

Revenue is projected to decrease overall by $8.6 million due to a decline in enrollment, which effects formulas for both state aid and levy funding, including referendum.

Expenditures are projected to decrease by $2.9 million due to staffing vacancies and Intraschool student activity funds that will be carried over to fiscal year 2020-21.

These changes result in a projected unassigned fund balance of 5.1%, which is within the 5% Board of Education policy.

Page 2
General Fund – Fully Financed: Revenue is projected to be more than budgeted by approximately $4.8 million due to higher expenditures in grants and entitlements. Federal entitlement revenue is dependent upon expenditure activity. Expenditures are projected to be more than budgeted by $4.8 million due to an increase in Title I allocations and new multi-year grants. Fund Balance is projected to remain stable and unchanged.

Page 3
Food Service Fund: Revenue is projected to decrease by $1.5 million due to a projected decrease in meals served due to a decrease in participation and a decrease in enrollment. Reimbursement rates have increased this year by over 2% to assist in offsetting the decrease in participation. Menu changes and other plans are currently in progress to increase participation.

Expenditures are projected to decrease by $1.5 million from budget. Labor, food and supply projections have been reduced to account for decreased meal counts. Nutrition Services has implemented a strict 4-week cycle menu to better control costs and inventory as well as increase variety. Breakfast to go continues to be available district wide at no charge.

Fund Balance is projected to have minimal change. The projected fund balance is below the maximum allowed fund balance as defined as 3 months of average monthly expenditures.

Page 4
Community Service Fund: Revenue is projected to slightly increase, mostly attributed to higher than anticipated fee collections in Discovery Club and Community Programs. Expenditures are projected to decrease by $0.6 million due to one-time Adult Basic Education (ABE) technology expenditures in FY19 that will not incur additional cost in the current year, as well as lower staffing costs due to vacancies. Fund Balance is projected to increase by $0.5 million, with the majority resulting from lower staffing expenditures, particularly in Early Childhood Family Education (ECFE).

Page 5
Community Service Fund – Fully Financed: Revenue is projected to be less than budgeted by approximately $0.9 million, due to less expenditures in grants and State funded programs. Grant revenue is dependent upon expenditure activity. Expenditures are projected to be less than budgeted by $0.9 million, mainly in contracts and supplies for Early Childhood programs. Fund Balance is projected to remain stable and unchanged.

Highlights of the December 31, 2019 Quarterly Financial Report (continued)

Page 6

Building Construction Fund: Revenue is projected at $150 million due to proceeds of the July 2019 sale of $65 million of Certificates of Participation, the February 2020 sale of $15 million of Capital Bonds and $70 million of Certificates of Participation.

Expenditures are projected at $72.3 million, as of 12/31/2019. Upon receipt of 2020 Certificates of Participation proceeds and gate check approvals, the expenditure budget may be revised and changes will be reflected in the March quarterly report.

The Fund Balance of $53.5 million is projected as of 12/31/2019. Final closeout of major construction projects are in process and final costs may take 18 months before finalization. The Fund Balance projection will be adjusted with the March quarterly report to reflect the MDE Commissioner's decision on District request for additional Certificate of Participation Authorization for American Indian Magnet, Adams Spanish Immersion and Phalen Lake Elementary.

Page 7

Debt Service Fund: Revenue is projected to increase by $0.3 million, as related to levy proceeds for debt service. Total expenditures of $41.7 million reflect the bond payment schedules. Fund Balance is projected to increase by $2.1 million.

Saint Paul Public Schools
General Fund
Results of Operations
Budget vs. Projected as of December 31, 2019

	Adopted Budget	Projected	Budget Variance Favorable (Unfavorable) Dollar	Percent
Fund Balance 7/1/2019		$98,378,171		
Revenue	$578,626,651	570,075,678	(8,550,973)	(1.5%)
Expenditures	578,626,651	575,749,658	2,876,993	0.5%
Fund Balance 6/30/20		**$92,704,191**		

Revenue

Revenue is projected to decrease overall by $8.6 million due to a decline in enrollment, which affects formulas for both state aid and levy funding, including referendum.

Expenditures

Expenditures are projected to decrease by $2.9 million due to staffing vacancies and Intraschool student activity funds that will be carried over to fiscal year 2020-21.

Fund Balance Details

	7/1/2019	6/30/2020	Increase (Decrease)
Nonspendable			
Inventory and Prepaid Expense	1,557,382	1,600,000	42,618
	1,557,382	1,600,000	42,618
Restricted			
Operating Capital	0	0	0
Health & Safety (old law)	0	0	0
Area Learning Centers (ALC)	841,992	0	(841,992)
Long Term Facilities Maintenance	0	0	0
OPEB Revocable Trust	40,348,041	42,000,000	1,651,959
	41,190,033	42,000,000	809,967
Committed			
Severance Pay	3,038,018	3,038,018	0
	3,038,018	3,038,018	0
Assigned			
Contractual Obligations	2,390,428	2,500,000	109,572
Strategic Plan Initiatives	5,260,999	5,500,000	239,001
Site Based Operations	12,103,395	10,000,000	(2,103,395)
Intraschool Activities	3,042,155	3,100,000	57,845
	22,796,977	21,100,000	(1,696,977)
Unassigned			
Long Term Facilities Mtc (LTFM)	(7,412,279)	(7,000,000)	412,279
Unassigned	37,343,123	31,966,173	(5,376,950)
Total Fund Balance	**$98,513,254**	**$92,704,191**	**($5,809,063)**

- Unassigned fund balance is estimated to be $32.1 million (includes Gen Fund Fully Financed).
- Projected UFARS General Fund expenditures for the year are $626.3 million (includes Gen Fund Fully Financed).
- Unassigned fund balance on 06/30/20 of $32.1 million represents 5.1% of current year expenditures, which is within the limit of current Board policy.

Saint Paul Public Schools
Fully Financed General Fund
Results of Operations
Budget vs. Projected as of December 31, 2019

	Adopted Budget	Projected	Budget Variance Favorable (Unfavorable) Dollar	Percent
Fund Balance 7/1/2019		$135,083		
Revenue	45,701,678	50,501,366	4,799,688	10.5%
Expenditures	45,701,678	50,501,366	(4,799,688)	(10.5%)
Fund Balance 6/30/2020		**$135,083**		

Revenue
Revenue is projected to be more than budgeted by approximately $4.8 million due to higher expenditures in grants and entitlements. Federal entitlement revenue is dependent upon expenditure activity.

Expenditures
Expenditures are projected to be more than budgeted by $4.8 million due to an increase in Title I allocations and new multi-year grants.

Fund Balance
Fund Balance is projected to remain stable and unchanged.

Saint Paul Public Schools
Food Service Fund
Results of Operations
Budget vs. Projected as of December 31, 2019

	Adopted Budget	Projected	Budget Variance Favorable (Unfavorable) Dollar	Percent
Fund Balance 7/1/2019		$5,853,583		
Revenue	29,245,500	27,776,403	(1,469,097)	(5.0%)
Expenditures	29,245,500	27,757,352	1,488,149	5.1%
Fund Balance 6/30/2020		**$5,872,635**		

Revenue
Revenue is projected to decrease by $1.5 million due to a projected decrease in meals served due to a decrease in participation and a decrease in enrollment. Reimbursement rates have increased this year by over 2% to assist in offsetting the decrease in participation. Menu changes and other plans are currently in progress to increase participation.

Expenditures
Expenditures are projected to decrease by $1.5 million from budget. Labor, food and supply projections have been reduced to account for decreased meal counts. Nutrition Services has implemented a strict 4-week cycle menu to better control costs and inventory, as well as increase variety. Breakfast to go continues to be available district wide at no charge.

Fund Balance
Fund Balance is projected to have minimal change. The projected fund balance is below the maximum allowed fund balance, as defined as 3 months of average monthly expenditures.

Saint Paul Public Schools
Community Service Fund
Results of Operations
Budget vs. Projected as of December 31, 2019

	Adopted Budget	Projected	Budget Variance Favorable (Unfavorable) Dollar	Percent
Fund Balance 7/1/2019		$2,564,690		
Revenue	23,105,757	23,120,520	14,763	0.1%
Expenditures	23,176,325	22,600,740	575,585	2.5%
Fund Balance 6/30/2020		**$3,084,470**		

Revenue
Revenue is projected to slightly increase, mostly attributed to higher than anticipated fee collections in Discovery Club and Community Programs.

Expenditures
Expenditures are projected to decrease by $0.6 million due to one-time Adult Basic Education (ABE) technology expenditures in FY19 that will not incur additional cost in the current year, as well as lower staffing costs due to vacancies.

Fund Balance
Fund Balance is projected to increase by $0.5 million, with the majority resulting from lower staffing expenditures, particularly in Early Childhood Family Education (ECFE).

Saint Paul Public Schools
Fully Financed Community Service Fund
Results of Operations
Budget vs. Projected as of December 31, 2019

	Adopted Budget	Projected	Budget Variance Favorable (Unfavorable) Dollar	Percent
Fund Balance 7/1/2019		$981,495		
Revenue	6,055,136	5,200,602	(854,534)	(14.1%)
Expenditures	6,055,136	5,200,602	854,534	14.1%
Fund Balance 6/30/2020		**$981,495**		

Revenue
Revenue is projected to be less than budgeted by approximately $0.9 million, due to less expenditures in grants and State funded programs. Grant revenue is dependent upon expenditure activity.

Expenditures
Expenditures are projected to be less than budgeted by $0.9 million, mainly in contracts and supplies for Early Childhood programs.

Fund Balance
Fund Balance is projected to remain stable and unchanged.

Saint Paul Public Schools
Building Construction Fund
Results of Operations
Budget vs. Projected as of December 31, 2019

	Adopted Budget	Projected		Budget Variance Favorable (Unfavorable) Dollar	Percent
Capital Bond Issues		($24,673,308)			
PY Certificates of Participation		387,902			
Fund Balance 7/1/19		**(24,285,406)**			
Capital Bond Issues	15,000,000	15,000,000		0	0.0%
Certificates of Participation	135,000,000	135,000,000		0	0.0%
Revenue	**150,000,000**	**150,000,000**			
Capital Bond Issues	15,000,000	19,589,349	*	(4,589,349)	(30.6%)
Certificates of Participation	52,006,426	52,661,439	**	(655,013)	(1.3%)
Expenditures	**67,006,426**	**72,250,788**			
Capital Bond Issues		0	***		
2018 Certificates of Participation		13,463,806	***		
2019 Certificates of Participation		0			
2020 Certificates of Participation		40,000,000	***		
Fund Balance 6/30/20		**$53,463,806**			

Revenue
Revenue is projected at $150 million due to proceeds of the July 2019 sale of $65 million of Certificates of Participation, the February 2020 sale of $15 million of Capital Bonds and $70 million of Certificates of Participation.

Expenditures
Expenditures are projected at $72.3 million, as of 12/31/2019. Upon receipt of 2020 Certificates of Participation proceeds and gate check approvals, the expenditure budget may be revised and changes will be reflected in the March quarterly report.
*Budget revision in February 2020 for purchases encumbered in FY19 covers projected capital bond expenditures projected here.
**These projected expenditures are from 2018 and 2019 Certificates of Participation.

Fund Balance
Fund Balance of $53.5 million is projected as of 12/31/2019. Final closeout of major construction projects are in process. Final costs may take 18 months before finalization.
***Fund Balance projection will be adjusted with the March quarterly report to reflect the MDE Commissioner's decision on District request for additional Certificate of Participation Authorization for American Indian Magnet, Adams Spanish Immersion and Phalen Lake Elementary.

Saint Paul Public Schools
Debt Service Fund
Results of Operations
Budget vs. Projected as of December 31, 2019

	Adopted Budget	Projected	Budget Variance Favorable (Unfavorable) Dollar	Percent
Fund Balance		$11,177,823		
Escrow Balance		32,004,407		
Fund Balance 7/1/19		**43,182,230**		
Revenue	43,573,599	43,829,953	256,354	0.6%
Refunding - Escrow*	0	0	0	0.0%
Revenue	**43,573,599**	**43,829,953**		
Expenditures	44,146,984	41,676,446	2,470,538	5.6%
Escrow Payments	0	0	0	0.0%
Expenditures	**44,146,984**	**41,676,446**		
Fund Balance 6/30/20		13,331,330		
Escrow Balance		32,004,407		
Fund Balance 6/30/20		**$45,335,737**		

Revenue
Revenue is projected to increase by $0.3 million, as related to levy proceeds for debt service.

Refunding - Escrow Activity*
At the December 17, 2019 Board of Education Meeting approval was authorized for the sale of bonds for the refunding of the 2010B and 2011C Series Bonds totalling $9,805,000 in principal. This will be reflected in the FY20 March Quarterly Projection Report.

Expenditures
Total expenditures of $41.7 million reflect the bond payment schedules.

Fund Balance
Fund Balance is projected to increase by $2.1 million.

Saint Paul Public Schools
Quarterly Report Financial Definitions

Reporting Funds

General Fund

- Consists of all activities that are not accounted for in a special purpose fund. The activities include all regular and special education classroom activities, student and district support services, as well as building and grounds operations and maintenance

General Fund Fully Financed

- Contains budgets with outside funding sources and specific uses. An outside funding source is either a private, state or federal grant or contract for services
- Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions

Food Service Fund

- Must be established in a district that maintains a food service program for students
- Food Services are those activities which have as their purpose the preparation and serving of regular and incidental meals, lunches and snacks in connection with school activities

Community Service Fund

- Must be established in a district that provides services to residents in the areas of: Adult Basic Education, Early Childhood Family Education, School Readiness, School Age Care, Adults with Disabilities, general enrichment, youth and senior programs, recreation and other similar services

Community Service Fully Financed

- Contains budgets with outside funding sources and specific uses. An outside funding source is either a private, state or federal grant, or contract for services
- Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions

Construction Fund

- Records financial activity relating to a building construction program resulting from the sale of general obligation bonds or certificates of participation by a School District
- Building Construction funds are held in trust and expended only for authorized projects
- Resources may be used for general construction, building additions, architectural and engineering costs or equipment

Debt Service Fund

- Must be established in a district that has outstanding bonded indebtedness, for building construction or operating capital
- Must record activity for initial or refunded bonds. The School Board may authorize the investment of debt funds in certain types of securities as specified by law. The earnings accrued from such investments become a part of the Debt Service Fund

Governmental Accounting Standards Board (GASB) 54 Fund Balance Designations and Definitions

Non-Spendable Fund Balance

- includes amounts not in spendable form (inventory, prepaid expenditures)
  or
- amounts that are legally or contractually required to be maintained intact

Restricted Fund Balance

- includes amounts that are subject to externally enforceable legal restrictions outside the control of the local government (ex: OPEB trust, ALC)

Committed Fund Balance

- includes amounts constrained for a specific purposed by a government using its highest decision-making authority (School Board). Action by the same group would be required to change the constraints placed on these resources. The action to commit fund balances must occur prior to fiscal year end (ex: Severance)

Assigned Fund Balance

- includes amounts constrained with the intent to be used for a specific purpose. Intent is expressed by the School Board or by a body (committee) or individual authorized by the governing body (ex: School Carryover, Strategic Plan Initiatives, Contractual Obligations which are mainly encumbrances, i.e. purchase orders that are pending, but not paid by 6/30)

Unassigned Fund Balance

- includes amounts not classified as non-spendable, restricted, committed or assigned
- Board Policy sets the minimum at 5% of the annual General Fund expenditures for that fiscal year

HUMAN RESOURCE TRANSACTIONS
February 1, 2020 – February 29, 2020
March 24, 2020

NEW APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Stein, K. M.	Central Administrator	02/24/2020	$40.60	1780 W. 7th Street
Lincoln, J.	Classroom Teacher	02/29/2020	$31.47	Como Park Senior High
Elenbaas, A. M.	Classroom Teacher	02/24/2020	$50.04	Four Seasons A+
Allen, A. J.	Classroom Teacher	02/29/2020	$27.18	RiverEast Elem/Secondary
Flanders Turman, D.	Classroom Teacher	02/13/2020	$51.60	Expo for Excellence
Aden, F. K.	Education Assistant	02/24/2020	$23.86	Central Senior High
Arcos Rodriguez, J.	Education Assistant	03/04/2020	$19.39	American Indian Magnet
Butler, S. A.	Education Assistant	02/01/2020	$17.20	Harding Senior High
Hague, J. M.	Education Assistant	03/06/2020	$29.14	Student Placement Center
Juhlke, S. L.	Education Assistant	01/27/2020	$24.07	Harding Senior High
Yang, S.	Education Assistant	02/29/2020	$17.20	Como Park Senior High
Carlson, K. L.	Teaching Assistant	02/10/2020	$16.00	Nokomis Montessori South
Claiborne, K. E.	Teaching Assistant	02/24/2020	$15.00	Obama Service Learning
Dembouski, A. L.	Teaching Assistant	02/18/2020	$15.00	Parkway Montessori / Middle
Dierenfield, W. B.	Teaching Assistant	02/05/2020	$15.00	Riverview School
Her, K. J.	Teaching Assistant	02/29/2020	$15.00	St. Paul Music Academy
Longe, A. O.	Teaching Assistant	02/29/2020	$16.00	Eastern Heights Elementary
Marrone-Menter, M.	Teaching Assistant	03/02/2020	$15.00	The Heights
Morris, S. B.	Teaching Assistant	02/03/2020	$15.00	Capitol Hill Magnet
Paw, H.	Teaching Assistant	02/07/2020	$15.00	Bruce F Vento Elementary
Pujols, G. M.	Teaching Assistant	02/13/2020	$16.00	Hamline Elementary
Randall, J. L.	Teaching Assistant	02/12/2020	$15.00	Four Seasons A+
Stadler, H. L.	Teaching Assistant	02/05/2020	$15.00	Como Service Center
Stice, M. K.	Teaching Assistant	02/03/2020	$15.00	The Heights
Sullivan, M. L.	Teaching Assistant	03/02/2020	$15.00	Eastern Heights Elementary
Treadwell, V. F.	Clerical	02/24/2020	$22.98	Mississippi Creative Arts
Armogan, I. J.	Custodian	02/18/2020	$26.48	Journeys Secondary School

HUMAN RESOURCE TRANSACTIONS
February 1, 2020 – February 29, 2020
March 24, 2020

NEW APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Arrington, R. L.	Nutrition Services	02/29/2020	$15.00	Hazel Park Preparatory
Bruno, M. M.	Nutrition Services	02/24/2020	$15.00	Rondo Education Center
Dahl, V. J.	Nutrition Services	02/29/2020	$15.00	Johnson Achievement Plus
Lawson, B. D.	Nutrition Services	02/18/2020	$15.00	Highland Park Elementary
Williams, S. D.	Nutrition Services	02/24/2020	$15.00	Rondo Education Center
Zachariason, R. J.	Nutrition Services	02/24/2020	$15.00	Jackson Preparatory
Yang, C. X.	Professional Employee	03/09/2020	$37.00	Colborne Admin Offices

PROMOTION

Name	Job Category	Eff Date	Pay Rate	Location
Anderson, C. D.	Superintendency From: Principal	02/24/2020	$68.83	E-STEM Middle School
Vang, Y. M.	Superintendency Career Progression	01/01/2020	$70.13	Colborne Admin Offices
Robinson, J.	School/Community Professional From: Education Assistant	03/07/2020	$25.07	Battle Creek Middle School
Nins, K. R.	Education Assistant Career Progression	03/07/2020	$22.36	Central Senior High
Rivera, A. R.	Education Assistant Career Progression	02/01/2020	$20.74	American Indian Magnet

PROMOTION

Name	Job Category	Eff Date	Pay Rate	Location
Tran, J. T.	Education Assistant From: Teaching Assistant	02/22/2020	$23.09	Johnson Senior High
Centeno, K.	Teaching Assistant Career Progression	02/10/2020	$15.00	Riverview School
Plaman, T. K.	Clerical From: Teaching Assistant	02/22/2020	$20.77	Open World Learning
Yang, K.	Clerical Career Progression	01/25/2020	$28.29	Como Service Center
Belmares, K. S.	Nutrition Services Career Progression	02/19/2020	$18.46	Cherokee Heights Elem
Sowemimo, R. A.	Nutrition Services Career Progression	01/28/2020	$17.80	Global Arts Plus - Lower

HUMAN RESOURCE TRANSACTIONS
February 1, 2020 – February 29, 2020
March 24, 2020

TEMPORARY APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Faust, C. C.	Classroom Teacher	01/27/2020	$35.32	Gordon Parks High School
Flores, N.	Classroom Teacher	02/24/2020	$27.18	The Heights
Gregory, K. M.	Classroom Teacher	03/04/2020	$32.85	271 Belvidere Bldg
Thor, A. D.	Classroom Teacher	03/02/2020	$27.18	Hazel Park Preparatory
Richardson, B. M.	Classroom Teacher	02/24/2020	$27.18	Chelsea Heights Elementary

LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Green, M.	Classroom Teacher	02/07/2020	Crossroads Montessori
Imbertson, D. A.	Classroom Teacher	02/01/2020	Bruce F Vento Elementary
Lee, K.	Classroom Teacher	01/27/2020	Phalen Lake Hmong Studies
Mensen, J. L.	Classroom Teacher	01/25/2020	Humboldt Secondary School
Nordby, B. E.	Classroom Teacher	02/08/2020	Adams Spanish Immersion
Otto, J. H.	Classroom Teacher	03/16/2020	Washington Tech Sec
Pietrowski, N. M.	Classroom Teacher	01/29/2020	271 Belvidere Bldg
Sitzmann, K. M.	Classroom Teacher	02/11/2020	Capitol Hill Magnet
Vang, C.	Classroom Teacher	02/24/2020	Como Park Senior High
Wall, E. S.	Classroom Teacher	03/03/2020	Central Senior High
Walter, C. M.	Classroom Teacher	03/13/2020	Daytons Bluff
Larson, K. D.	Classroom Teacher	02/14/2020	Horace Mann School
Pultz, J. E.	Classroom Teacher	04/13/2020	Frost Lake Elementary
Truso, M. C.	Education Assistant	01/24/2020	1780 West 7th St
Yang, E. J.	Education Assistant	02/03/2020	1780 West 7th St
Coulibaly, K.	Teaching Assistant	02/13/2020	Battle Creek Elementary
Dammer, K.	Teaching Assistant	02/12/2020	Hamline Elementary
Yang, H.	Teaching Assistant	02/20/2020	Nokomis Montessori North
Flaherty, E. R.	Clerical	01/16/2020	Como Service Center
Davis, J. A.	Nutrition Services	02/06/2020	Highland Park Senior High

HUMAN RESOURCE TRANSACTIONS
February 1, 2020 – February 29, 2020
March 24, 2020

ADMINISTRATIVE LEAVE

Name	Job Category	Eff Date
N., A. R.	Classroom Teacher	02/13/2020
T., A. P.	Classroom Teacher	02/10/2020
N., S.	Teaching Assistant	01/31/2020
V., S. D.	Teaching Assistant	02/13/2020
K. J.	Clerical	03/11/2020
H., M. J.	Custodian	02/21/2020

REHIRE

Name	Job Category	Eff Date	Pay Rate	Location
Glass, C. J.	Teaching Assistant	02/19/2020	$15.00	Randolph Heights Elem
Porter Born, D. R.	Teaching Assistant	02/24/2020	$15.00	Johnson Achievement Plus
Rios, L.	Teaching Assistant	02/10/2020	$15.00	1780 West 7th St
Ali, A. M.	Nutrition Services	02/24/2020	$15.00	Rondo Education Center
Kirk, C. A.	Nutrition Services	02/10/2020	$15.00	Open World Learning

REINSTATEMENT FROM LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Goff, A. M.	Classroom Teacher	02/25/2020	Washington Tech
Westmoreland, S. V.	Classroom Teacher	02/10/2020	Farnsworth Aerospace Lwr
Larson, K. D.	Classroom Teacher	02/26/2020	Horace Mann School
Nu, N.	Education Assistant	02/10/2020	Highwood Hills Elementary
Pflugh, S. E.	Education Assistant	02/03/2020	Humboldt Secondary School
Truso, M. C.	Education Assistant	02/18/2020	1780 West 7th St
Durkin, L. P.	Teaching Assistant	02/03/2020	Nokomis Montessori North
Erickson, J. L.	Teaching Assistant	01/27/2020	Mississippi Creative Arts
Tate, J.	Teaching Assistant	02/04/2020	Farnsworth Aerospace Upr
Williams, R.	Teaching Assistant	02/03/2020	Murray Middle School
Yang, M.	Teaching Assistant	02/03/2020	Jackson Preparatory
Novotny, C. A.	School Bus Driver	02/03/2020	Transportation Services
Flaherty, E. R.	Clerical	02/13/2020	Como Service Center

HUMAN RESOURCE TRANSACTIONS
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REINSTATEMENT FROM LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Abbai, E. T.	Nutrition Services	02/06/2020	Como Service Center
Akeredolu, A. F.	Nutrition Services	01/27/2020	American Indian Magnet

RECISION OF RESIGNATION

Name	Job Category	Eff Date	Pay Rate	Location
Poechit, T. W.	Education Assistant	02/20/2020	$22.36	Global Arts Plus - Lower

CHANGE IN TITLE

Name	Job Category	Eff Date	Pay Rate	Location
Nygren, E.	Clerical From: Teaching Assistant	02/29/2020	$20.12	Frost Lake Elementary

RETIREMENT

Name	Job Category	Eff Date	Location
Abrahamson, S. J.	Classroom Teacher	06/11/2020	Focus Beyond
Ampferer, P.	Classroom Teacher	08/08/2020	Ronald M Hubbs Center
Anderson, M. G.	Classroom Teacher	08/08/2020	Nokomis Montessori North
Anderson, R. L.	Classroom Teacher	08/08/2020	Creative Arts Secondary
Bade, M. A.	Classroom Teacher	06/11/2020	Como Park Senior High
Beck, R. J.	Classroom Teacher	06/13/2020	Murray Middle School
Belair, L. A.	Classroom Teacher	06/13/2020	Como Park Senior High
Brion, K. A.	Classroom Teacher	06/12/2020	Murray Middle School
Butcher, C.	Classroom Teacher	08/01/2020	271 Belvidere Bldg
Cermak, B. A.	Classroom Teacher	09/12/2020	Hamline Elementary
Cox, S. F.	Classroom Teacher	06/12/2020	Washington Tech
Egyhazi, S. M.	Classroom Teacher	06/11/2020	Washington Tech
Elizondo, S. A.	Classroom Teacher	06/11/2020	Humboldt Secondary School
Ellefson, J. K.	Classroom Teacher	07/17/2020	Hamline Elementary
Frandsen, L. M.	Classroom Teacher	06/11/2020	Four Seasons A+
Graham, C. A.	Classroom Teacher	06/10/2020	Humboldt Secondary School
Griffin, J.	Classroom Teacher	06/11/2020	Hamline Elementary
Hoelmer, S. K.	Classroom Teacher	07/01/2020	Como Park Elementary
Kahn, K. E.	Classroom Teacher	06/11/2020	Como Park Senior High

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RETIREMENT

Name	Job Category	Eff Date	Location
Kennedy, K. L.	Classroom Teacher	06/11/2020	Mississippi Creative Arts
Kennedy-White, C.	Classroom Teacher	06/11/2020	Battle Creek Middle School
Kohlman-Shemesh, K.	Classroom Teacher	06/11/2020	Global Arts Plus - Lower
Kuznia, S.	Classroom Teacher	06/18/2020	Phalen Lake Hmong Studies
Lindberg, P.	Classroom Teacher	06/12/2020	The Heights
Lofquist, W.	Classroom Teacher	06/11/2020	Como Park Senior High
Lu, F. B.	Classroom Teacher	06/16/2020	Int'l Academy - LEAP
Madden, J. L.	Classroom Teacher	06/11/2020	Parkway Montessori / Middle
McManus, J.	Classroom Teacher	12/31/2020	271 Belvidere Bldg
Meyer, J. L.	Classroom Teacher	06/12/2020	Phalen Lake Hmong Studies
Nelson, L. A.	Classroom Teacher	06/11/2020	JJ Hill Montessori
Olson, T. D.	Classroom Teacher	06/30/2020	Central Senior High
Omley, L. O.	Classroom Teacher	06/11/2020	Battle Creek Elementary
Pertzsch, B. L.	Classroom Teacher	06/11/2020	St. Paul Music Academy
Ricci, L. M.	Classroom Teacher	06/11/2020	Battle Creek Elementary
Rich-Brunn, M. T.	Classroom Teacher	07/01/2020	Como Park Elementary
Rogalski, J. A.	Classroom Teacher	06/13/2020	Creative Arts Secondary
Romoser, M. K.	Classroom Teacher	06/11/2020	Battle Creek Elementary
Roth, M. T.	Classroom Teacher	06/11/2020	Chelsea Heights Elementary
Schultz, L. M.	Classroom Teacher	06/11/2020	JJ Hill Montessori
Sineni, F.	Classroom Teacher	06/16/2020	Humboldt Secondary School
Skinner, S.	Classroom Teacher	06/11/2020	Central Senior High
Smith, G. G.	Classroom Teacher	09/30/2020	1780 W. 7th Street
Spiess, D. G.	Classroom Teacher	06/12/2020	Washington Tech
Stahlman, D.	Classroom Teacher	06/11/2020	Como Park Senior High
Starr, M. J.	Classroom Teacher	06/11/2020	Capitol Hill Magnet

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RETIREMENT

Name	Job Category	Eff Date	Location
Sward, M. L.	Classroom Teacher	07/11/2020	Washington Tech
Tarnofsky, E. L.	Classroom Teacher	06/10/2020	Horace Mann School
Thibault, J.	Classroom Teacher	06/11/2020	Ramsey Middle School
Vasquez, J.	Classroom Teacher	06/10/2020	Farnsworth Aerospace Lwr
Wagner, S. M.	Classroom Teacher	06/11/2020	Washington Tech
Whitney, C. A.	Classroom Teacher	06/12/2020	Como Park Senior High
Willard, A. K.	Classroom Teacher	06/20/2020	Global Arts Plus - Lower
van Deusen, D.	Classroom Teacher	06/11/2020	Four Seasons A+
Aguirre, M. T.	Classroom Teacher	07/01/2020	Bruce F Vento Elementary
Hoover, L. S.	Classroom Teacher	06/12/2020	Washington Tech
Saenz, E.	Classroom Teacher	06/12/2020	Wellstone Elementary
Smukler, S.	Classroom Teacher	06/13/2020	Phalen Lake Hmong Studies
Yang, C. V.	Classroom Teacher	06/16/2020	Como Park Elementary
McMahon-Adler, K.	Classroom Teacher	08/01/2020	Rondo Education Center
Bittner, D.	Classroom Teacher	06/13/2020	RiverEast Elem/Secondary
Butterfoss, J. E.	Classroom Teacher	06/11/2020	Chelsea Heights Elementary
Gonzalez, S. J.	Classroom Teacher	07/23/2020	Int'l Academy - LEAP
O'Keefe, B. R.	Classroom Teacher	08/08/2020	Title I Fed Program Offices
Ballard, R.	Classroom Teacher	06/11/2020	271 Belvidere Bldg
Hooper, S. R.	Classroom Teacher	06/11/2020	Humboldt Secondary School
Lindemer, S. R.	Classroom Teacher	06/12/2020	Murray Middle School
Parr-Smestad, E.	Classroom Teacher	06/11/2020	Eastern Heights Elementary
Scheidler, M. E.	Classroom Teacher	06/12/2020	Global Arts Plus - Upper
Thill, D. A.	Classroom Teacher	08/08/2020	Obama Service Learning
Fahnestock, K. M.	Classroom Teacher	06/11/2020	Humboldt Secondary School
Freeman, S.	Classroom Teacher	06/13/2020	St Anthony Park Elementary

HUMAN RESOURCE TRANSACTIONS
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RETIREMENT

Name	Job Category	Eff Date	Location
Wirtz, M. E.	School/Community Professional	09/26/2020	Colborne Admin Offices
Thao, N.	Education Assistant	06/11/2020	Murray Middle School
Weyaus, W.	Education Assistant	05/24/2020	Ronald M Hubbs Center
Koran, S.	Teaching Assistant	06/10/2020	Focus Beyond (18-Adult)
Petersen, D. J.	Teaching Assistant	06/10/2020	Frost Lake Elementary
Ukes, R.	Teaching Assistant	06/10/2020	Johnson Achievement Plus
Giles, C. A.	Clerical	02/29/2020	Open World Learning
Rodriguez, S. A.	Clerical	05/30/2020	Central Senior High
Schmidt, N. K.	Nutrition Services	06/10/2020	Global Arts Plus - Upper
Wells, P. M.	Nutrition Services	04/01/2020	Como Service Center
Morgan, C.	Professional Employee	05/30/2020	Como Service Center

RESIGNATION

Name	Job Category	Eff Date	Location
Harberts, I. B.	Classroom Teacher	06/11/2020	L Etoile du Nord Lower
LaMarche, G. J.	Classroom Teacher	07/01/2020	Washington Tech
Lincoln, D. A.	Classroom Teacher	02/08/2020	Highwood Hills Elementary
Olson, T. R.	Classroom Teacher	06/20/2020	Harding Senior High
Patton, M. C.	Classroom Teacher	02/14/2020	Humboldt Secondary School
Rauchwarter, G. S.	Classroom Teacher	02/29/2020	Johnson Senior High
Roth, D. A.	Classroom Teacher	06/20/2020	Washington Tech
Shropshire, D. G.	Classroom Teacher	06/20/2020	Hazel Park Preparatory
Thao, S.	Classroom Teacher	02/12/2020	Randolph Heights Elem
Wyman-Grothem, E.	Classroom Teacher	02/15/2020	Crossroads Science
Domeier, A. E.	Classroom Teacher	06/11/2020	Washington Tech
Scheevel, R. A.	Classroom Teacher	02/11/2020	Battle Creek Middle School
Biagi, E.	Classroom Teacher	06/20/2020	American Indian Magnet

HUMAN RESOURCE TRANSACTIONS
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RESIGNATION

Name	Job Category	Eff Date	Location
Nilsen, T.	Classroom Teacher	02/21/2020	Central Senior High
Pietrowski, N.	Classroom Teacher	02/28/2020	271 Belvidere Bldg
Shelton, F. R.	Classroom Teacher	06/20/2020	Juvenile Service Center
Stanford, D. S.	Classroom Teacher	06/20/2020	Washington Tech
Swemle, H. G.	Classroom Teacher	06/20/2020	Journeys Secondary School
Taylor, A.	Classroom Teacher	02/28/2020	Maxfield Elementary
Dungey, J.	School/Community Professional	02/29/2020	Battle Creek Middle School
Barrow, I.	Education Assistant	02/08/2020	1780 West 7th St
Brezler, K. M.	Education Assistant	04/04/2020	Washington Tech
Poechit, T. W.	Education Assistant	02/20/2020	Global Arts Plus - Lower
Bergeland, D. J.	Teaching Assistant	02/15/2020	Harding Senior High
Bowers, S. L.	Teaching Assistant	01/18/2020	Maxfield Elementary
Cush, K. S.	Teaching Assistant	02/14/2020	271 Belvidere Bldg
Gabrick, K. A.	Teaching Assistant	02/08/2020	L Etoile du Nord Upper
Gabrych, J. M.	Teaching Assistant	02/15/2020	Highwood Hills Elementary
Handford, A. R.	Teaching Assistant	02/05/2020	Farnsworth Aerospace Upr
Igo, H. R.	Teaching Assistant	12/20/2019	1780 West 7th St
Jones-Zehourou, J.	Teaching Assistant	01/29/2020	1780 West 7th St
Keener, A. S.	Teaching Assistant	01/05/2020	Washington Tech
Leith, L. S.	Teaching Assistant	01/11/2020	Bruce F Vento Elementary
Munoz, A. J.	Teaching Assistant	02/15/2020	Bridge View
Plummer, M. R.	Teaching Assistant	02/15/2020	St. Paul Music Academy
Randall, J. L.	Teaching Assistant	02/21/2020	Four Seasons A+
Rossmann, R. G.	Teaching Assistant	05/16/2020	Daytons Bluff
Stice, M. K.	Teaching Assistant	02/13/2020	The Heights
Tully, A. R.	Teaching Assistant	04/18/2020	Mississippi Creative Arts

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RESIGNATION

Name	Job Category	Eff Date	Location
Xiong, P.	Teaching Assistant	02/05/2020	Bruce F Vento Elementary
Price, L. M.	Clerical	07/03/2020	Eastern Heights Elementary
Treadwell, V. F.	Clerical	02/24/2020	Mississippi Creative Arts
Alicea, N.	Nutrition Services	01/30/2020	Bruce F Vento Elementary

TERMINATION

Name	Job Category	Eff Date
R., T.	Education Assistant	02/07/2020
D., R. A.	Teaching Assistant	02/01/2020
W., A. Z.	Teaching Assistant	02/25/2020
R., M. A.	Custodian	02/01/2020
W., T. D.	Nutrition Services	02/15/2020

DISCHARGE

Name	Job Category	Eff Date
G., S.	Nutrition Services	02/07/2020

TERMINATION OF TEMPORARY EMPLOYMENT

Name	Job Category	Eff Date	Location
Noble-Olson, E. K.	Classroom Teacher	12/21/2019	Como Park Elementary

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

DATE: March 24, 2020

TOPIC: Acceptance of a Gift to The Heights Community School from Elizabeth S. West Trust Settlement

A. PERTINENT FACTS:

1. The Heights Community School would like to accept a monetary gift of $5,000 from Elizabeth S. West Trust Settlement

2. Hayden Heights Elementary was designated to receive the gift according to the Trust of Elizabeth S. West.

3. Ms. West directed that this distribution be used for educational technology equipment and materials.

4. This project will meet the District strategic goal of Program Evaluation and Resource Allocation, and Effective and Culturally Relevant Instruction with improved access to technology.

5. This item is submitted by Hatti Moeller, Principal; Billy Chan, Assistant Superintendent; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or Designee) to allow The Heights Community School to accept a monetary gift from Elizabeth S. West Trust Settlement in the amount of $5,000 and provide a letter expressing appreciation for the gift. The funds will be deposited into The Heights Community School account, 19-488-291-000-5096-G501, and will be used for educational technology equipment and materials at the school.

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

DATE: March 24, 2020

TOPIC: Acceptance of a Gift to Frost Lake Elementary School from Elizabeth S. West Trust Settlement

A. PERTINENT FACTS:

1. Frost Lake Elementary School would like to accept a monetary gift of $5,000 from Elizabeth S. West Trust Settlement

2. Ms. West directed that 50% of the funds be used for educational technology equipment and materials.

3. 50% of funds will be used for Starbase busing for 5th graders.

4. Funds will be deposited into the intra-school account as follows: $2,500 will be deposited into fund 19-464-291-000-5096-T018 for educational technology equipment, and $2,500 will be deposited into fund 19-464-291-000-5096-U001 for Starbase busing. The value of the gift is $5,000.

5. This project will meet the District strategic plan focus area of Effective and Culturally Relevant Instruction.

6. This item is submitted by Melissa Kalinowski, Principal; Billy Chan, Assistant Superintendent; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or Designee) to allow Frost Lake Elementary School to accept a monetary gift from Elizabeth S. West Trust Settlement in the amount of $5,000 and provide a letter expressing appreciation for the gift.

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

DATE: March 24, 2020

TOPIC: Acceptance of a Gift from DonateWell General Fund for Riverview West Side School of Excellence

A. PERTINENT FACTS:

1. A monetary gift of $5,000 was presented to Rivewview West Side School of Excellence from the DonateWell General Fund/Ecolab Foundation.

2. Budget code 19-551-291-5096-U001,

3. This gift is for the principal's fund to advance and support educational programming for students and other projects for students and staff.
    - $2,000: Student Leadership and Student Council
    - $2,000: PBIS (Positive Behavioral Interventions and Supports) school-wide efforts, student incentives and recognition
    - $1,000: Student extra-curricular activities, programming, and field trips

5. This project will meet the District strategic plan focus area of Positive School and District Culture.

6. This item is submitted by Nancy Páez, Principal; Dr. Efe Agbamu, Assistant Superintendent; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or Designee) to approve the acceptance of the monetary gift of $5,000.00 presented to Riverview West Side School of Excellence.

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

DATE: March 24, 2020

TOPIC: Acceptance of a Gift from Elizabeth S. West Trust Settlement to Phalen Lake Hmong Studies

A. PERTINENT FACTS:

1. A monetary gift of $5,000 from the Elizabeth S. West Trust Settlement has been provided to fund educational programming for students.

2. The funds are to be applied as follows:
   - $3,750 to budget code 19-541-291-000-5096-T018 and will be used for educational technology and equipment.
   - $1,250 to budget code 19-541-291-000-5096-U001 and will be used for student winter clothing as requested by the donor.

3. This project will meet the District strategic plan focus area of Program Evaluation and Resource Allocation, and Family and Community Engagement.

4. This item is submitted by Catherine Rich, Principal; Dr. Efe Agbamu, Assistant Superintendent; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or Designee) to approve the acceptance of the monetary gift of $5,000.00 from the Elizabeth S. West Trust Settlement and provide a letter expressing appreciation for the gift.

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

DATE: March 24, 2020

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

A. **PERTINENT FACTS**:

1. The FACE Foundation's French Dual Language Fund accepts grant applications for projects that support and expand the burgeoning nationwide network of French bilingual programs in American public schools.

2. Saint Paul Public Schools Central Senior High School was awarded funds to host a French Teaching Intern from France. The goal of this project is to support the school's French Immersion program. Staff at the school researched this grant opportunity.

3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $4,000. This project will impact students at Central Senior High School.

4. This project aligns with the District strategic plan goal of Effective and Culturally Relevant Instruction by providing a dedicated intern to work with immersion students.

5. This is a recurring grant funded project. Central has hosted French teaching interns annually since 2007.

6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; George Nolan, Central High School Principal; Efe Agbamu, Assistant Superintendent; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

B. **RECOMMENDATION**:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the FACE Foundation for funds to support the French Immersion program at Central Senior High School; 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: March 24, 2020

TOPIC: Request for Permission to Accept a Grant from a Private Donor

A. PERTINENT FACTS:

1. A private donor has granted funds to the Office of College and Career Readiness (OCCR).

2. The grant is a restricted donation to support professional development for OCCR staff. The funds will be used to cover the cost of attending conferences, programming and other staff resources.

3. Saint Paul Public Schools will serve as fiscal agent. This grant is for approximately $4,000 and will benefit Office of College and Career Readiness.

4. This project aligns with the strategic focus area of College and Career Paths.

5. This is a new grant-funded project.

6. This item is submitted by Rebekah Doyle, Grant Management Coordinator; Darren Ginther, Office of College and Career Readiness Director; Kate Wilcox-Harris, Chief Academic Officer; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from a private donor to support professional development for Office of College and Career Readiness staff; to accept funds; and to implement the project as specified in the award documents.

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

DATE: March 24, 2020

TOPIC: Request for Permission to Accept a Grant from the Twin Cities Opera Guild

A. PERTINENT FACTS:

1. The Twin Cities Opera Guild offers Opera Outreach Grants to help finance musical productions staged by students who work on their own sets, costumes, and perform as members of the orchestra and cast.

2. Capitol Hill Gifted and Talented Magnet School prepared an application and received a grant to support this year's musical production. Funds will be used for various production materials such as costumes, licensing, and other production related costs.

3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $500 and will benefit students of Capitol Hill who are in the production and who attend the production.

4. This project will meet the District strategic focus area of Positive School and District Culture.

5. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Andrew Hodges, Principal; Efe Agbamu, Assistant Superintendent; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept funds from the Twin Cities Opera Guild for Capitol Hill Magnet School's musical production; 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: March 24, 2020

TOPIC: Request for Permission to Submit a Grant to Educators of America

A. PERTINENT FACTS:

1. Educators of America is currently accepting grant applications for projects that use classroom technology to better student achievement.

2. Staff at Ramsey Middle School prepared an application for a microgrant to purchase audio equipment including microphones and pods that project sound. The goal is to increase student engagement and enhance collaboration in the classroom by ensuring all students can hear and be heard.

3. Saint Paul Public Schools will act as fiscal agent for this grant. The grant is approximately $4,900 and will benefit 7th grade science students at Ramsey Middle School.

4. This project will meet the District strategic plan objectives by creating an inclusive culture where students are supported to show up as their full selves.

5. This is a new grant-funded project.

6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Teresa Vibar, Ramsey Middle School Principal; Efe Agbamu, Assistant Superintendent; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to Educators of America for funds to purchase audio equipment; 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: March 24, 2020

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education

A. PERTINENT FACTS:

1. The Minnesota Department of Education awards funds to provide low-income and at-risk children with scholarships for swimming lessons based on nationally recognized water safety curriculum.

2. Staff at Jackson Elementary have prepared an application for funds to provide swimming lessons to students. The goal of the project is to teach students the importance of water safety and to encourage a healthy lifestyle with physical activity.

3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $10,000 and will benefit students at Jackson Elementary.

4. This grant does not align with a strategic focus area but provides essential operational support that creates a foundation for strategic projects to build upon.

5. This is a new grant-funded project with a duration of two years.

6. This item is submitted by Madeline Ramirez, Fund Development Assistant; Rebekah Doyle, Grant Management Coordinator; Bee Lee, Jackson Elementary Principal; Efe Agbamu, Assistant Superintendent; Marie Schrul, Chief Financial Officer; Dave Watkins, Chief of Schools; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for funds to provide swimming lessons to students of Jackson Elementary; 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: March 24, 2020

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education – Grow Your Own Pathway 1

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that increase and diversify the teacher workforce in Minnesota. The Department is accepting applications for two pathways. Pathway 1 is to provide tuition scholarships or stipends to enable school district employees or community members who seek an education license to participate in a PELSB approved nonconventional teacher residency program.

2. Saint Paul Public Schools Office of Human Resources has prepared an application for funds to provide stipends to SUTR Residents. The goal of this project is to increase the number of teachers of color and American Indian teachers in SPPS. 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 $375,000. The project will affect 25 SUTR residents.

4. This project aligns with the District strategic plan initiative to recruit and retain more employees who look like our students

5. This is a recurring grant-funded project. The project period is 12 months. SUTR has trained over 100 teacher candidates in 4 years; SPPS has hired 73 program candidates to date.

6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Kenyatta McCarty, Executive Director, Office of Human Resources; 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 provide SUTR resident stipends; 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: March 24, 2020

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education – Grow Your Own Pathway 2

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that increase and diversify the teacher workforce in Minnesota. The Department is accepting applications for two pathways. Pathway 2 is to develop innovative programs that encourage secondary students to pursue teaching careers.

2. Saint Paul Public Schools Office of College and Career Readiness has prepared an application for funds to develop a high school education career pathway. The goal of this project is to increase the number of teachers of color and American Indian teachers in SPPS. 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 $125,000. The project will affect high school students who are interested in education careers.

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

5. This is a recurring grant-funded project. The project period is 12 months. SPPS received grant funds in FY20 to develop high school education career pathways by dedicating staff time to the pathway design and building partnerships with postsecondary institutions to support dual-credit courses.

6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Darren Ginther, Office of College and Career Readiness; 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 application to the Minnesota Department of Education for funds to develop a high school education career pathway; 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: March 24, 2020

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education – Introduction to Teaching Concurrent Enrollment

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that develop "Introduction to Teaching" concurrent enrollment programs that encourage secondary school student to pursue teaching.

2. Saint Paul Public Schools Office of College and Career Readiness has prepared an application for funds to develop and offer dual-credit postsecondary course options in schools for "Introduction to Teaching" or "Introduction to Education" courses. The goal of this project is to launch education career pathways at three SPPS high schools in 2020-21.

3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $116,000. The project will affect three "comprehensive" SPPS high school, as defined by *SPPS Achieves* Initiative 7A.

4. This project aligns with the District strategic plan initiative to strengthen partnerships that provide college credit, industry certification and job experience to secondary students (Initiative 7A).

5. This is a new grant-funded project. The project period is 14 months.

6. This item is submitted by Megan Garrido, Fund Development Coordinator; Darren Ginther, Director, Office of College and Career Readiness; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; 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 application to the Minnesota Department of Education for funds to develop and offer dual-credit postsecondary course options in schools for "Introduction to Teaching" or "Introduction to Education" courses; 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: March 24, 2020

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education – SEL Communities of Practice

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that build knowledge and capacity to install, implement and sustain schoolwide Social Emotional Learning (SEL) through participation in a SEL Communities of Practice program.

2. Saint Paul Public Schools Office of School Support has prepared an application for funds to participate in the SEL Community of Practice program designed by MDE. Funds will also be used to send staff to the CASEL SEL Exchange conference for additional professional development. The goal of this project is to build capacity of the district's SEL team to coach schools during implementation of SEL programs/practices.

3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $19,000. The project will affect all students and staff in the district as SEL programs are implemented at each school.

4. This project aligns with the District strategic plan initiative to implement PBIS at every school, integrating SEL support (Initiative 1A).

5. This is a new grant-funded project. The project period is 26 months.

6. This item is submitted by Megan Garrido, Fund Development Coordinator; Kathy Kimani, Director, Office of School Support; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; 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 Minnesota Department of Education for funds to participate in the SEL Community of Practice program; 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: March 24, 2020

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education – STEM AP/IB Programs

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that encourage low-income and other underserved students to participate in advanced placement and international baccalaureate (IB) STEM programs.

2. Saint Paul Public Schools Harding High School and Office of Teaching & Learning have prepared an application for funds to continue developing the IB Career Programme, provide career exposure and service learning activities for IB students, provide direct academic and mindfulness support to students, and professional development to IB STEM teachers. The goal of this project is to increase the number of students participating in advanced courses; with a special emphasis on increasing the number of students participating in STEM IB courses. 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 $300,000. The project will affect students (approximately 1,877 students) and staff at Harding High School.

4. This project aligns with the District strategic plan objective of providing career-focused, hands-on opportunities for all middle and high school students.

5. This is a new grant-funded project. The project period is 14 months.

6. This item is submitted by Megan Garrido, Fund Development Coordinator; Be Vang, Principal, Harding High School; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Craig Anderson, Office of Teaching & Learning; Billy Chan, Assistant Superintendent; Dave Watkins, Chief of Schools; 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 application to the Minnesota Department of Education for funds to continue developing the IB Career Programme, provide career exposure and service learning activities for IB students, provide direct academic and mindfulness support to students, and professional development to IB

STEM teachers; 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: March 24, 2020

TOPIC: Request for Permission to Submit a Grant to the United States Department of Justice

A. PERTINENT FACTS:

1. The United States Department of Justice is currently accepting grant applications for projects that improve school security by providing students and teachers with the tools they need to recognize, respond quickly to, and help prevent acts of violence.

2. Saint Paul Public Schools Office of Security and Emergency Management has prepared an application for funds to develop and install a secure online threat assessment and care plan tool. The goal of this project is to complete districtwide deployment of a new online tool by the end of the 2022-23 school year.

3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $750,000. The project will affect all SPPS school locations over a phased deployment schedule.

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 is individual learners in a global society.

5. This is a new grant-funded project. The project period is 36 months.

6. This item is submitted by Megan Garrido, Fund Development Coordinator; Laura Olson, Director, Office of Security and Emergency Management; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Jackie Turner, Chief of Operations; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the United States Department of Justice for funds to develop and install a secure online threat assessment and care plan tool; 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: March 24, 2020

TOPIC: Resolution Supporting the Boost Grant for Safe Routes to School Funding from the Minnesota Department of Transportation

A. PERTINENT FACTS:

1. The Minnesota Department of Transportation accepts grant applications for current projects that create a safer and more accessible environment for students to walk and bike to school.

2. Staff at Saint Paul Public Schools received a Safe Routes to School Boost Grant for non-infrastructure activities that support safer walking and biking routes for students. The funds will support the Project Bike Tech at Open Learning World Secondary School and collaboration with the Saint Paul Police Department.

3. The District will continue to collaborate with the City of Saint Paul and other stakeholders through the Safe Routes to School steering committee.

4. Saint Paul Public Schools will act as fiscal agent for additional funds. The District will receive an additional $30,500 for non-infrastructure related activities.

5. The project aligns with the District strategic plan focus area of Program Evaluation and Resource Allocation by partnering with the City of St. Paul to leverage State and Federal funding streams to support safer routes to schools.

6. The granting agency requires that the Board of Education incorporate the following language into its approval for the resolution:

   WHEREAS, it is our understanding that the Minnesota Department of Transportation (MnDOT) Safe Routes to School Program assists school and communities by making it safer for children to walk and bike to school; and

   WHEREAS, MnDOT Safe Routes to School Program solicits applications to enable schools and communities to implement Safe Routes to School non-infrastructure activities; and

   WHEREAS, if Saint Paul Public Schools is awarded a Safe Routes to School Boost Grant, these funds would be used to provide non-infrastructure activities to local communities to develop Safe Routes to School initiatives that increase safety and encourage more children to walk and bicycle to school; and

   WHEREAS, no local match funding is required; and

   WHEREAS, Safe Routes to School Boost Grant activities will commence after the grant agreement is fully executed.

   NOW, THEREFORE, BE IT RESOLVED

   A. That the Saint Paul Public Schools Board of Education authorizes the Superintendent to enter into a grant agreement with the Minnesota Department of Transportation for financial assistance to fund a Safe Routes to School Boost Grant and eligible expenses.

B. That the Superintendent is authorized to execute such Agreement and any amendment(s).

7. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Carol Grady, SHIP Coordinator; Mary Langworthy, Student Health and Wellness; Marcy Doud, Assistant Superintendent of Specialized Services; Marie Schrul, Chief Academic Advisor; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education approve the resolution language.

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION

Board File No._____

Date_____

RESOLUTION SUPPORTING THE SAFE ROUTES TO SCHOOL BOOST GRANT TO IMPROVE THE WALKING AND BIKING ENVIRONMENT FOR STUDENTS THROUGH NON-INFRASTRUCTURE ACTIVITIES

WHEREAS, it is our understanding that the Minnesota Department of Transportation (MnDOT) Safe Routes to School Program assists schools and communities by making it safer for children to walk and bike to school; and

WHEREAS, MnDOT Safe Routes to School Program solicits applications to enable schools and communities to implement Safe Routes to School non-infrastructure activities; and

WHEREAS, if Saint Paul Public Schools is awarded a Safe Routes to School Boost Grant, these funds would be used to provide non-infrastructure activities to local communities to develop Safe Routes to School initiatives that increase safety and encourage more children to walk and bicycle to school; and

WHEREAS, no local match funding is required; and

WHEREAS, Safe Routes to School Boost Grant activities will commence after the grant agreement is fully executed.

NOW, THEREFORE, BE IT RESOLVED

1) That the Saint Paul Public Schools Board of Education authorizes the Superintendent to enter into a grant agreement with the Minnesota Department of Transportation for financial assistance to fund a Safe Routes to School Boost Grant and eligible expenses.

2) That the Superintendent is authorized to execute such Agreement and any amendment(s).

Adopted_____

_____
CHAIR Board of Education

_____
CLERK Board of Education

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

DATE: March 24, 2020

TOPIC: Request for Permission to accept a gift from the EXPO Council of Parents

A. PERTINENT FACTS:

1. The EXPO Council of Parents provides support to parent involvement, school resources and enrichment programs at EXPO Elementary.

2. Staff in the Facilities Department and EXPO Elementary have coordinated with EXPO's Council of Parents to acquire new playground equipment. Gifted funds will cover shipment and installation of equipment that was designed by the EXPO community.

3. Saint Paul Public Schools will serve as fiscal agent. This grant is for approximately $63,000 and will benefit the EXPO community.

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

5. This is a new donation for an existing project. Facilities Department staff will be donating staff time in-kind for design and project management necessary to implement this donation.

6. This item is submitted by Rebekah Doyle, Grant Management Coordinator; Darren Yerama EXPO for Excellence Elementary Principal; Tom Parent, Facilities Director; Efe Agbamu, Assistant Superintendent; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or designee) to accept a gift from the EXPO Council of Parents to purchase and install playground equipment at EXPO for Excellence Elementary; to accept funds; and to implement the project.

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

DATE: March 24, 2020

TOPIC: Agreement between Saint Paul Independent School District #625 and Young Men's Christian Association (YMCA) of the Greater Twin Cities for Child Care Services at AGAPE (Revised Contract)

A. PERTINENT FACTS:

1. The YMCA of the Greater Twin Cities and the Saint Paul Independent School District #625 are entering a cooperative agreement to provide child care services to adolescent student parents.

2. This agreement allows the district to reimburse the YMCA of the Greater Twin Cities for direct child care services in the high school center located at AGAPE for a maximum of 64 children.

3. The maximum cost to the district for these services is $833,780.00. These funds are provided through a separate agreement with Ramsey County Human Services.

4. The district provides in kind support for this program by providing the necessary physical space at AGAPE High School.

5. The agreement period is from July 1, 2020, to June 11, 2021.

6. This project supports the District strategic plan focus area of Family and Community Engagement.

7. Requested by Mary Langworthy, Supervisor, Student Health and Wellness; Marcy Doud, Assistant Superintendent of Specialized Services; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to enter into an agreement with the YMCA of the Greater Twin Cities to reimburse the YMCA for providing direct child care services in an amount not to exceed $833,780.00 from July 1, 2020, to June 11, 2021.

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

DATE: March 24, 2020

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

A. PERTINENT FACTS:

1. New Agreement is for a two year period from July 1, 2019, through June 30, 2021.

2. Contract changes are as follows:

   Wages: Effective July 6, 2019, the salary schedule is increased 1.5% with some steps getting a specified increase amount, and maintain step progression. Effective November 7, 2020, the salary schedule is increased 2% and maintain step progression.

   Longevity Pay: Effective July 2, 2020, employees at the beginning of their ten (10) years of service with the Employer shall receive an additional $0.15 per hour above the normal rate of pay. Employees at the beginning of their fifteen (15) years of service with the Employer shall receive an additional $0.35 per hour above the normal rate of pay. Employees at the beginning of their twenty (20) years of service with the Employer shall receive an additional $0.50 per hour above the normal hourly rate of pay.

   Professional Development Training: Effective: July 1,2019, employees shall be given the opportunity to attend a minimum of one professional development day as duty days. This MOU will expire June 1, 2021.

3. The District has 832 FTEs in this bargaining unit.

4. The new total package costs for the agreement are estimated as follows:

   - in the 2019-20 budget year: $19,971,008
   - in the 2020-21 budget year $20,397,244

5. This item will meet the District target area goal of Program Evaluation and Resource Allocation.

6. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Jim Vollmer, Assistant Director of Employee/Labor Relations; Kenyatta McCarty, Executive Director of Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: March 24, 2020

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

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from January 1, 2020, through December 31, 2021.

2. Contract changes are as follows:

   Wages: Effective July 4, 2020, increase salary schedule by 1.5%. Effective January 2, 2021, increase salary schedule by 2.0%. Maintain steps and lane both years.

   Longevity Pay: Effective January 2, 2021, increase longevity pay for employees who have completed their ten (10) years of service with the District from $.40 to $.50 per hour above the normal hourly rate**.** Increase longevity pay for employees who have completed their fifteen (15) years of service with the District from $.75 to $.85 per hour above the normal hourly rate of pay**.** Increase longevity pay for employees who have completed their twenty (20) years of service with the District from $1.15 to $1.25 per hour above the normal hourly rate of pay.

   Benefits: Effective January 1, 2020, the district monthly contribution of $1,250 for family coverage has increased to $1,300.

   Salary Placement and Promotional Placement: Current Saint Paul Public School employees who promote to and within positions covered by the Manual and Maintenance Supervisors Association shall be placed on the step within the salary grade for the promotional title that results in a biweekly salary increase between five percent and ten percent over their previous assignment.

   Emergency Closures: In recognition of events related to weather, supervisors who are required to report shall receive up to three (3) days of flextime each year of the contract in accordance with Article 7.2.

3. The District has 13 FTEs in this bargaining unit.

4. The new total package costs for the agreement are estimated as follows:

   - in the 2019-20 budget year: $1,222,343
   - in the 2020-21 budget year: $1,260,549

5. This item will meet the District target area goal of Program Evaluation and Resource Allocation.

6. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Jim Vollmer, Assistant Director of Employee/Labor Relations; Kenyatta McCarty, Executive Director of Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: March 24, 2020

TOPIC: Monthly Operating Authority

A. PERTINENT FACTS:

1. The Board of Education must authorize and approve all expenditures of the District.
2. The Board of Education must ratify any changes in collateral that have been previously approved by the Assistant Treasurer.
3. This item meets the District target area of goals alignment and sustainability.
4. This item is submitted by Marie Schrul, Chief Financial Officer.

,
B. RECOMMENDATIONS:

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

(a) General Account	#721604-723024 #0003616-0003656 #7003595-7003639 #0004283-0004374	$73,690,940.50
(b) Debt Service	-0-	$37,039,394.16
(c) Construction	-0-	$2,071,931.68
		$112,802,266.34

Included in the above disbursements are three payrolls in the amount of $56,472,114.88 and overtime of $144,338.98 or 0.26% 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 June 30, 2020.

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

DATE: March 24, 2020

TOPIC: Facilities Department FY20 Purchases over $175,000 Adjustment

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. On occasion, anticipated expenditure amounts need to be adjusted mid-year to reflect actual costs.

2. The following list indicates said purchases:

Vendor	Description	Amount	State Contract ID Or Bid Number
Dalco	Custodial supplies, equipment repair and a work loading data program.	Original PO: $550,000 Increase by $300,000 **New PO Amount: $850,000**	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.

5. The purchases meet the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.

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

B. RECOMMENDATION:

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

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

DATE: March 24, 2020

TOPIC: Phase Gate Approval of EXPO for Excellence Elementary Playground Project: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the EXPO for Excellence Elementary Playground project at the following phase gate(s):

    a. Gate #4: Contract Award
    b. Gate #4a: Finance Plan Update

2. This project provides playground equipment and poured-in-place surfacing for the playground at EXPO for Excellence Elementary.

3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	October 23, 2018
#2 – Project Charter (Predesign) #2A – Finance Update	N/A – does not exist for projects of this size
#3 – Schematic Design #3A – Finance Update	N/A – does not exist for projects of this size
#4 – Contract Award **#4A – Finance Update**	**March 24, 2020**
#5 – Project Close-Out #5A – Finance Update	June 2020

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

Project Budget	Current Obligations	Spent to Date	Percent Spent
$413,038	$0	$0	0%

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

	Lump Sum Base Bid
Flagship Recreation.	$195,758.99

6. The bid was reviewed by Jamie Atkins, Purchasing Manager.

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

Funding Source	Issuance	Amount	Date Issued
Capital Bonds	2020A	$250,000	February 18, 2020
LTFM	FY20	$90,000	
Comm. Funded	NA	$73,038	NA

8. FY20 LTFM funding requires a revision of the FY20 LTFM application to the Board of Education and the Minnesota Department of Education. The Facilities Department will bring a revised FY20 LTFM application to the Board of Education at the April Board of Education meeting for approval.

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

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

B. RECOMMENDATION:

That the Board of Education authorize award of playground equipment and poured-in-place surfacing for the playground at EXPO for Excellence Elementary to Flagship Recreation for the lump sum base bid for $195,758.99 at Phase Gate Check #4 and Phase Gate Check #4a – Finance Plan Update.

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

DATE: March 24, 202020

TOPIC: RFP #A218951-A
RFP Prime Vendor

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has received offers to establish a Prime Vendor contract for a two-year period beginning July 1, 2020 through June 30, 2022.

2. The following companies were scored based on the proposal they submitted. The total score possible was 100 points.

   Indianhead Foodservice Distributor…….98
   Martin Brothers……..……..No Bid
   Sysco Western Minnesota……..…..88.6
   Upper Lakes……No Bid

3. The Nutrition Services Department requests authorization to establish a contract with Indianhead Foodservice Distributor as the primary vendor and Sysco Western Minnesota as the secondary vendor for a two-year period, beginning July 1, 2020 through June 30, 2022, for the estimated value of $6,000,000 and 500,000 respectively.

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

5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.

6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.

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

B. RECOMMENDATION:

That the Board of Education authorize the award of RFP# A-218951-A to Indianhead Foodservice Distributor as a primary vendor and to Sysco Western Minnesota as the secondary vendor for our Prime Vendor Contract for the period of July 1, 2020 through June 30, 2022, for the estimated value of $6,000,000 and $500,000 respectively.

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

DATE: March 17, 2020

TOPIC: Bid No. A20-0538-A Apple Device Repair Services

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. Timely care and maintenance of the devices is critical to meeting the instructional and learning needs of students and staff.

2. This Agreement provides all labor, material, equipment and services to perform repairs for district staff, and student iPad devices.

3. The purchase is over $100,000 and board approval is required. Anticipated expenditure for this agreement is $450,000.

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, Brian Flotterud, Director of Support Services, Technology Services, Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with **GopherMods** for the labor, material, equipment and services to perform repairs for district staff, and student iPad devices.

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

DATE: March 24, 2020

TOPIC: Intent to Award: Request for Proposal No. A120919-A Computerized Maintenance Management System (CMMS) Software Implementation

A. PERTINENT FACTS:

1. This request for proposal (RFP) A120919-A, provides Computerized Maintenance Management System Software, support, training, and implementation. In order to streamline the work order system throughout the Facilities Department, this software must be purchased and implemented as a new software solution.

2. Staff received and reviewed proposals from seven (7) qualified vendors with various software solutions and participated in demonstrations of the top three (3) finalists. After extensive review of the proposals, the decision was made to partner with TMA Systems (software and service provider) to deliver the needed system.

3. The most responsive proposer, TMA Systems, offers competitive pricing, precision capabilities in critical areas, and a staff that are highly experienced and knowledgeable in the area of CMMS solutions, implementation, and training. The District will enter into a contract with TMA Systems of a not to exceed value of $106,805 over the first year of software upgrade and implementation.

4. Cost to purchase these software, support, and training items for the first three years is:

Service/Software Proposed to Meet SPPS Business Requirements	One Time or Annual Cost	SPPS Cost
TMA Licensing, Support, & Hosting Services	Annual	$64,820
Implementation Training/Services	One Time	$31,975
Year 1 Modules: Executive Dashboard, Service Request, General Inspections, Key Management, Mobile General Inspections, Auto-Attendant	Annual	$10,010
TOTAL COST: YEAR ONE		**$106,805**

Service/Software Proposed to Meet SPPS Business Requirements	One Time or Annual Cost	SPPS Cost
TMA Licensing, Support, & Hosting Services	Annual	$64,820
Implementation Training/Services	One Time	$15,000
Year 1 Modules	Annual	$10,010
Year 2 Modules: Capital Planning, Event Scheduler	Annual	$10,750
TOTAL COST: YEAR TWO		**$100,580**

Service/Software Proposed to Meet SPPS Business Requirements	One Time or Annual Cost	SPPS Cost
TMA Licensing, Support, & Hosting Services	Annual	$64,820
Implementation Training/Services	One Time	$15,000
Year 1 & 2 Modules	Annual	$20,760
Year 3 Modules: Universal Procurement Interface, WebTMA CAFM, GIS/BIM/BAS Interfaces, Fuel Management Interface	Annual	$26,535
TOTAL COST: YEAR THREE		**$127,115**

5. The annual costs past year three are estimated to be $112,115.

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

7. Funding will be provided from the Facilities General Fund.

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

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

B. RECOMMENDATION:

That the Board of Education authorize award of Request for Proposal No. A120919-A to TMA Systems for the implementation and service of WebTMA Enterprise at an estimated cost not to exceed $106,805 in FY21.

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

DATE: March 24, 2020

TOPIC: Phase Gate Approval of Washington Technology Magnet School Athletic Site Improvements Project (Project # 4040-19-01) – General Contracting: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Washington Technology Magnet School Athletic Site Improvements project at the following phase gate(s):
    a. Gate #4: Contract Award
2. This contract provides all labor, materials, equipment and services for General Contracting Services at Washington Technology Magnet School.
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	January 21, 2020
#4 – Contract Award **#4A – Finance Update**	**March 24, 2020**
#5 – Project Close-Out #5A – Finance Update	November 2020

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

Project Budget	Current Obligations	Spent to Date	Percent Spent
$4,669,000	$303,713	$125,664.17	3%

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

	Lump Sum Base Bid With Alternates 1, 2 & 3
Peterson Companies, Inc	$2,954,900
Veit & Company	$3,344,960
US Sitework, Inc	$3,712,415

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	$2,482,657	2/20/2020
Capital Bonds	2021A	$2,186,343	2/19/2021* Anticipated

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. A20-0673-A Athletic Site Improvements at Washington Technology Magnet School (Project # 4040-19-01) to Peterson Companies, Inc. for a lump sum base bid with alternates 1, 2 & 3 of $2,954,900.

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

DATE: March 24, 2020

TOPIC: Phase Gate Approval of Washington Technology Magnet School Athletic Site Improvements Project (Project # 4040-19-01) – Field Turf & Track Surfacing: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Washington Technology Magnet School Athletic Site Improvements project at the following phase gate(s):
    a. Gate #4: Contract Award
2. This contract provides all labor, materials, equipment and services for field turf and track surfacing at Washington Technology Magnet School.
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	January 21, 2020
#4 – Contract Award **#4A – Finance Update**	**March 24, 2020**
#5 – Project Close-Out #5A – Finance Update	November 2020

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

Project Budget	Current Obligations	Spent to Date	Percent Spent
$4,669,000	$303,713	$125,664.17	3%

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

	Lump Sum Base Bid
Field Turf USA	$950,012.82

6. Bids were received in accordance with Sourcewell contract #060518.
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	$2,482,657	2/20/2020
Capital Bonds	2021A	$2,186,343	2/19/2021* Anticipated

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 field turf and track surfacing at Washington Technology Magnet School (Project # 4040-19-01) to Field Turf USA for the lump sum base bid of $950,012.82.

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

DATE: March 24, 2020

TOPIC: Phase Gate Approval of Phalen Lake Hmong Studies Magnet HVAC & Controls Replacement Project (Project # 1200-19-01): Gate #4 – Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for the HVAC & Controls Replacement at Phalen Lake Hmong Studies Magnet.

2. This contract provides all labor, materials, equipment and services for the Phalen Lake Hmong Studies Magnet HVAC & Controls Replacement Project.

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**	**March 24, 2020**
#5 – Project Close-Out #5A – Finance Update	Fall 2021

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

Project Budget	Current Obligations	Spent to Date	Percent Spent
$7,175,000	$335,022	$165,456.50	2%

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

	Lump Sum Base Bid With Alternate #1
Nasseff Mechanical	$472,970 (withdrawn)
Corval Group	$5,101,850
Construction Results Corp	$5,999,720

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
Certificates of Participation	2018B	$7,175,000	06/21/2018

   a. Project currently authorized by Minnesota Department of Education for $5,501,000 in funding. Revised authority has been sought. In the event the current authority stands, Long-Term Facilities Maintenance dollars will be earmarked to fully fund the project.

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. A20-0585-A HVAC & Controls Replacement at Phalen Lake Hmong Studies Magnet to Corval Group for a lump sum base bid with Alternate #1 of $5,101,850.

BOARD OF EDUCATION | 2019-2021 MEETING DATES

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

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

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

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