



Saint Paul Public Schools

Regular Meeting

Tuesday, February 18, 2020 6:05 PM

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

BOARD OF EDUCATION



Marny Xiong
Chair



Jeanelle Foster
Vice Chair



Zuki Ellis
Clerk



John Brodrick
Treasurer



Chauntyll Allen
Director



Jessica Kopp
Director



Steve Marchese
Director



ADMINISTRATION
Dr. Joe Gothard
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Jeanelle Foster, Vice Chair

Mission of Saint Paul Public Schools

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

Guiding Values

Achievement | Communication | Continuous Improvement

Collaboration | Accountability | Inclusive Culture

SPPS Achieves

Each student. One community. Endless Opportunities.

Strategic Focus Areas

Positive School and District Culture | Effective and Culturally Relevant Instruction

Program Evaluation and Resource Allocation | College and Career Paths

Family and Community Engagement

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
REGULAR MEETING OF THE BOARD OF EDUCATION
Administration Building
360 Colborne Street

February 18, 2020
6:05 PM

A G E N D A

- I. CALL TO ORDER**
- II. APPROVAL OF THE ORDER OF THE MAIN AGENDA**
- III. RECOGNITIONS**
 - A. Acknowledgement of Good Work Provided by Outstanding District Employees and Students 6
- IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- V. APPROVAL OF THE MINUTES**
 - A. Minutes of the Regular Meeting of the Board of Education of January 21, 2020 7
 - B. Minutes of the Board Retreat of February 15, 2020 27
- VI. COMMITTEE REPORTS**
 - A. Committee of the Board Meeting of February 11, 2020 29
 - B. Equity Committee Meeting of January 27, 2020 37
- VII. SUPERINTENDENT'S REPORT**
 - A. SPPS Achieves Strategic Plan Update 39
 - B. Envision SPPS 48
 - C. Human Resource Transactions 61
- VIII. CONSENT AGENDA**

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

 - A. Gifts
 - 1. Acceptance of Anonymous Donation in the Amount of \$20,000 for the Mary Mackbee Auditorium at Central High School 69
 - 2. Acceptance of Gift from the Como Park Booster Club 70
 - 3. Gift Acceptance from Data Recognition Corporation 71

4. Acceptance of a Gift from Global Arts Plus PTA	72
5. Donation of New Books from First Books via Fraternity of Service Day by the Phi Beta Phi Fraternity for Woman	73
B. Grants	
1. Request for Permission to Accept a Grant from Metro ECSU	74
2. Request for Permission to Submit a Grant Application to the Dollar General Literacy Foundation	75
3. Request for Permission to Submit a Grant to the Minnesota State Arts Board	76
C. Contracts	
D. Agreements	
1. 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	77
2. Lease Agreement with Youth Farm - Revised	78
3. Request for Permission to Enter into Memorandum of Agreement with Merrick Community Services	79
E. Administrative Items	
1. Monthly Operating Authority	80
2. Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations	81
3. Appointment to Civil Service Commission	82
4. Establishment of the Unclassified Position of Capital Improvements Program Director for Independent School District No. 625 and Relevant Terms and Conditions of Employment	83
5. Ramsey County Proposal to Purchase Rights to District Property - 1780 West Seventh Street, St. Paul, MN	84
6. RiverEast Environmental Covenant and Easement	85
7. State of Minnesota Department of Transportation (MnDOT) Proposal to Purchase Rights to District Property - 304 Dale Street, St. Paul, MN	86
8. State of Minnesota Department of Transportation (MnDOT) Proposal to Purchase Rights to District Property - 1142 Concordia Avenue, St. Paul, MN	87
9. 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	88
10. Phase Gate Approval of American Indian Magnet Renovation and Building	89

Addition Project (Project # 1160-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update	
11. Phase Gate Approval of District Service Facility Addition and Renovation Project (Project #4000-16-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update	91
12. 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	93
13. Phase Gate Approval of Phalen Lake HVAC & Controls Upgrade Project (Project # 1200-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update	95
14. 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	96
15. 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	98
F. Bids	
1. Bid No. A-21-8855-A District-wide Emergency Communication System Replacement	100
G. Change Orders	
IX. OLD BUSINESS	
X. NEW BUSINESS	
XI. BOARD OF EDUCATION	
A. Information Requests & Responses	
B. Items for Future Agendas	
C. Board of Education Reports/Communications	
XII. FUTURE MEETING SCHEDULE	101
A. Board of Education Meetings (6:05 unless otherwise noted)	
1. MOTION: Schedule a Special Meeting of the Board of Education for Tuesday, March 10 to follow the Committee of the Board	
B. Committee of the Board Meetings (4:30 unless otherwise noted)	
XIII. ADJOURNMENT	

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

DATE: February 18, 2020

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees and Students

A. PERTINENT FACTS:

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.

4. This item is submitted by Cedrick Baker, Chief of Staff

B. RECOMMENDATION:

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

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

January 21, 2020

I. CALL TO ORDER

The meeting was called to order at 6:05 p.m.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31904 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **Amy Wardell** and **Kristen Butler**, AVID District Directors of Talent Development Acceleration Services in the Office of Teaching and Learning, were named the 2018-19 Junior Achievement Upper Midwest (JAUM) Capstone Educators of the Year. Their efforts helped Junior Achievement (JA) inspire and prepare nearly 170,000 children this year by helping to carry out JA's mission which builds and empowers youth in creative, innovative and engaging ways.

2. **SPPS' Gateway to College** Area Learning Center (ALC) has received the Program Excellence Award from Achieving the Dream (Gateway to College National Network) in recognition of exceeding all four benchmarks used to assess the performance of Gateway to College schools nationwide.

Saint Paul College has hosted the Gateway to College ALC since 2014, and its students earned nearly 1400 college credits during the 2018-19 school year. SPPS' Gateway to College ALC will receive the Program Excellence Award in July at the network's national peer learning conference.

3. **Dr. Fatima Lawson**, Principal at Highwood Hills Elementary School, received the U.S. Dept. of State's Mandela Washington Fellowship. This provides Americans with the opportunity to travel to Africa to build upon strategic partnerships and professional connections, and to implement a co-designed educational leadership project that will increase mutual understanding between the United States and Africa. Dr. Lawson will be co-facilitating a

five-day intensive leadership clinic for educators and ministers and those responsible for preparing today's youth for success. She will travel to Africa in July.

4. The Karen Community in Minnesota (KCM) recently presented SPPS with a partnership award and plaque, recognizing the district's longstanding commitment and support for the Karen community. The KCM presents only one such award each year. Saint Paul Public Schools is deeply honored to be recognized by the Karen community in this way.

The following people are Karen bilingual staff who work with Karen students and their families every day. These staff members support students to feel welcome in their schools and programs, build school-family partnerships, encourage students' academic skills, lead staff development and excel at countless other large and small actions.

**Daniel Tun Baw
Deborah Nyo
Eh Klay
EhKu Say
EhTa Taw
Ehtalow Zar
Esther Win-Kennicutt
Haven Tmoo
Hla Min
Hsajune Dyan
Hsakushee Zan
Hsawin Kay
Hta Pa Moo
Jeffry Saw
Julee Dwe
Junior Lou
Kawlahay Zan
Leh Win
Leona Aung
Lighter Moo
Lucas Blessner
Mary Moe
Mischael Timothilay
Naw Bu
Naw Hara
Northern D'Gayson
Nu Nue
Poe Htoo
SanDa Aung
Saw Sunshine Timothy
Suu Suu Maung
Thaw Paw
Then Soe
Tyler Poechit
Victor Saw
Victoria Pao-Sein
Win World**

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Xiong moved approval of the Order of the Consent Agenda with item E5 – Establishment of the Unclassified Position of Districtwide Athletic Administrator for Independent

School District No. 625 and Relevant Terms and Conditions of Employment pulled for separate consideration. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of December 17, 2019

MOTION: Ms. Xiong moved approval of the Minutes of the Regular Meeting of the Board of Education of December 17, 2019 as published. The motion was seconded by Ms. Allen.

The motion was approved with the following roll call vote:

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

B. Minutes of the Annual of the Board of Education of January 7, 2020

MOTION: Ms. Xiong moved approval of the Minutes of the Annual of the Board of Education of January 7, 2020 as published. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of January 7, 2020

At the Committee of the Board Meeting on January 7th, Superintendent Gothard started the meeting wishing the Board, staff, and community a Happy New Year, and welcomed Director Allen and Director Kopp to the Board of Education. He shared information and updates to the pilot of SPPS Achieves 2A initiative on Positive School and District Culture. He also highlighted the report-out from the Special Education Advisory Committee meeting, and related their findings to alignment within SPPS Achieves. We can accomplish this work together, involving many voices from our students, parents, families, community, and partners.

Next, the 2019 Audit Report was presented to the Board. Representatives from the accounting firm MMKR issued an unmodified, or clean, opinion on the financial statements and six comments on the internal control

and compliance reports. The General Education Aid basic formula, general fund financial positions, fund balances, and Adjusted Daily Membership and Pupil Units Served, as well as details on other Governmental Funds and District-Wide Statement of Net Position were reviewed. This presentation sparked questions from the Board, including clarification on the \$37M or 5.9% in unassigned fund balance, which is required per board policy and has remained steady from previous years. The Board approved the recommended motion to accept the FY19 Audit Report as presented.

Following the adjournment of the meeting, board members conducted a work session to discuss internal and external committee assignments, school area assignments, and the 2020 graduation schedule for board members.

MOTION: Ms. Foster moved the Board accept the report on the January 7, 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:

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

VIII. SUPERINTENDENT'S REPORT

Superintendent Gothard began the meeting by providing two updates to items from the December 2019 Board of Education meeting regarding enrollment and school resource officer data. He provided a board overview of enrollment work in the development of the plan, including the belief statement, purpose of the plan and timeline, and objectives of the plan, and one that considers long-term choices of families to incur stakeholder engagement, communication plans, and timelines. A design team has put together their plan, and the updates will follow for the Board and community. This plan will align with SPPS Achieves, and address enrollment and building utilization. A comprehensive plan will be brought forth with the timelines and measurable objectives.

The second update was to request from the school resource officer contract. As discussed at the previous meeting and efforts to hear our students' perspectives regarding SROs and conduct a student survey. Currently the team is working together to design the survey, Technology Services is developing an implementation plan for students to take the survey in their iPads, and we are prepared to incorporate student feedback into long term outcomes for students in school climate, student supports and school resource officer negotiations. There was also a request to hear more directly from our SROs, and Laurie Olson, Director of Security and Emergency Management, is developing a plan and timeline for our SROs to share more with District leaders and the Board in a variety of ways.

A. Certificates of World Language | Proficiency and Bilingual Seals

Superintendent Gothard then invited staff from the Office of Teaching and Learning to present on Certificates of World Language Proficiency and Bilingual Seals.

Honoring students for their linguistic and cultural capital...

Minnesota Seals Awards

- World Language Proficiency Certificate,
 - 2 semesters of credit
- Gold Bilingual (or Multilingual) Seal
 - 3 semesters of credit per language
- Platinum Bilingual (or Multilingual)

- 4 semesters of credit per language

Saint Paul Public Schools - 2019

- Sophomores, juniors, and seniors from 13 high schools were assessed in 13 languages in 2019
- Students qualify with many MDE-approved assessments in a variety of languages, including Hmong, Karen, and Somali
- 424 awards to 2019 graduates, nine multilingual awards
- 2085 Seal awards given statewide
- In 2019, one in five of all Seals awarded in state went to students from SPPS
- Between 2015 and 2019, 1420 total awards have been given to students of SPPS

Sample of Certificate of Platinum Seal

- An example of a Platinum Bilingual Seal certificate was shown.

Certificates of World Language Proficiency and Bilingual Seal Awards - 2015-2019 in SPPS

- A bar graph showing the increase in Certificates of World Language Proficiency and Bilingual Seal Awards for 2015 to 2019 in SPPS was shown, with the number of students awarded increasing each year, with 424 in 2018-2019.

Certificates of World Language Proficiency and Bilingual Seal Awards in SPPS - by level

- A bar graph showing the number of awards in each year beginning with 2014-2015 was shown, and the data was broken down by Certificates, Gold, Platinum, and Multi. Each year, Gold and Platinum were the two awards that had the highest number of awardees.
- 40% of all Platinum awards given out in MN in 2019 were earned by SPPS graduates
- 20% of all awards (all levels) in MN in 2019 were earned by SPPS graduates.

Certificates of World Language Proficiency and Bilingual Seal Awards in SPPS – top languages 2017-2019

- A bar graph showing the top languages in 2017, 2018, and 2019 was shown, in order of awardees in Spanish, French, Hmong, Karen, Mandarin, Japanese, German, Somali, and Russian.

Profile of Sampling of Students Assessed or Awarded Seals in 2019

- Data showing the total number of students assessed and disaggregated by ELL, SLIFE, LCD, and SPED was also shown for the languages of Hmong, Karen, Somali, and Spanish.

QUESTIONS/DISCUSSION: None

B. SPPS Achieves Strategic Plan Update

Superintendent Gothard then introduced Karen Randall, Assistant Director for Strategic Planning to present the quarterly report on the 12 of the 20 strategic plan initiatives underway. Stories and examples within these initiatives were shared.

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

SPPS Achieves Initiatives Milestones by July 2020

- A chart showing the overall status initiatives that have been completed (11; 14%), in progress (46; 57%), and scheduled (23; 29%) by December 2019 was shown. Progress monitoring can also be found at www.spps.org/strategicplan.

Program Evaluation and Resource Allocation: 5b. Determine a districtwide middle school model

- 2019-2020 actions include:
 - Implement new Foundations curriculum: In progress
 - Implement 6th grade English language arts curriculum and instruction: In progress
 - Support job-embedded Professional Learning Communities: In progress

College and Career Paths: 7a. Strengthen partnerships that provide college credit, industry certification and job experience to secondary students; 7b. Expand high-quality instruction in targeted career fields

- 2019-2020 actions include:
 - High School Career Pathway Centers at four schools: In progress
 - Provide career-related experiences: In progress
 - Develop pathways projected for each comprehensive high school: In progress
- A video showing students in Construct Tomorrow Career/College Experiential Learning was also shown.

QUESTIONS/DISCUSSION:

- As looking at implementation and how they are being implemented and these 2 examples that are helpful. We can collect information anecdotally on the impacts and continue to do that. Are there data points to see around these initiatives, particularly in these two initiatives, so that when time comes, and with the report back – how will that look in these two areas, and what kinds of data should expect to see about how it was implemented and the difference they have made for our students? Response: The overall strategic plan data will be in the long-term student outcomes. For individual initiatives, it will depend on the initiative. There will be information from the teams and their data to their specific item. It will vary based on the outcomes and initiatives.
 - There will be some information provided to give assessment of what did and how it made a difference. In the high level, climate, and culture and proficiency – those are one level. The Board requested data points for each initiative to see those results by specific initiative.
- In regards to implementation and course corrections, how are we using the information from now anecdotally to impact implementation going forward and the feedback loop? Response: One example is from middle school in working through Foundations courses and meeting quarterly and getting feedback on next steps and overall feedback at end of year. In another initiative, the 6a team working on personal learning plans – they have been implements plans for the program on those plans and built how to get feedback from focus groups of teachers. It varies depending on the initiative, and depending on our accomplishments based on milestones and how did it work is another piece we are included.
- In the middle school, we brought in 6th graders and put into buildings, and became overloaded. How are facilities – how does it play into building out the middle school model with space? Response: We've been with doing work with the FMP doing conversations on "think-alongs" and opportunities for engagement with targeted stakeholder groups and we have been working with middle school principals and the FMP about support from Facilities for middle schools. We are not in position to do significant

renovation on every middle school or teardown, but realizing with middle school model there are design elements to incorporate. At Ramsey, one of the programs to slated next and doing work with Ramsey community to incorporate the teaming model to incorporate such as the teaming model, Foundations, and other supports the middle school model takes into account. There's "heavy touch" work of FMP in overhauling in adding new footage or complete re-do, and also commitment to look at current facilities and how to make more versatile and flexible for students. The video showed configurations in classrooms which isn't possible in all buildings, and we need to assure the ability to personalize as best we can. We can be intentional in new projects, and also think about those that are in the plans in the future.

- Related to this and enrollment and implementation, and thinking about how board members personally get families who reach out for schools for their children based on skills and interests. In talking about enrollment and helping current and future families in understanding pathways, and how is that tied into enrollment and student placement. Response: Middle schools are a focus – feel a great deal of satisfaction in our progress and work to go. We are 74 up in 6-8 grade and will continue to look for that upward trend. We are working to de-mystify what middle school means, and that is important. It can be a difficult time, and find ways to talk about to meet those challenges and needs in in different ways. We need a model that does not have a basis in survival, but instead of how to build what kids bring every day and create experiences in middle school, and one way our strategic plan ties to enrollment and communicate on experiences of our students.
- How do parents understand the middle school model and what it looks like, and it is different in every building? How do students see and feel the middle school model? Response: We understand the need for a transition program to middle school, and a bridge and information to families at an earlier time, and also bridges outward. Our middle school programs are unique and all special – at the same time the strategic plan aims to build that consistency and equity of access. In talking about the middle school model (we're at the beginnings of certain pieces), one thing that can be sure of is that students will be moving into an educational journey that will address their needs developmentally and understand not a junior high model and understanding the "mind shift move". Understand developmentally, our students need different items. Part of the learning also needs to come and building partnerships with elementary sites to prepare students for middle school. This is what every student in SPPS will get at the middle school level. That outreach piece, and information available at elementary sites, and questions parents and families may have about middle school. We want to be realistic and accessible.
 - School choice fair and have lots of questions about middle school model, and because schools are so unique, and that will look and feel different, and more specific in talking about the strategic plan and break it down for families at the Fair. Overall, as talking about strategic plan in community it will be helpful to say this is what is different than in 2013. Response: We also have a middle school model website for families. We are phrasing "good things happen in middle school". The buckets are in literacy because data has shown that students need more robust literacy, 6th graders have double block, also on 7 period day for Foundations course. There are 47 minutes per class, and there will be transitions between classes. We are also looking and have built teachers to collaborate in professional learning communities to work in interdisciplinary teams or context specific needs that focus on honing their practice in a common way. Those are the big three areas with more to come.
- For those students who are currently not in SPPS or current students, what is the point of contact, and how are we communicating that to the community in a verity of ways in multiple ways? How to tell folks in community who want to attend a SPPS middle or high school about their options? Response: As mentioned, our school choice season begins with the School Choice Fair. We have continued to increase to all grades and schools in the District knowing that families need that first step. All families were also notified and shared with their anticipated pathway with notices to 5th graders if they are at this school, and a spot is reserved for them at their pathway school and next steps. We have had school choice workshops throughout the district – these are new this year with 10-30 families each night. The team is available to provide information, and continue to do outreach at various events, childcare, Head Start centers to reach youngest families. New this year is reaching out in part to families with children turning 5 between September 1 and December, and have turned out to be overwhelming success with over 200 families show up for those 2 meetings and those families are interested in learning more about early childhood or PreK, and trying to incorporate new things into placement system and school choice to capture more families. In addition, families that show up and

choose to enroll will be given immediate notification if they are accepted and follow up with families from school and/or student placement staff. Every middle school and high school is expected to have an open house which are scheduled effective to end of February. Working with Kevin Burns, Director of Communications, for strategic marketing and communications. Start with middle school in this spring and important place – focus on middle school and necessary information. We want students to stay and strong middle schools as important hub in community as transition between elementary and high schools. Coming forth with strategic communications around middle school.

- Within the presentation, there were no onramps for families who may have students who need special education services. There are internal conversations around career pathways for students in special education, but to explain more in detail. Response: What we're doing is embedded and with feedback from the Special Education Advisory Committee meeting last month and heard what families involved, kids felt involved, seen in district, what came out loudly is personal learning work and career pathway work in inclusive of all students. Also, how are we partnering with Special Education teachers in schools to create those pathways, which may look different depending on the student, and what are the employability pathways for all students. They are for all students, and in the future, those will be called out in presentations, and also connect through partnerships, with our internal partners in the Office of Specialized Services, and pushing into buildings as well.
- Director Allen noted that within the middle school model, as someone employed at Ramsey during transitions and analyzing middle school model and excited about something being implemented, she appreciated the social-emotional piece, and how to support students through this time. She also recommended that to also include self-identity and cultural identity. This is also a time when students trying to find themselves to prepare for high school. Response: When going over or vetting lessons, partnerships, we have been very explicit in this has to be more inclusive – these characters in this piece are maybe too binary, and make sure calling out and being extremely clear about that inclusivity piece, and also way facilitating and guiding those questions.
 - Director Allen also noted that it needs to be more than representation, and dig deeper, and allow them to dig into who they are and look further into their history – actually allowing to dig into self-identity is important in this stage.
- How are we bringing parents along with this process for our middle school model. It is a crucial time, and we can't do anything without parents and families, and crucial time in this phase. Response: We are developing a very big engagement plan to continue to reach out to parents and there is that clarity and understanding and feedback loop with families. This is ongoing and important work. As we bring students along, and we are mindful of middle school, and ensure we don't lose families as students move into middle school and beyond. That is a priority to continue to engage with families in this work and allow them to come along on this journey with their students, and teachers, and the District in the middle school model work.
- Director Kopp noted that as a middle school parents and former middle school teacher, she mentioned the PLCs, and her experience as a teacher in coming into an interdisciplinary team, she shared the value of that as a new teacher to learn from veteran teachers and other logistical details.
- How do Professional Learning Communities (PLCs) work in the collaborative sense? Is there flexibility for the team to decide what to work on, or is it prescriptive? Are EAs, TAs, and special education teachers included in the PLCs as they work to support students? Response: There are some expectations around PLCs on what to see in an effective PLC. Professional Learning Communities can take a variety of shapes in middle schools. It was mentioned interdisciplinary teams, and there is great value, because the team is comprised of different departments and share the majority of students, and the focus is on those students, and a thread of content areas to share. There is a flexibility of teachers to direct their work. We want to see that PLCD are data driven, that is the third eye in any conversation and be objective and measurable outcomes for out students in supports, needs, and achievement. The second type of PLCs that is in middle school is those content alike PLCs – a group of ELA teacher might share that time. They would be focusing on evidence based practices and monitoring, and adjusting their practice and learning from each other to be able to increase student achievement, We have a lot of tools that support staff and things may look different at different schools because of the schedules that differ. The idea is that they are coming from teacher need and student need, and teacher-directed.
- Within the middle school model and the mention that not all schools are on the 7-period day, can you provide more details on that? Response: We have PreK-8 schools, and 6-8 schools (10), and all but

one are on 7-period day, which is the first phase of schools, and looking at implementation. E-STEM in on the block schedule, which is a new school and still building the school and program.

- In regards to the Pathways conversations, and talking about 4 schools that currently have the program, what is the timeline to expand this to other high schools? Response: The first part is career pathways centers, traditionally, 4 schools are the pilot sites based on current staffing models in those buildings; expanding or enhancing is the next look – like at Harding and Johnson, which have college and career staff and centers – we will be thinking of next phase in terms of support. More phases than timelines. We are exploring a partnership with Achieve Minneapolis, part of the work done in Minneapolis is to raise funds to support the growth of this. From a timeline, partner with them to get a similar model. It will grow as partners grow in funding. In the meantime, look at 4 pilot sites, to learn best practices to advance as funding allows.

C. Facilities Master Plan: Phase Gate 3 Update on Projects

Superintendent Gothard then welcomed Chief of Operations, Jackie Turner, to present on Phase Gate 3 Update on projects within the Facilities Master Plan. He noted that the number of our capital projects are underway, and noted that AIM and Phalen Lake were removed for additional time to work with the Board on how to approach these two projects, and work with the Executive Committee on next steps.

BOE Gate-check Approvals of Large Projects >\$2M

- A chart showing the Gate Check, Gate Name, and Format was shown, with Gates 1-5, and formats ranging from written summary, Committee of the Board presentation, and Board agenda item on the consent agenda, and a written summary.
- Gate check 3 was reviewed in detail.
- A chart showing the various bid due dates for 3 of the 4 projects was shown.

Seeking approval to move projects to bidding phase (included on consent agenda):

- Washington Technology Magnet (athletic improvements)
- District-wide A/V Updates
- Window Replacements
- Roofing Replacements

QUESTIONS/DISCUSSION:

- Will the Board have an opportunity to see the bids, and how to decide what to approve? Response: The bidding review process is a function of Administration, and that is not included to bring forth the multiple proposals – we bring forth the proposal or vendor that was awarded the bid. We do have parameters used to evaluate the bids and vendor to ensure they align with policies and procedures and budget.
 - Where can we find the parameters? Response: We can share those, and is also on the Facilities Master Plan website
- At this point in time as we're ready on the threshold of doing the work, have we gone back and made sure that the staff and people in community have a good sense of the extensiveness of the project, and felt their input was listened to. Also concerned about once project begins, we find out as we're going along that we're not really getting that program what they thought they were going to get. Response: Some of the work that happens prior to schematic design process includes the community engagement, involvement and feedback. Teams have worked extensively with the site teams or FMP teams at each school. In cases where appropriate, met with district council, met with various community members and partners about that project. Prior to bring it to schematic designs, and the projects brought forth tonight, not engagement around roofs and window – has community and assistant directors and athletic director at Washington been involved and engaged with this project? Yes they have been. We do want to be clear that we have not been able to accommodate everyone's wish in our projects, because we are also tied to a budget. We are working with Washington community to understand those priorities and how we need to make tradeoffs in the process. Washington is also phase-in and not meeting full implementation with this gate point check or projects – there's about 3 phases to the Washington Athletic program, that will take us longer than first phase.

- Director Brodrick noted the old adage, “Measure twice and cut once”, and his question of if we are at the stage where everyone knows what they’re going to be getting on this very big project? Response: Yes, we do believe – we have been working and shared and communicated with the Parks department, work with local community. Yes, is everyone satisfied and happy with full design? There are some people feel want more – feel put forth the budget to support and a projects, at the end of pall phases, will be athletic program to be proud of. With that particular school given its proximity to other places in community – not just for Washington, but something for East Side and Rice Street will be proud of as well as SPSS to offer to its community.
 - Director Brodrick noted his communication with students at Washington that are excited for this project and to be able to use those facilities.
- Cross reference the information in consent agenda – assume see substantive parts of the requests in terms of funding and financing requested. The purpose of this approval is to have oversight by the Board of the expenses and the projects. One question is in looking at each of the projects individually, gives information about the project, but don’t see how it fits in with all budgets that we will use similar funding streams for, including capital bonds, and what has been spent. Will there be a place to see all projects that will be funded from that pool of funding to see how they line up together? Some of the issues were about overages in individual projects and capped that year. In the aggregate, are we going beyond what expected to spend in a given time period, and would like us to be able to do that as well and compare the projects and other projects in the future. See it not by project, but also by funding stream and time as well. Response: Yes, the Board will be able to see that. Reminder that the windows and roof projects, A/V and Washington, as well as AIMS and Phalen Lake which were pulled, those were the last projects under the previous cycle that were already in process. Any projects moving forward in next phase of FMP as we rethink how to work with FMP review information, think together to re-envision moving forward. The next phase of this work, the Board and community will look at FMP from a program level, all resources, all money, by source, and by project. Will see that in the next phase, later this spring.
 - Expect that and helpful in terms on overall next step. Doing the first run of this gate looks like, and suggesting that as presenting in this gate and moment with a chart that lays out projects and funding streams to see where we are across projects would be helpful. To see the overall point of where we’ll be to give another opportunity line things up. All of this is going and framed may look different because of the FMP. Response: There will be funding components as well on the dashboard, which will be public facing. Resources will be broken down by funding stream and project. We will look at by quarter, working with the team with FMP and Finance and Jacobs helping to lay that out of what it will look like. A detailed cash flow of schedule of projects will be available in the spring with Jacobs Engineering, Facilities, and Finance.
- Chair Xiong also looped back to the piece on community engagement. In particular, board members received a letter from a student athlete from the Washington community about awareness and frustration about soccer field currently. What is the communication process to students about the construction and projects as they experience this in their schools? Response: At this process, where many plans developed, with some modification, and move forward, we’re going to have to have different engagement as we reinitiate the FMP. One of the things is that students will be informed. Part of the process and communication plan is to send out notices that there will be notice sent out tonight of ones not on board agenda – staff have been anticipating. Communication will go back each time after the major decision made, projects moving from gate point 3 approved, send to part communities – Washington students will get the notice of congratulations on the gate check approval in their school that is moving on and explaining what gate point check in student, family and staff-friendly terms and what to expect next time. Heard and need to celebrate and involve community more as well as support these programs. It is not only about bricks and mortar, but also a celebratory of students and families and staff. We will be sharing information with the Washington community soon.

D. Human Resource Transactions

MOTION: Ms. Xiong moved approval of the HR Transactions for the period December 1, 2019 through December 31, 2019. Mr. Brodrick seconded the motion.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Xiong moved approval of all items within the Consent Agenda with item E5 – Establishment of the Unclassified Position of Districtwide Athletic Administrator for Independent School District No. 625 and Relevant Terms and Conditions of Employment pulled for separate consideration. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31905 Gift Acceptance to Highland Park Middle School from Scott Milburn and Melissa Arikian

That the Board of Education authorize the Superintendent (designee) to accept the donation of \$5,000 from Scott Milburn and Melissa Arikian and provide a letter to express the appreciation for the gift.

BF 31906 Gift Acceptance to Humboldt High School

That the Board of Education authorize the Superintendent (designee) to accept the donation of \$10,000 from DonateWell on behalf of Good Done Great and provide a letter to express the appreciation for the gift.

BF 31907 Acceptance of Gift from Boston Scientific FIRST Robotics

That the Board of Education authorize the Superintendent (or Designee) to allow Johnson Senior High School to accept this gift from FIRST Robotics. This gift of \$8,000 will be deposited into the intra-school fund 19-230-298-301-5096-R100.

BF 31908 Acceptance of Gift from Minnesota State High School League Foundation

Authorize the Superintendent (or Designee) to accept the gifts from the Minnesota State High School League Foundation.

BF 31909 Acceptance of a Gift from Peacemaker Minnesota

That the Board of Education authorize the Superintendent (or Designee) to accept the gift from Peacemaker Minnesota.

BF 31910 Acceptance of Scholarship Gift from The Saint Paul Foundation on Behalf of the Edna Moore Memorial Fund

That the Board of Education authorize the Superintendent (or designee) to allow Johnson High School to accept this gift from The Saint Paul Foundation. This gift of \$17,770.07 will be deposited into the intra-school fund 19-230-291-000-5096-S125.

BF 31911 Gift Acceptance from the Trillium Family Foundation

That the Board of Education authorize the Superintendent (or designee) to allow Murray Middle School to accept a monetary gift from Trillium Family Foundation in the amount of \$8,000. The money will be deposited into the Murray Middle School Pilot 1-on-1 Tutoring program account 19-342-291-000-5096-P001.

BF 31912 Gift Acceptance from Helen Podruska Fund

That the Board of Education authorize the Superintendent (designee) to allow J.J. Hill Montessori Magnet School to accept a monetary gift of \$10,000 from Helen Podruska Trust. The total amount will be deposited in intraschool fund 19-493-291-000-5096-4001.

B. Grants

BF 31913 Request for Permission to Accept a Grant from the Hiway Credit Union Foundation – Como Park High School AP Government

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Hiway Credit Union Foundation for the Iowa Caucus project at Como Park High; to accept funds; and to implement the project as specified in the award documents.

BF 31914 Request for Permission to Accept a Grant from the Hiway Credit Union Foundation – Como Park High School Library Media Center

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Hiway Credit Union Foundation for the Library Media Center project at Como Park High; to accept funds; and to implement the project as specified in the award documents.

BF 31915 Request for Permission to Accept a Grant from the Hiway Credit Union Foundation – Como Park Senior High Workforce Readiness

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Hiway Credit Union Foundation for the Workforce Readiness project at Como Park High; to accept funds; and to implement the project as specified in the award documents.

BF 31916 Request for Permission to Accept a Grant from the Hiway Credit Union Foundation – Highland Park High School Government Project

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Hiway Credit Union Foundation for the Minnesota government project at Highland Park High; to accept funds; and to implement the project as specified in the award documents.

BF 31917 Request for Permission to Submit Three Grants to the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit three grants to the Minnesota Department of Education for funds to provide summer agriculture programs at

Como Park High School, Highland Park High School and Humboldt High School; to accept funds, if awarded; and to implement the projects as specified in the award documents.

BF 31918 Request for Permission to Submit a Grant to the Minnesota Department of Natural Resources

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Natural Resources for funds to provide intensive professional development in citizen science to 20 SPPS teachers; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31919 Request for Permission to Submit a Grant to the Minnesota Department of Transportation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Transportation for funds to open an afterschool bike repair program at Open World Learning Community and partner with Saint Paul Police Department to cover the cost of officer time to support bike/walk activities in schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31920 Request for Permission to Submit a Grant to the Minnesota Historical Society

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Historical Society for funds to create an American Indian cultural resource space in the media center at Harding High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31921 Request for Permission to Accept a Grant from Special Olympics Minnesota

That the Board of Education authorize the Superintendent (designee) to accept funds from Special Olympics Minnesota to fund a bowling team for adults with disabilities in Saint Paul Public Schools; to accept funds; and to implement the project as specified in the award documents.

BF 31922 Request for Permission to Accept a Grant from the Hiway Credit Union Foundation - Como Park Mathematics Education

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Hiway Credit Union Foundation to enhance mathematics education at Como Park High; to accept funds; and to implement the project as specified in the award documents.

BF 31923 Request for Permission to Submit a Grant to the Minnesota Historical Society - Office of American Indian Education

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Historical Society to purchase books for the cultural resource room at the Office of American Indian Education; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

D. Agreements

BF 31924 Approval of Employment Agreement Between Independent School District No. 625 and International Union of Operating Engineers, Local No. 70, Exclusive Representative for Custodians

That the Board of Education of Independent School District No. 625 enter into an agreement concerning the terms and conditions of employment for International Union of Operating Engineers, Local No. 70; duration of said Agreement is for the period of July 1, 2018, through June 30, 2020.

E. Administrative Items

BF 31925 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period November 1, 2019 – November 30, 2019.

(a) General Account	#718891-720234	\$56,833,399.06
	#0003542-0003576	
	#7003521-7003559	
	#0004095-0004181	
(b) Debt Service	-0-	<u>\$0.00</u>
(c) Construction	-0-	<u>\$6,644,114.89</u>
		<u>\$63,477,513.95</u>

Included in the above disbursements are two payrolls in the amount of \$37,767,230.74 and overtime of \$198,993.50 or 0.53% 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 April 30, 2020.

BF 31926 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 January 30, 2020, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31927 Request for Approval to Apply for Funds from the Minnesota State High School League's Foundation

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota State High School League's Foundation for monies being awarded to high schools in the State of Minnesota; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31928 Correction to 2020-2021 Calendar

That the Board of Education approve the change in the 2020-2021 calendar to reflect Memorial Day as May 31, 2021.

BF 31929 Phase Gate Approval of District-Wide Instructional A/V (Project #s 4280-20- 01, 4210-20-01, 4350-20-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update

That the Board of Education approve the District-Wide Instructional A/V project (Project #s 4280-20-01, 4210-20-01, 4350-20-01) at Phase Gate Check #3 – Schematic Design, and Phase Gate Check 3A – Finance Plan Update.

BF 31930 Phase Gate Approval of Roof Replacements Project (Project # 0175-20-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update

That the Board of Education approve the Roof Replacements project (Project # 0175-20-01) at Phase Gate Check #3 – Schematic, and Phase Gate Check #3A – Finance Plan Update.

BF 31931 Phase Gate Approval of Washington Technology Athletic Site Improvements Project (Project # 4040-19-01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update

That the Board of Education approve the Washington Technology Athletic Site Improvements project (Project # 4040-19-01) at Phase Gate Check #3 – Schematic Design, and Phase Gate Check 3A – Finance Plan Update.

BF 31932 Phase Gate Approval of Window Replacements Project (Project # 0201-20- 01): Gate #3 – Schematic Design; Gate #3A – Finance Plan Update

That the Board of Education approve the Window Replacements project (Project # 0201-20-01) at Phase Gate Check #3 – Schematic Design, and Phase Gate Check 3A – Finance Plan Update.

F. Bids

BF 31933 Request for Authorization to Award ITB-A218654-A Food Service Equipment for the Nutrition Center

That the Board of Education authorizes the award of ITB-A218654-A Food Service Equipment for the Nutrition Center to Trimark-Hockenberg for the value of \$506,264.80

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

The Board requested more information on this item.

Director Brodrick noted that this is a very significant and even monumental change, and going back to a previous model of city-wide athletic director. He is interested in how this is going to be different from what it was when we stopped having citywide almost 20 years ago. He asked particular questions:

- Interested in the vision of the role of this person, and how it will be different from the role of citywide athletic directors of the past and across the country;
- Job description, expectations, and oversight; including hiring and community relations and effects of this change for students, athletes, parents and families, and community members in athletics
- Information on the posting and interview process, and selection process.

- Involvement of local athletic directors and coaches in understanding their new manager will be doing.

Assistant Superintendent Dr. Josh Delich provided more information. One of the things embarked upon starting in July was looking at athletics, and did a comparative analysis to districts comparative to SPPS in Minnesota. In looking at Anoka-Hennepin and Minneapolis, and Rosemount-Apple Valley and Osseo, and they had athletic district administration positions. Also, across the nation, in the East, West, and South, it is characteristic to have this type of position, and was intriguing that Saint Paul once had this type of position.

On a given year, over 5300 students in athletics at high school; he also noted the research regarding student connections with extracurricular and position to be more successful in academics, social, and overall well-being. One role would be to take reigns of athletics and developing from budget and also program evaluation, to hiring, and mentoring site directors working with athletics. Like many positions, this will have many hats to communicate with community with athletics, district strategic plan – empowered to get behind and attend numerous meeting there. Dr. Delich noted that he is currently serving in role, but this role requires a dedicated staff member to attend the various meetings. This role will serve as a constant contact from district to school and community to tie the growth of where we are and support SPPS Achieves. In addition, he noted the onboarding for coaches coming into district and details on their role and programs, and work with the athletic directors to train, coach, mentor and support them. At the same time, they will also need to have the district-level vision and view.

Director Brodrick noted that whoever is going how are we going to find this person – when we post for this job, what is the real job description going to be? Not specifically – concerned about bring on someone with admin skills and the leadership skills, and also the inspirational piece and ability to work with the City. He also noted the boost of the idea of sports complex in the city of Saint Paul. This would be a classic example person to be lead athletic administration – person who will deal with the political arena to ensure if this does happen, that SPPS has a voice in what's going on.

- What do you expect from this person, and are we going to have adequate input from people in the trenches in what they're looking for support system for daily kinds of work? Response: One of the things envision is reflection in the committee, and looking at traits, experience, things to bring into current work – that will be broad stroke with of many voices and insights and inputs in what we're looking for and best fit for individual. There will be an extensive process to attract someone to be able to move us in direction more with athletics, programs and extensive process for voice and making sure identified strong candidate fits our Saint Paul. Also talk about expectations about bring in equity and from district to athletics, achievement up within student athletics, and also with facilities with an audit that looks to bring equity in facilities and common things throughout to every high school could have this and looking at ability for that individual to be a part of the process as a collective team to take athletics in Saint Paul to another level – with voice and well thought-out reflective process to support great things in athletics.

Director Allen noted her experience and involvement in athletics in the city of Saint Paul. She noted that we do need to put supports in place to support academic achievements of athletes in school, however it seems this is another opportunity to add an administrative salary on top of things. As far as organizing on city level, that's something board member to do and be involved in all projects – don't think responsibility of high paid athletic director. She noted that athletic directors should step up and do more training with coaches and strategic about their hiring for positions. Think here is a lot of work to be done around athletics, don't know if adding high paid administrative role is the right choice, and happy to talk more about the ways to support student athletes because there are great things happening in schools right now.

Director Brodrick noted he thinks this is a great idea. He also noted that he is pleased with the responses, and think we all understand the importance of athletics to our total program. Athletics gives us a tremendous value – consequently, he is in favor of creating this position. He wanted to ensure that he presented a little of the history of athletic directors in our city and the importance and as we go forward with this work, and importance of hiring the right person for our great athletic program in our city. Our students are receiving a wonderful experience with their involvement in athletics and receiving lifelong skills and discipline that its vital to being successful adults.

BF 31934 Establishment of the Unclassified Position of Districtwide Athletic Administrator for Independent School District No. 625 and Relevant Terms and Conditions of Employment

MOTION: Mr. Brodrick moved approval that the Board of Education of Independent School District No. 625 approve the establishment of the Districtwide Athletic Administrator job classification effective July 1, 2020; that the Board of Education declare the position of Districtwide Athletic Administrator as unclassified; and that the pay rate be Grade 56E of the Association of Supervisory and Administrative Personnel standard ranges. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Allen	No
Ms. Kopp	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes

X. OLD BUSINESS

Superintendent Gothard then welcomed Chief Financial Officer, Marie Schrul, and Kelly Smith from Baker-Tilly to present on the below items. They also provided more information. Chief Schrul noted that today was the sale of our three different bond and COPs. She also provided an update on the bond rating results from the bond calls, and is pleased to announce Moody's and Standard and Poor's gave us results did maintain excellent bond rating. Great thing to have as a district, especially when doing these sales.

Mr. Smith then provided more details. For the general obligation bond interest rates, this is a 5-year history and they are the lowest they have been in 5 years –the timing was very good and the results will bear that within the bids.

In 2020A, was the annual 15M capital bond that the district issues. The second was a refunding of 2020B, and the third was the COP issue that generated \$70M in proceeds for FMP. We had competitive bids in all three areas – 5 bids for 2020A, 4 bids for 2020B, and 10 for 2020C issue, and reflective of the size. The larger size, the more interested. Each sale, provide district with pre-sale summary, and provide in December. Chart shows projected as interest rates in December, and all issues with these was nearly 0.5%t lower than projected in December – the District is playing less interest in over life of bonds and savings to tax payers. In terms of less interest than projected, between 2020a and 2020c issues \$4.3M less in interest that the district will be paying compared to expectation over a month ago. Rates trending in right direction.

2020b was a refunding and look at issues eligible to be refunded – only one refunded in this time period. Projected savings of just under \$300,000 for this issues, savings of \$550,000. He also noted the savings to the tax payers, as this will lower future payments of district.

With the three resolutions, first to accept lowest bid from Raymond James and Associates for 20A, second to accept the JP Morgan Securities for 20B issues, and to accept Wells Fargo Bank for 20C issues. Once resolutions are passed, and sales move forward, District expects to receive the proceeds on February 20th.

He also thanked the District for the opportunity to work together, and Chief Schrul and her team for their work on preparing for the rating call, and requests for documentation.

A. Resolution Accepting Bid On Sale Of \$15,000,000 General Obligation School Building Bonds, Series 2020A, Providing For Their Issuance And Levying A Tax For The Payment Thereof

BF 31935 Resolution Accepting Bid On Sale Of \$15,000,000 General Obligation School Building Bonds, Series 2020A, Providing For Their Issuance And Levying A Tax For The Payment Thereof

MOTION: Ms. Xiong moved approval of Resolution Accepting Bid On Sale Of \$15,000,000 General Obligation School Building Bonds, Series 2020A, Providing For Their Issuance And Levying A Tax For The Payment Thereof. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

B. Resolution Accepting Bid On Sale Of \$8,810,000 General Obligation Refunding Bonds, Series 2020B, Providing For Their Issuance And Levying A Tax For The Payment Thereof

BF 31936 Resolution Accepting Bid On Sale Of \$8,810,000 General Obligation Refunding Bonds, Series 2020B, Providing For Their Issuance And Levying A Tax For The Payment Thereof

MOTION: Ms. Xiong moved approval of Resolution Accepting Bid On Sale Of \$8,810,000 General Obligation Refunding Bonds, Series 2020B, Providing For Their Issuance And Levying A Tax For The Payment Thereof. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

C. Resolution Authorizing Execution Of First Amendment To Ground Lease, First Amendment To Lease Purchase Agreement, And First Supplemental Declaration Of Trust And Accepting Offer On Sale Of \$65,490,000 Certificates Of Participation, Series 2020C

BF 31937 Resolution Authorizing Execution Of First Amendment To Ground Lease, First Amendment To Lease Purchase Agreement, And First Supplemental Declaration Of Trust And Accepting Offer On Sale Of \$65,490,000 Certificates Of Participation, Series 2020C

MOTION: Ms. Xiong moved approval of Resolution Authorizing Execution Of First Amendment To Ground Lease, First Amendment To Lease Purchase Agreement, And First Supplemental Declaration Of Trust And Accepting Offer On Sale Of \$65,490,000 Certificates Of Participation, Series 2020C. The motion was seconded by Ms. Allen.

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Allen	Yes
Ms. Kopp	Yes

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

XI. NEW BUSINESS - None

XII. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Ellis thanked her colleagues for attending the MSBA Leadership Conference, and also congratulated past board members Jon Schumacher and Mary Vanderwert for their role in the award presented to the District and completing hours of training with MSBA. It was a well-attended conference, and noted that board members accumulate points for every MSBA conference and training, and encouraged board members to attend.
- She also noted the Special Education Advisory Committee meeting earlier this month, and recommendations.
- She went on to note her attendance at the future Ethnic Studies Stakeholder Meeting, and will report back to the Board at the next meeting.
- She also reminded everyone about the School Choice Fair on Saturday at the Union Depot. Chair Xiong also noted the School Choice Fair on Saturday, January 23, 2020 at Union Depot from 9:30am-2pm.
- She also noted her attendance at the Somali PAC meeting, and there will likely be an ask for more board members to attend their meetings.
- She also noted students at Johnson who were out in community in December and helping at Rec Centers over the holidays. Our students are out in the community, and they are doing good work, and being good leaders and mentors to our younger people in the community.
- Director Allen requested an introduction to SEAB representative(s).
- Chair Xiong also noted our school district received the MSBA District Award of Distinction, and to Director Brodrick for receiving the 2020 President's Award, and Director Marchese for receiving the Distinguished School Board Member Award.
- She also noted the Community Input Session on the budget on January 22, 2020.

XIII. FUTURE MEETING SCHEDULE

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

- February 18, 2020
- March 24
- 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)

- February 11, 2020
- March 10
- 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 the meeting to adjourn, and Mr. Marchese and Ms. Allen seconded the motion. It passed by acclaim.

The meeting adjourned at 8:55 p.m.

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

Prepared and submitted by

Sarah Dahlke
Assistant Clerk,
St. Paul Public Schools Board of Education

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE BOARD RETREAT**

February 15, 2020

ROLL CALL

The board retreat began at 8:27 am.

Board: J. Foster, J. Brodrick, M. Xiong, J. Kopp, S. Marchese, Z. Ellis, C. Allen

Staff: C. Baker, S. Dahlke, K. Burns, K. Thao, C. Long

OPENING

SEAB Member Cheng Vang led the Board through introductions and a warm-up activity. He also reviewed the Courageous Conversations protocol, compass, and agreements for discussion.

COMMUNITY ENGAGEMENT

Avi Viswanathan, facilitator, then led the Board through a session on Community Engagement. Objectives for the session included to create a shared definition of community engagement, define the roles of the school board when engaging with communities, and brainstorm potential activities to engage with communities. Board discussion involved the characteristics of engagement, as well as the differences and roles of the school board within service, outreach, and engagement. Board members then discussed in small groups and shared current engagement activities, opportunities for further engagement, and self-reflection on pathways for engagement and how engagement is shared within the Board. The Board then discussed accountability for community engagement, including tracking of activities, sharing of activities, and sharing what board members are learning throughout their engagement.

A recommendation was to continue the conversation on engagement for a structure and process for board engagement and a process for reporting those activities to other board members and the community.

BOARD “NORMS”

Administrative staff then led the Board through high-level details on roles and responsibilities of the Secretary to the Board and Administrator to the Board, communication, and details and review of the Executive Team. Upcoming processes and procedures were also shared. Further details of the Executive Team were also discussed, including definition, mission/purpose, members, schedule, agenda, minutes, and process.

Discussion then involved the history of members of the Executive Team, and a recommendation to continue the conversation of board member interest in serving on the Executive Team.

Chuck Long, General Counsel, then provided further information to inform Directors about Open Meeting Law and Data Practices issues relevant to their interactions with the public and each other and to provide positive support so as to assist each Board member and the Board of Education as a whole in satisfying these obligations. Details of Open Meeting Law included purpose, definitions, and committees and other gatherings. Open Meeting Law and communications were also reviewed. Further discussion involved clarity on laws and regulations on the Open Meeting Law related to social media, emails, and other

communication forms. The Minnesota Government Data Practices Act, as well as communications related to the Act were also discussed. There was also discussion on communication between an individual and board member, and practices, laws, and regulations around that topic.

Kevin Burns, Director of Communications, then provided details on Communications, in order to inform Directors about Communications issues relevant to the perception of the Board and to provide positive support so as to maximize the effectiveness of each Board member and the Board of Education as a whole. He reviewed communications at board meetings, information and data requests, news media, and social media, and noted the support to the Board by the Office of Communications.

DISCUSSION ON STUDENT ENGAGEMENT AND ADVANCEMENT BOARD (SEAB)

Staff then led the Board in a discussion on the Student Engagement and Advancement Board, including overview, history and creation, process, summary of findings, budget, questions to consider, and recommendations, including changes and ways for SEAB members to understand the system. Director Foster recounted her experience in mentoring board members the previous year. Board members also shared their thoughts on the history, current structure, investments by the Board for the success of the program and thoughts for the model of SEAB.

Future discussion includes SEAB members' input, information, and how they see the future of the program; and a meeting between the working group in SEAB and board members to share information and potential ways forward. There is a recommendation to understand the information, and conversation, and to continue this discussion to make a recommendation on changes to SEAB prior to Spring Break 2020, in order to recruit and prepare for the next year. Board members expressed interest in organizing a working group to synthesize information, and to meet with the SEAB working group, and re-group with the entire Board to bridge together, and determine next steps, as well as expectations to find clarity and present back to the Board. Board members who are interested in serving on the subcommittee include Director Allen, Director Marchese, Chair Xiong and Director Foster.

WRAP UP

The board retreat was adjourned at 2:32 pm.

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
February 11, 2020**

PRESENT: Board of Education: J. Foster, J. Kopp, J. Brodrick, C. Allen, S. Marchese, M. Xiong

Z. Ellis arrived at 4:48 p.m.

SEAB: M. Raymond

Staff: Superintendent Gothard, M. Hoerth, H. Hass, L. Erickson, N. Logan, M. Gilbert Dougherty, K. Kimani, K. Cordes-Sween, T. Walker, H. Kilgore, N. Zimmer, B. Natala, E. Levinson, M. Schrul, K. Thao, C. Long, C. Baker, D. Watkins, J. Turner, Y. Vang, M. Doud, B. Chan, K. Burns, J. Engen, K. Randall, S. Bonnick, A. Childs, J. Bjoraker, S. Butler, A. Macias, P. Bookhat, N. Perez, B. Reyes, S. Dahlke

Other: M. Vanderwert, T. Maki, R. Noecker, T. Lonetree, J. Verges, F. Dietz

I. CALL TO ORDER

The meeting was called to order at 4:33 p.m.

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard began the meeting by welcoming board members, community, and staff, and SEAB Member Raymond.

He noted that it is the start of the legislative session at the Capitol, and noted the special education cross-subsidy, as well as the general education revenue fund that has adjusted with inflation since 2003, and the resulting \$25M gap in funding. He also reviewed other items on the SPPS legislative agenda, such as increase and diversify the teacher workforce, enhance taxpayer equity, enhance local control and reduce mandates, and provide resources for child and family stability and support. He also noted it is a non-funding year, and the momentum within the metro and beyond to look at our state of education and how we can organize ourselves to speak with one voice to ensure we can sustain what we all strive to do – excellence in education for students and families. The sessions ends on May 18th, and urged all to learn more about the events and the Capitol and to join session activities and continue to support SPPS and public schools in the state of Minnesota.

B. SEAB Report

SEAB Member Raymond provided an update on their current projects, and frustration of members in trying to complete their 4 Es – including Ethnic Studies project, community engagement with SEAB, engaging LEAP students, and engaging student voice in board decisions. SEAB members wish to build a better bridge between the Board and SEAB, and noted the experience of the group this year. SEAB Member Raymond noted the Ethnic Studies Stakeholder Group, and wishes for SEAB to be involved in collaborating with those members.

Board members requested information on how to help them with community engagement, with SEAB Member Raymond noting that he can bring that back to the group for further discussion. Superintendent Gothard noted that he will ensure SEAB's voice is present in the Ethnic Studies stakeholder group and will follow-up with staff. Director Foster noted her frustration by the lack of student voice in the stakeholder group, and requested further dialogue around that item, because we need authentic engagement and the recommendation for ethnic studies was brought forth by students, and the plan should contain student voice.

C. City of Saint Paul 3K

Superintendent Gothard then welcomed Saint Paul Councilmember Rebecca Noecker to share updates on the 3k program in Saint Paul, and joining our staff in all facets of this work. He also noted former board member, Mary Vanderwert, for her work as well.

Mission

- 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.

The Need

- Minnesota is the **4th most expensive** state for childcare*
- **34%** of Saint Paul's 3 and 4-year-olds live below the Federal Poverty Line
- **74%** live below 300% of the Federal Poverty Line
- Scholarships do not cover the full cost of care and only provide access to children below 185% of poverty
- In Ramsey County, 471 families are on waiting lists for child care assistance
- Of preschool seats in community providers, **4586 are unrated by Parent Aware**
- FAST data shows areas of growth needed for kindergarten among 56% of children

Strategy

1. Create a blueprint
2. Create a leadership structure
3. Build the framework
4. Build the political will

Work to Date

- 2017
 - Saint Paul Children's Collaborative (SPCC) Board direct staff to prepare a blueprint for city-wide early learning
 - SPCC convenes stakeholders
 - Saint Paul 3K Blueprint accepted by SPCC in October
- 2018
 - Steering Committee of policymakers convened in March
 - Contracted with Project Manager in April
 - Design team began work in November
- 2019
 - Community engagement with families and providers
 - Contracted with communications firm
 - Final design report submitted at the end of December

Partners

- Steering Committee members, Design Team, and Financial Subcommittee members were recognized.

- SPPS members included Superintendent Gothard, Mary Vanderwert, Lori Erickson, Arleen Schilling, and Marie Schrul.

Community Engagement

- Outreach Parents and Providers
 - Conversations, listening sessions, online survey
 - Reached over 75 providers and 250 families

Program Design

- Program Elements
 - Mixed delivery system, including Saint Paul Public Schools, charter schools, Head Start, child care centers, and licensed family child care providers
 - Quality metrics and support
 - Common application and enrollment system
 - Full funding for families at 300% of FPL and below.
 - Consistent evaluation of programs
- Outstanding Questions
 - Quality Standards
 - Wrap-around Services
 - Governance
 - Financing Mechanism
 - Family Friend and Neighbor Care

Next Steps

- 2020
 - Build the coalition
 - Organize families and providers
 - "Make it Real"
 - Raise funds
 - Prepare for 2021 legislative session

QUESTIONS/DISCUSSION:

- There was a question from an audience member on the quality standards piece, and quality in early learning programming about teaching and learning within the program, and ensuring it is culturally specific, and its relation to Parent Aware. The balance in quality needs to be safe space, emotionally caring, and food, as well as teaching and learning.
- What conversations are happening for children that attend family, friend or neighbor care? Many of our children of color do not attend care within the system or licensed care, but go to family members or friends. We need to find a way to validate how those families and communities are teaching and nurturing their children and provide connections to not create further gaps between groups of students, and support available for them. What are the conversations around quality piece being balanced between DHS and MDE? In talking about quality how are we reaching children not in licensed care where quality is equally valuable because it is culturally specific and language specific, and value specific. Where is their support to continue what they are doing? Response: These concerns and question mirror similar conversations. These concerns will require further dialogue. These points are spot on and feedback from providers about quality standards and deficiencies in Parent Aware, and we don't want to replicate systems, but build upon and leverage them. We also don't want to replicate a system that isn't working. We are hoping this new entity will be a new voice advocating for kids in St. Paul and providers and families to DHS and MDE for changes they are interested in making to Parent Aware. The decision to expand this to all licensed providers was the most controversial. The discussion was about how the goal is to get as many providers as possible to the scale to quality, and the best ways to do that and options for that. The point about family friend and neighbor care are the conversations we still need to have and how do we

do that because this is going to reach all kids in Saint Paul and there needs to be family, friend and neighbor care in the conversation. The lieutenant governor also asked similar questions.

- Director Kopp noted similar questions, and to build on scaling up the quality, are we engaging with those in different sizes of child care systems and family, friend and neighbor care and how that looks different. Are those folks now or will be included in conversations in ways to scale up in a way that meets their timeline? Are we asking people to move at the same pace not reasonable and how will they be included in the conversation? Response: Yes, they need to be included in the discussion as well. One way of engagement is designing the one stop shop, and building relationships. There is mistrust and groups that have felt, historically, they were not engaged or there was an adversarial relationship. They will absolutely be a part of the conversation. We asked the design team to take the blueprint to a more fine grain level of planning and came back with that so much depends on how much funding there is and timing. Asking them to imagine a certain level of detail was difficult. We also need to build the public will around this idea, even if the details are still murky, something we need to invest in and get resources. Other cities have had implementation planning time, and build relationships to get to those specific questions.
- There was a note about students with special needs, and rich conversations if entities are getting public funding, there is an obligation to include students with special needs, and funding streams and the extra costs around supports for students with special needs and how that may be built into the funding, because we're mandated to provide those supports and will continue to offer those. As we see more funding for early learning, and we are finding more students who need the early intervention, which is a good thing, and also how to financially support it.
- CM Noecker noted she really admires and respects the district partnerships with providers, and has been great to work with staff about wealth of knowledge and will need to continue to work together –we want this to be mutually beneficial.
- There was another note that this is an amazing opportunity for our city. Everybody who has concerns is together in this – city, county, school district, and providers. If we do it right, and follow the research, build a system that works for families and for children, this can be a model for the whole state. It will take courageous leadership and commitment of resources to make it happen. Early childhood is different because of the need to support families, early interventions services, health services, and smaller class sizes, and the qualifications for a quality system. The resources with higher education institutions were also noted and collaboration to build skills and qualifications. This is an exciting opportunity and will make a world of difference for our youngest learners both in early education, but also throughout their entire life. Urged support and commitment of resources to make it happen.
- CM Noecker noted that we couldn't make a better economic development in our human capital - this is the type of program that yields return on investment and is excited for first city in region with starting at 3 access to free or highly subsidized quality early education and the attraction of people to move to Saint Paul and the impacts of this program to the city as a whole and attracting new residents. She also noted this is designed for 3-4 year olds, but have had conversations about 0-3, and 0-5, and conversation with the County about their home visits program, and college savings account program – those will dovetail to serving 3-4 year olds. If the state decides to fully fund programming for 3-4 year olds, we will move the model for 2-3 year olds. We are flexible about the approach, and not letting the state off the hook, but not willing to wait either.
- Director Allen noted concerns from the perspective of African Descendants of Slaves, and in speaking about the different groups within communities and the broken relationships happened with the schools and harm. We need to go through a repair process before people are willing to put their children into a space to be able to process the situations they encounter in schools systems. In talking about getting people on board, it important to have the right people at the table to understand the communities before we reach out to them, and with the city, county and state and different entities and to the different communities, and concerns about what it means. Special education and evaluation, and access to earlier evaluation of students which proves to put disproportionate numbers of African American student in to special education services. Those are real concerns. She challenged the people making decisions and to go into communities and bring those folks to the table to have conversations about their needs. If we don't the program will not work and not get the impact intending.

- Director Marchese was glad to hear talk about if the state funds pre k slots. Think one of the concerns is letting the stat off the hook that people have been pushing. Efforts at the state to be more responsive to 3-4 year olds. Because there is funding for scholarships, as we think about the different sources of revenue. When you looked at the cost estimate of \$25M, is there a sense of what it comes out to be? \$20M for actual to pay of providers? Does it include training and professional development, increase demand for services? Are those embedded in that? Is the sales tax – one way to address this, but that's going to be a long term ask of the state, and the question if the legislature opportunity to do this. Are there other ways? Response: To how far the \$20M goes, it was an informed estimate. Metrics IQ has done this for numerus other cities and good sense of uptick. Not every student will automatically take advantage of this. Many will opt to keep their children in family, friend and neighbor care and not enroll their kids. They estimated that \$20M includes 20% for administrative costs, quality supports, and some overhead, the majority of it is the tuition support. That's where the need is. If there are other solutions. We have looked at every option, and open to others one challenge is that cities are limited to raise revenue aside from property tax. We need to go to the state for approval for all others. Each requires state approval. we have looked at parking surcharge, soda tax – many also require legislative approval and don't yield the resources needed.
- There is already a fair amount of funding that comes into city for funding. Head Start, VPK, child care assistance sliding scale, and could be integrated into this. The city wouldn't have to not bear full cost and could be blended. As this becomes a system, money funneled to kid and less administrative costs and less other personnel. There are opportunities to make what we have more efficient and more relevant to kids.
- Director Brodrick noted not taking action on this presentation. like to hear form other board members and Superintendent and CM Noecker, what could see as possible action that board could take on this down the road? Response: For the district, continue to serve on steering committee and design committee and continue to work with CN Noecker, and keep our work alive; it has been 2.5 years and also do it in a way the respects the position of CM Noecker as it relates to funding decisions and steps. We need to coordinate our efforts moving forward in work at the capital, work with the sales tax if that's an opportunity. Can see this is regular report, and report back to the board as it moves forward.
- In the meantime, this district is going to be very supportive of this project? Response: We will continue to serve on the steering committee, and many topics continue to wrestle with in the plan. Extent to which Superintendent and staff are involved, no reason to stop what we've done if there is still work to be done. In terms of if we can implement this program, decision is out of our hands in permission to authority and vote.
- As a board member, looking for moment of truth when district would come on board as part of the initiative? Response: Ultimately the city is leading this work, and decisions at the city table, there hasn't been a formal ask to be a part of a formal coalition – but will be making that ask in the future. This is something we need to do together and do for kids. This was a preview with more to come.

D. Fiscal Year 2019-2020 Budget Revision

Superintendent Gothard then introduced Marie Schrul, Chief Finance Officer, and Kimberly Cordes-Sween, Senior Budget Analyst, to present information regarding the FY2019-2020 budget revision. There will be a review of Revenue Changes – All Funds, Expenditure Changes – All Funds, Fully Financed Funds, and a recommendation for approval of the revision.

FY20 Budget Revision

(All Funds – Revenue Changes)

Funds	Adopted Budget	Revision	Revised Budget
General Fund	\$ 578,626,651	\$ (4,448,658)	\$ 574,177,993
General Fully Financed	45,701,678	15,127,017	60,828,695

Food Service	29,245,500	0	29,245,500
Community Service	23,105,757	0	23,105,757
Community Service Fully Financed	6,055,136	281,765	6,336,901
Building Construction	150,000,000	0	150,000,000
Debt Service	43,573,599	0	43,573,599
Total Revenue	\$ 876,308,321	\$ 10,960,124	\$ 887,268,445

FY20 Budget Revision

(General Fund – Revenue Changes)

Description	Amount
Decrease of General Education Aid due to enrollment decline (as of 9/20/19)	\$ (4,448,658)

FY20 Budget Revision

(All Funds - Expenditure Changes)

Fund	Adopted Budget	Revision	Revised Budget
General Fund	\$ 578,626,651	\$ 11,286,988	\$ 589,913,639
General Fund Fully Financed	45,701,678	15,127,017	60,828,695
Food Service	29,245,500	0	29,245,500
Community Service	23,176,325	0	23,176,325
Community Service Fully Financed	6,055,136	281,765	6,336,901
Building Construction	67,006,42	4,790,572	71,796,998
Debt Service	44,146,984	0	44,146,984
Total Expenditures	\$ 793,958,700	\$ 31,486,342	\$ 825,445,042

FY20 Budget Revision

(General Fund – Expenditure Changes)

Description	Amount
FY19 Assigned Fund Balance for FY20 Personalized Learning Through Technology (PLTT) expenditures	\$3,260,999
FY19 Assigned Fund Balance for Contractual Obligations/Purchase Order encumbrances that carried over to FY20	2,079,021
FY19 Assigned Fund Balance for Site and Program carryover for planned FY20 expenditures	1,937,365
FY19 Professional Growth contractual balances carried over to FY20	311,420
Pre-K and Voluntary Pre-K site adjustments	1,147,123
Other School & Program adjustments	2,551,060
Total General Fund Revisions	\$11,286,988

FY20 Budget Revision

(Building Construction Fund – Expenditure Changes)

Description	Amount
Revised for Purchase Order encumbrances that carried over to FY20	\$ 8,484,598
Reduction of Contingency	(3,694,026)
Total Building Construction Fund Revisions	\$ 4,790,572

FY20 Budget Revision

(Fully Financed Funds – Revenue and Expenditure Changes)

- Revision on Fully Financed funds reflects the approval of grants under \$500,000 that were not adopted in FY20, as well as revisions to adopted grants and entitlements

Description	Revenue	Expense
General Fully Financed Increase	\$ 15,127,017	\$ 15,127,017
Community Service Fully Financed Increase	\$ 281,765	\$ 281,765

QUESTIONS/DISCUSSION:

RECOMMENDED MOTION: Mr. Brodrick moved, seconded by Ms. Xiong and Ms. Allen, to approve the revised budget for fiscal year 2019-2020. The motion passed by acclain.

QUESTIONS/DISCUSSION:

- What happens to the overage? Does it forward to the next within the assigned fund balance in personalized learning? Response: Within our budget, we have fund balance when we close out the fiscal year. The intent is we have items we plan for within our budget for the next fiscal year. Sometimes we have restricted categories. In the case of personalized learning, there was MacBook and iPad sale 2 years ago, which intentionally assigned fund balance to reinvest within that area. Over the course of last year and this year, the personalized learning department is planning on investing dollars in that area in staffing and infrastructure. They are utilizing those resource within this fiscal year. These are planned expenditures and what fund balance is intended for and intended for a purpose.
- Director Allen noted that if there is an overage on that – why not invest into more apps the kids could use in the classroom or access like hot spots? Want to see more dollars, and hoping those dollars going directly to students, and expanding that. IT is really important, and trainings about how to use the computer during instruction time, and so many ways to use it and like to see if t directly impact to students. That a lot of money that could impact our students.
- Chief Schrul also noted these figures are for FY20. As we look ahead to FY21, we need to be strategic about what we are planning in our budget. We are going through a priority based budget project right now and meeting in upcoming weeks. As look at trend of enrollment, the trend of enrollment was a decline. That enrollment decline will impact what planning on for next year's revenue. As we are going into next few months and look at options and budget, everything builds off prior year budget and can see trends and be strategic about what doing as district. Revenue looks flat, and mindful of what we're doing overall as a district. It's important to see projections in a couple weeks for current year and where we are landing.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 5:49 p.m. The motion passed by acclain.

IV. WORK SESSION

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.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk

MEETING MINUTES
EQUITY COMMITTEE MEETING
January 27, 2019

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

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

Other: S. Dahlke

I. CALL TO ORDER

The meeting was called to order at 4:45 p.m. by Ms. Pope. She also welcomed our new members.

II. AGENDA

Ms. Pope began the meeting to invite the committee to reflect on others who have allowed them to think differently about things and issues, as well as those we have lost, either in sports or life, and how they allowed us to think differently.

A. 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.

B. Norms

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

C. Grounding and Complete Group Synthesizing

A video was shown that told the story of a Hmong student who attended and graduated from Central Senior High, and the contrast of his high school experience with the experience of his peers and friends who did not graduate, including reflection 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 then discussed in their groups which quadrants they moved through within the compass of Courageous Conversations.

Ms. Pope then led the Committee through exercises that differentiated hopes of the Committee and hopes for the District. Groups then shared their findings and reflections from within their conversations. The next piece called for committee members to think about the dreams for the District in comparison to the hopes for the Committee. Groups then shared their findings. Identification of recommendations within the written charts by groups were discussed, as well as themes throughout the suggestions. Possible recommendations for the Committee to considered were also explained and discussed. Committee members were encouraged that in the recommendations, 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. Current homework for committee members will involve asking others from their stakeholder group(s) about inequities that they see in the District to be completed by February 18th.

Questions that followed included differences and details on processes and procedures, and how to interpret the different categories of inequities within the survey.

III. ADJOURNMENT

The meeting adjourned at 6:35 p.m.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk



SPPS Achieves Strategic Plan Update

Board of Education
February 18, 2020

Strategic Initiatives - SPPS Achieves

40

Positive School and District Culture

Strategic Initiatives

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

Effective and Culturally Relevant Instruction

Strategic Initiatives

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

Program Evaluation and Resource Allocation

Strategic Initiatives

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

College and Career Paths

Strategic Initiatives

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

Family and Community Engagement

Strategic Initiatives

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

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

41

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



Video: [Social-Emotional Learning with Central High School Drum Class](#)

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



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

Core SPPS practices as defined by the 8a initiative that are necessary to equitably improve stakeholder engagement in decision-making in SPPS

45	Project Design	Engagement Design	Implementation Plan	Use of Engagement Results
----	----------------	-------------------	---------------------	---------------------------



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

46





SPPS Achieves

Each student. One community. Endless opportunities.

Strategic Plan 2019-23



Saint Paul
PUBLIC SCHOOLS

Envision SPPS Project Overview

Board of Education
Tuesday, February 18, 2020

Purpose

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

49

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:

50

We believe that research, industry standards (best practices) and input from our community of stakeholders, 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

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. Create timelines to support manageable transitions for families, staff and communities

51

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.

52

How will we achieve this?

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.

53

How will we achieve this?

Examples of Resources:

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

54

IAP2'S PUBLIC PARTICIPATION SPECTRUM

The IAP2 Federation has developed the Spectrum to help groups define the public's role in any public participation process. The IAP2 Spectrum is quickly becoming an international standard.

INCREASING IMPACT ON THE DECISION 					
	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

© IAP2 International Federation 2014. All rights reserved.

Workgroup and Report Examples

56

Workgroups <i>currently underway</i>	Reports <i>we will be using</i>	Data <i>we will be analysing</i>
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

Executive Leadership

Champion for the project. Provides high-level direction, authority, and resources. Removes roadblocks.

Executive Sponsor

Dr. Gothard
Superintendent

Steering Committee
Board of Directors

Project Sponsor

Chief Jackie Turner
Division of Operations

Advisory Committee
Senior Leadership Team

Supports the Sponsors. Provides high-level direction and input.

Project Leadership

Provides day-to-day leadership for planning, implementation, and closing. Resolves issues and escalates when needed.

Project Manager

Shawntan Howell
SPPMO

Project Work Team

Provides leadership of the day to day activities of the project in support of the planning and implementation of the project plan.

Project Team

Core Team

Offices and Departments of
Schools, Academics, REA, Operations,
Finance and Communications

Internal
Workgroups

External
Workgroups

Project Resources

Communications Services
Demographic Analysis

Provides subject matter expertise and functional/subject matter expertise, ownership, leadership, and accountability for assigned project results.

Resources that provide subject matter expertise as needed.

Proposed Timeline

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

58

Board Action

Accept Administration's recommendation to move forward with the Envision SPPS project.

Comments/Questions?

HUMAN RESOURCE TRANSACTIONS
January 1, 2020 – January 31, 2020
February 18, 2020

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Anhorn, R. L.	Classroom Teacher	01/04/2020	\$50.04	Johnson Achievement Plus
Banker, A. J.	Classroom Teacher	01/21/2020	\$27.18	Harding Senior High
Lagos, P. L.	Classroom Teacher	02/10/2020	\$54.09	Colborne Admin Offices
Macias, A.	Classroom Teacher	01/13/2020	\$28.13	American Indian Magnet
Mitchell, A. N.	Classroom Teacher	01/23/2020	\$30.82	Global Arts Plus - Lower
Richards, A. J.	Classroom Teacher	02/03/2020	\$33.94	Randolph Heights Elem
Erben, N. M.	Classroom Teacher	02/24/2020	\$34.68	E-STEM Middle School
Yusuf, A. L.	Classroom Teacher	01/21/2020	\$27.18	Highwood Hills Elementary
Dolo, S. K.	School/Community Professional	01/04/2020	\$24.37	RiverEast Elem/Secondary
Heuckendorf, A. E.	School/Community Professional	01/04/2020	\$25.23	Student Placement Center
Monson, S. A.	Education Assistant	01/21/2020	\$18.62	Brittanys Place
Offerdahl, M. E.	Education Assistant	01/13/2020	\$17.20	1780 West 7th St
Omer, W. F.	Education Assistant	01/13/2020	\$16.53	Harding Senior High
Rakestraw, D. I.	Education Assistant	12/23/2019	\$18.64	1780 West 7th St
Stanke, A. R.	Education Assistant	01/23/2020	\$19.39	1780 West 7th St
Treichel, A. R.	Education Assistant	01/21/2020	\$22.85	Focus Beyond
Aretz, B. E.	Teaching Assistant	01/21/2020	\$15.00	Capitol Hill Magnet
Arksey, E. O.	Teaching Assistant	01/22/2020	\$15.00	1780 West 7th St
Bashir, F. M.	Teaching Assistant	01/04/2020	\$15.00	Highwood Hills Elementary
Basques, E. C.	Teaching Assistant	01/04/2020	\$15.00	Cherokee Heights Elem
Bethea, M.	Teaching Assistant	01/04/2020	\$15.00	Johnson Achievement Plus
Florentino, S.	Teaching Assistant	02/01/2020	\$15.00	271 Belvidere Bldg
Hobrough, M. D.	Teaching Assistant	01/22/2020	\$15.00	Hazel Park Preparatory
Jones, K. I.	Teaching Assistant	01/13/2020	\$15.00	Galtier Elementary
Keener, A. S.	Teaching Assistant	01/04/2020	\$16.00	Washington Tech
Krohn, A. K.	Teaching Assistant	01/14/2020	\$15.00	Highland Park Elementary

HUMAN RESOURCE TRANSACTIONS
January 1, 2020 – January 31, 2020
February 18, 2020

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kussmaul, G.	Teaching Assistant	01/04/2020	\$15.00	Nokomis Montessori North
Leniek, J. M.	Teaching Assistant	01/21/2020	\$15.00	271 Belvidere Bldg
Lor, N.	Teaching Assistant	01/27/2020	\$15.00	Washington Tech
Morgan, L. Y.	Teaching Assistant	01/18/2020	\$21.35	Groveland Park Elementary
Pickens, C. Q.	Teaching Assistant	01/08/2020	\$15.00	E-STEM Middle School
Quintuna, E. G.	Teaching Assistant	01/06/2020	\$15.00	1780 West 7th St
Santiago, A. A.	Teaching Assistant	01/27/2020	\$16.00	Washington Tech
Smith, E. T.	Teaching Assistant	01/21/2020	\$15.00	St Anthony Park Elementary
Weathers, M. B.	Teaching Assistant	01/30/2020	\$16.00	Humboldt Secondary School
Yang, P.	Teaching Assistant	01/06/2020	\$15.00	Farnsworth Aerospace Lwr
Yusuf, M. A.	Teaching Assistant	01/10/2020	\$15.00	1780 West 7th St
Everson, D. M.	Clerical	01/27/2020	\$21.50	Colborne Admin Offices
Storbeck, S. A.	Clerical	01/29/2020	\$20.12	Maxfield Elementary
Stuart, L. R.	Clerical	02/01/2020	\$18.32	Colborne Admin Offices
Urbina, C. M.	Clerical	01/21/2020	\$20.12	Title I Fed Program Offices
Vang, X. C.	Clerical	01/21/2020	\$19.41	St. Paul Music Academy
Vogel, K. W.	Clerical	02/05/2020	\$22.77	Bridge View
Hartman, P. R.	Custodian	01/13/2020	\$17.04	Highland Park Senior High
Bradley, L. M.	Nutrition Services	01/04/2020	\$15.00	Harding Senior High
Chang, X. T.	Nutrition Services	02/01/2020	\$15.00	Rondo Education Center
Footh, C. M.	Nutrition Services	01/04/2020	\$15.00	Como Service Center
Harris, S. D.	Nutrition Services	01/13/2020	\$15.00	Frost Lake Elementary
Joshua, R. Y.	Nutrition Services	02/01/2020	\$15.00	Bruce F Vento Elementary
Litzau, R. L.	Nutrition Services	02/01/2020	\$15.00	Como Park Senior High
Meyer, H. F.	Nutrition Services	01/13/2020	\$15.00	Central Senior High
Niven, A. S.	Nutrition Services	01/13/2020	\$15.00	Frost Lake Elementary
Peltier, R. M.	Nutrition Services	01/13/2020	\$15.00	Como Service Center

HUMAN RESOURCE TRANSACTIONS
January 1, 2020 – January 31, 2020
February 18, 2020

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Rivera, N. M.	Nutrition Services	01/06/2020	\$15.00	Wellstone Elementary
Thao, J.	Technical	01/13/2020	\$20.77	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Cropsey, A. M.	School/Community Professional From: Teaching Assistant	01/04/2020	\$24.37	St Anthony Park Elementary
Carter, L. M.	Education Assistant From: Teaching Assistant	01/18/2020	\$20.96	Obama Service Learning
Paddock, M.	Education Assistant From: Teaching Assistant	01/29/2020	\$17.20	1780 West 7th St
Jakes, D. E.	Teaching Assistant Career Progression	02/03/2020	\$16.00	Humboldt Secondary School
Johnson, S. M.	Clerical Career Progression	01/18/2020	\$24.46	Transportation Services
Wikman, L. N.	Clerical Career Progression	02/01/2020	\$23.31	Colborne Admin Offices
Catarra, S. M.	Nutrition Services Career Progression	01/04/2020	\$19.68	Ramsey Middle School
Edwards, N. N.	Nutrition Services Career Progression	01/13/2020	\$16.87	Wellstone Elementary
Stowers, S.	Nutrition Services Career Progression	01/21/2020	\$23.59	Como Service Center
Vigil, J. M.	Professional Employee Career Progression	12/21/2019	\$26.75	1780 W. 7th Street
Michaud, P. V.	Supervisory Career Progression	12/21/2019	\$40.15	Colborne Admin Offices

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Sandstrom, S. R.	Classroom Teacher	01/13/2020	\$27.18	Obama Service Learning

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Anderson, C. R.	Classroom Teacher	01/17/2020	Central Senior High
Chang, S.	Classroom Teacher	01/18/2020	JJ Hill Montessori Magnet
Drow, S. K.	Classroom Teacher	01/20/2020	Battle Creek Middle School
Gorder, H. R.	Classroom Teacher	01/06/2020	Expo for Excellence

HUMAN RESOURCE TRANSACTIONS
January 1, 2020 – January 31, 2020
February 18, 2020

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kautt, C. E.	Classroom Teacher	01/04/2020	Bruce F Vento Elementary
Killeen, A. K.	Classroom Teacher	02/17/2020	Eastern Heights Elementary
Lance, J. M.	Classroom Teacher	12/09/2019	Mississippi Creative Arts
Nelson, K. A.	Classroom Teacher	02/15/2020	Highland Park Senior High
Powers, S.	Classroom Teacher	01/25/2020	Como Park Senior High
Sorenson, Y.	Classroom Teacher	12/18/2019	Cherokee Heights Elem
Lilja, L. A.	Occupational Therapist	01/28/2020	Maxfield Elementary
Nu, N.	Education Assistant	01/06/2020	Highwood Hills Elementary
Pflugh, S. E.	Education Assistant	01/11/2020	Humboldt Secondary School
Zan, H.	Education Assistant	01/09/2020	Harding Senior High
Christy, H. E.	Teaching Assistant	01/06/2020	Expo for Excellence
Coulibaly, K.	Teaching Assistant	01/07/2020	Battle Creek Elementary
Erickson, J. L.	Teaching Assistant	01/08/2020	Mississippi Creative Arts
Huffman, S. R.	Teaching Assistant	01/13/2020	Capitol Hill Magnet
Kaste, M. A.	Teaching Assistant	01/07/2020	American Indian Magnet
Kipka, M.	Teaching Assistant	12/19/2019	Humboldt Secondary School
McConnell, K. M.	Teaching Assistant	01/15/2020	Battle Creek Elementary
Reece, L. C.	Teaching Assistant	01/21/2020	Farnsworth Aerospace UPR
Sparkman, C. O.	Teaching Assistant	01/06/2020	Obama Service Learning
Yang, B. M.	Teaching Assistant	01/06/2020	Eastern Heights Elementary
Fisher, T. D.	School Bus Driver	01/15/2020	Transportation Services
Carraher, M. J.	Custodian	01/11/2020	Wellstone Elementary
Abbai, E. T.	Nutrition Services	01/08/2020	Como Service Center
Akeredolu, A. F.	Nutrition Services	01/07/2020	American Indian Magnet
Esse, S. A.	Nutrition Services	01/23/2020	St. Paul Music Academy

HUMAN RESOURCE TRANSACTIONS
January 1, 2020 – January 31, 2020
February 18, 2020

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S., A. T.	Education Assistant	01/07/2020
R., C. M.	Teaching Assistant	01/06/2020
W., J.	Teaching Assistant	02/05/2020
B., L. M.	Nutrition Services	01/28/2020

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Farrey Latz, B. R.	Classroom Teacher	01/04/2020	\$50.80	Mississippi Creative Arts
Hughes, J. H.	Education Assistant	01/13/2020	\$23.23	Central Senior High
Acosta, L.	Teaching Assistant	01/04/2020	\$15.00	Cherokee Heights Elem
Brown, A.	Teaching Assistant	02/01/2020	\$15.00	Battle Creek Middle School
Howard, L.	Teaching Assistant	01/27/2020	\$16.00	Washington Tech
Johnson, K. J.	Teaching Assistant	01/07/2020	\$19.67	Benjamin Mays/Museum
Mobley, J. M.	Teaching Assistant	01/21/2020	\$15.00	Farnsworth Aerospace UPR
Taulelle, K. J.	Teaching Assistant	01/17/2020	\$20.67	Highland Park Senior High
Xiong, P.	Teaching Assistant	01/27/2020	\$16.00	Bruce F Vento Elementary

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Birchland, A. M.	Classroom Teacher	01/06/2020	Como Park Elementary
Blake, M. A.	Classroom Teacher	01/06/2020	Maxfield Elementary
Crosby, M. M.	Classroom Teacher	01/06/2020	Harding Senior High
Gorder, H. R.	Classroom Teacher	01/27/2020	Expo for Excellence Elem
Larson, A. M.	Classroom Teacher	01/06/2020	Wellstone Elementary
Mao, M. J.	Classroom Teacher	01/06/2020	Eastern Heights Elementary
Pankow, M. P.	Classroom Teacher	01/21/2020	Highland Park Senior High
Sorenson, Y.	Classroom Teacher	01/06/2020	Cherokee Heights Elem
Vang, M. X.	Classroom Teacher	01/15/2020	Jackson Preparatory
Vue, N.	Classroom Teacher	01/06/2020	Como Park Elementary
Obasi, C. C.	Classroom Teacher	01/06/2020	The Heights
Osborne, H. C.	Classroom Teacher	01/06/2020	Humboldt Secondary School

HUMAN RESOURCE TRANSACTIONS
January 1, 2020 – January 31, 2020
February 18, 2020

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Xiong, X.	Classroom Teacher	01/06/2020	Highland Park Senior High
Dungey, A. L.	School/Community Professional	01/21/2020	Daytons Bluff
Renville Soto, C. C.	Education Assistant	01/06/2020	Mississippi Creative Arts
Scarver, A. T.	Education Assistant	01/27/2020	Humboldt Secondary School
Kipka, M.	Teaching Assistant	01/22/2020	Humboldt Secondary School
Willson, C. E.	Teaching Assistant	01/27/2020	RiverEast Elem/Secondary
Fisher, T. D.	School Bus Driver	01/31/2020	Transportation Services
Logan, C. N.	Clerical	01/06/2020	Central Senior High
Carraher, M. J.	Custodian	01/27/2020	Wellstone Elementary
Wollensak, M. M.	Professional Employee	01/17/2020	Colborne Admin Offices

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Galuska, B. C.	Teacher on Special Assignment From: Classroom Teacher	01/04/2020	\$52.76	1780 W. 7th Street
Johnson, D. Y.	Teaching Assistant From: Nutrition Services	09/04/2019	\$15.00	JJ Hill Montessori Magnet

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Armstrong, S. C.	Classroom Teacher	01/25/2020	Johnson Senior High
Hesla, J.	Classroom Teacher	01/25/2020	Central Senior High
Isham, K. J.	Classroom Teacher	01/18/2020	American Indian Magnet
Richards, S. K.	Classroom Teacher	02/01/2020	Randolph Heights Elem
Khosravani, F.	Classroom Teacher	08/19/2019	Nokomis Montessori North
Cooper, G. S.	Education Assistant	12/21/2019	Obama Service Learning
Anderson, M. R.	School Bus Driver	04/11/2020	Transportation Services
Dennis, D.	Nutrition Services	01/04/2020	Focus Beyond
Cox, G. D.	Transportation	02/04/2020	Transportation Services

HUMAN RESOURCE TRANSACTIONS
January 1, 2020 – January 31, 2020
February 18, 2020

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Blau, A. E.	Classroom Teacher	01/23/2020	The Heights
Koch, D. R.	Classroom Teacher	10/22/2019	Battle Creek Middle School
Pokorny, M. J.	Classroom Teacher	11/09/2019	Int'l Academy - LEAP
TenBensel, C. R.	Classroom Teacher	01/18/2020	Groveland Park Elementary
Barker, C.	Classroom Teacher	01/18/2020	The Heights
Moerke, C.	Classroom Teacher	01/21/2020	Nokomis Montessori North
Rawlings, M.	Classroom Teacher	02/01/2020	Washington Tech
Walden, D. L.	Classroom Teacher	01/25/2020	Parkway Montessori/Middle
Espinoza, J. L.	School/Community Professional	11/10/2019	RiverEast Elem/Secondary
Her, M.	School/Community Professional	01/11/2020	Student Placement Center
Drexler, I. M.	Education Assistant	01/07/2020	Four Seasons A+
Hanson, M. L.	Education Assistant	01/11/2020	1780 West 7th St
Joseph, H. S.	Education Assistant	01/05/2020	1780 West 7th St
Mohamed, H. A.	Education Assistant	02/06/2020	Como Park Senior High
Payne, D.	Education Assistant	01/03/2020	Washington Tech
Scarver, A. T.	Education Assistant	02/03/2020	Humboldt Secondary School
Black, J.	Teaching Assistant	01/15/2020	Parkway Montessori/Middle
Black, P. A.	Teaching Assistant	02/08/2020	Humboldt Secondary School
Blaeser, A. R.	Teaching Assistant	01/11/2020	Capitol Hill Magnet
Camara, A.	Teaching Assistant	01/21/2020	Washington Tech
Hassan, F. I.	Teaching Assistant	01/18/2020	Nokomis Montessori South
Hegland, E.	Teaching Assistant	01/22/2020	Randolph Heights Elem
Heitkamp, S. M.	Teaching Assistant	01/03/2020	Eastern Heights Elementary
Hurley Ominde, S. M.	Teaching Assistant	12/21/2019	Parkway Montessori/Middle
Outen, K. R.	Teaching Assistant	01/18/2020	Frost Lake Elementary
Oye, D. P.	Teaching Assistant	11/02/2019	Galtier Elementary

HUMAN RESOURCE TRANSACTIONS
January 1, 2020 – January 31, 2020
February 18, 2020

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Robertson, M. J.	Teaching Assistant	01/08/2020	Crossroads Science
Sandbeck, S.	Teaching Assistant	01/30/2020	Humboldt Secondary School
Soe, T. T.	Teaching Assistant	02/29/2020	Crossroads Montessori
Whitaker, J.	Teaching Assistant	02/19/2020	RiverEast Elem/Secondary
Wilson, D. A.	Teaching Assistant	01/04/2020	Washington Tech
Yohnk, M. T.	Teaching Assistant	01/22/2020	Bruce F Vento Elementary
Murray, T.	Custodian	01/23/2020	Washington Tech
Ali, A. A.	Nutrition Services	01/18/2020	American Indian Magnet
Freeman, L. R.	Nutrition Services	12/21/2019	Washington Tech
Rogers, M.	Nutrition Services	12/24/2019	Adams Spanish Immersion
Thao, K. K.	Nutrition Services	01/11/2020	Washington Tech

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S., V. S.	Education Assistant	01/31/2020
W., S. Y.	Education Assistant	01/18/2020
N., A. A.	Teaching Assistant	01/18/2020
M., B. B.	Custodian	01/04/2020
B., L. M.	Nutrition Services	01/31/2020
F., C. G.	Nutrition Services	10/12/2019
S., P. C.	Nutrition Services	12/14/2019

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Rice, A. M.	Classroom Teacher	12/21/2019	Four Seasons A+
Thor, A. D.	Classroom Teacher	01/18/2020	Hazel Park Preparatory

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

DATE: February 18, 2020

TOPIC: Acceptance of Anonymous Donation in the Amount of \$20,000 for the Mary Mackbee Auditorium at Central High School

A. PERTINENT FACTS:

1. The Central High School Mary Mackbee Auditorium is in need of updating.
2. An anonymous donor has given a large donation to cover a portion of the cost.
3. This donation will cover a large portion of these renovations.
4. Items to be replaced are: carpet on the main floor and tech booth, sliding flex glass windows for the tech room, retractable screen and laser projector, hanging recording microphones, soundboard for 32 channels, iPad, Xcord, and lapel microphones.
5. This project will meet the District strategic plan focus area of Program Evaluation and Resource Allocation.
6. This item is submitted by Dr. George Nolan, Principal; Dr. Efe Agbamu, Assistant Superintendent; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

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

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

DATE: February 18, 2020

TOPIC: Acceptance of Gift from the Como Park Booster Club

A. PERTINENT FACTS:

1. Our district high school, Como Park High School, to accept monetary gifts in the amount of \$5,961.57 from the Como Park Booster Club. The amount of \$5,961.57 was raised from the first annual Fun Run during Homecoming. It will be allocated to the cost of organizing the Fun Run (security and permits) and purchasing new bleachers for our stadium
2. This project will meet the District strategic plan focus area of Program Evaluation and Resource Allocation and Positive School and District Culture.
3. This item is submitted by Laura Ranum, Athletic Secretary; and Dr. Joshua Delich, Assistant Superintendent.

B. RECOMMENDATION:

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

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

DATE: February 18, 2020

TOPIC: Gift Acceptance from Data Recognition Corporation

A. PERTINENT FACTS:

1. Hazel Park Preparatory Academy would like to accept a monetary gift of \$6,882.00 from Data Recognition Corporation.
2. Hazel Park Preparatory Academy was designated to receive this gift because of the formal partnership between the school and Data Recognition Corporation.
3. The specific expenditures of this gift is to be used for the school general fund account for playground equipment, field trip feed and transportation, classroom materials and supplies, PBIS materials and snacks for students.
4. This project will meet the District strategic plan focus area of Positive School and District Culture.
5. This item is submitted by Duane Dutrieuille, Principal; Billy Chan, Assistant Superintendent; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

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.

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

DATE: February 18, 2020

TOPIC: Acceptance of a Gift from Global Arts Plus PTA

A. PERTINENT FACTS:

1. \$10,000 was given to Global Arts Plus for the 2019-20 school year to be added to 19-510-291-000-5096-0000.
2. Global Arts Plus will use funds to pay guest artists for school residencies throughout the year.
3. This project will meet the District strategic goal of Program Evaluation and Resource Allocation, and Effective and Culturally Relevant Instruction.
4. This item is submitted by Chreese Jones, Principal; Dr. Josh Delich, Assistant Superintendent; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

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

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

DATE: February 18, 2020

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

A. PERTINENT FACTS:

1. New books will be donated by First Books to elementary classrooms to supplement the classroom library or to be sent home with students. First Books is a nonprofit social enterprise that provides new books to children in need.
2. Books will be chosen by classroom teachers on February 29, 2020 Fraternity Day of Service hosted at Dayton's Bluff Elementary. Teachers will sign up for a time to choose and pick up books for their students.
3. The value of the gift is \$75,000.
4. This project will meet the District strategic plan focus area of Effective and Culturally Relevant Instruction. First Books donation of new books provides access for students to students both in the classroom at home to increase the volume of reading.
5. This item is submitted by Sue Braithwaite, Literacy Supervisor, Majjue Lochungvu, Assistant Director of Teaching and Learning, and Kate Wilcox Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: February 18, 2020

TOPIC: Request for Permission to Accept a Grant from Metro ECSU

A. PERTINENT FACTS:

1. Metro ECSU accepts grant applications for projects that provide assistive technology training to special education teachers to increase student access to curriculum and academic achievement.
2. Saint Paul Public Schools Office of Specialized Services was awarded funds for professional development. Twenty-four special education staff will receive training on iPad accessibility and assistive technology. They will learn how to use online resources available to increase student participation and achievement.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,200. This project will impact 24 staff and 1,400 students.
4. This project will meet the District strategic plan goals of Effective and Culturally Relevant Instruction, and more student IEPs will reflect students using assistive technology.
5. This is a new grant-funded project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Leslie Hitchens, Office of Specialized Services Supervisor; Marcy Doud, Assistant Superintendent; 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 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.

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

DATE: February 18, 2020

TOPIC: Request for Permission to Submit a Grant Application to the Dollar General Literacy Foundation

A. PERTINENT FACTS:

1. The Dollar General Literacy Foundation is currently accepting grant applications for projects that provide direct services to adults in need of literacy assistance in one of the following areas:
 - Adult Literacy
 - Adult Basic Education
 - GED or High School Equivalency Preparation
 - English Language Acquisition
2. Saint Paul Public Schools' Adult Basic Education Department has prepared an application for funds to develop a system of benchmarks that align with federal and state ABE standards. The benchmarks will be used to measure student progress in the program. Funds will pay for teacher time to develop these benchmarks for each class/level.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$10,000.
4. This project will meet the District strategic plan goal of College and Career Paths by preparing all graduates for college, career and life.
5. This is a new grant-funded project. Duration of the project is May 2020—May 2021.
6. This item is submitted by Madeline Ramirez, Fund Development Assistant; Rebekah Doyle, Grants Management Coordinator; Renada Rutmanis, Adult Basic Education Supervisor; Tony Walker, Community Education Director; Marie Schrul, Chief Financial Advisor; Jackie Turner, Chief Operations Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: February 18, 2020

TOPIC: Request for Permission to Submit a Grant to the Minnesota State Arts Board

A. PERTINENT FACTS:

1. The Minnesota State Arts Board (MSAB) awards funds to projects that provide opportunities for lifelong learners to acquire knowledge and understanding of the arts.
2. Staff at Central High School worked with Copper Street Brass (CSB) to prepare an Arts Learning grant application to fund a project for the 2020-2021 school year. Music students at Central High will work with a CSB teaching artist to improve communication, musicianship, creative thinking and teamwork skills through participation in peer-lead project groups. At the end of the year, students will perform an original composition together.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$36,000 and will benefit music students at Central High School.
4. This project aligns with the District strategic plan focus area of Positive School and District Culture as it builds communication skills and working relationships between students.
5. This is a new grant-funded project.
6. This item is submitted by Madeline Ramirez, Fund Development Assistant; Rebekah Doyle, Grant 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 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.

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

DATE: February 18, 2020

TOPIC: 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

A. PERTINENT FACTS:

1. Memorandum of Understanding (MOU) shall be for a one-year period.
2. Saint Paul Public Schools (SPPS) seeks to improve kindergarten readiness through increasing access to quality early learning programs. The Saint Paul Vista Program is sponsored by the City of Saint Paul, Office of the Mayor. The focus of the Saint Paul Vista Program is to increase the number of children ages 0-3 and their families served by Vista sites and to improve kindergarten readiness. Both parties resolve to enter into this MOU to develop a relationship between SPPS and the City of Saint Paul.
3. The MOU will cover three SPPS programs with one Vista member placed at each program: Early Childhood Family Education in Community Education, The Office of Early Learning and Early Childhood Special Education in the Office of Specialized Services. The District shall provide supervision of each Vista within the host program.
4. Each SPPS program hosting a Vista agrees to pay a fee of \$5,000 per year for each Vista, totaling \$15,000 per year.
5. This MOU will meet the District's target area goal of Improving Kindergarten Readiness.
6. This item is submitted by April Schmitz, Project Manager in Community Education, Dr. Nikole Logan, Supervisor in the Office of Early Learning and Brenda Natala, Supervisor in the Office of Specialized Services; Jackie Turner, Chief Operations Officer; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: February 18, 2020

TOPIC: Lease Agreement with Youth Farm - Revised

A. PERTINENT FACTS:

1. Youth Farm desires to lease space from the District at the Baker Center, 209 West Page Street, St. Paul, MN 55107.
2. The administration is agreeable to lease space to Youth Farm.
3. Terms and conditions of the Lease Agreement include the following:
 - a. The lease term will be twenty-four (24) months commencing February 1, 2020 and terminating December 31, 2021 with two (2) – one (1) year extensions.
 - b. The District will lease approximately one hundred ninety-eight (198) square feet of dedicated space at 209 West Page Street to Youth Farm for the promotion of food justice and meeting the wellness needs of our communities.
 - c. Rent for this term will be Two Hundred Eighty-Nine and 97/100 dollars (\$289.91) monthly. Revenue will be applied to debt service.
4. This lease agreement meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
5. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATIONS:

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.

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

DATE: February 18, 2020

TOPIC: Request for Permission to Enter into Memorandum of Agreement with Merrick Community Services

A. PERTINENT FACTS:

1. Request to enter into a memorandum of agreement with Merrick Community Services to operate a STEM work experience program for high school juniors and seniors.
2. The STEM work experience program will provide an immersive experience in STEM careers to a maximum of 38 high school juniors and seniors. Any student with a weighted GPA of 2.0 or higher will be eligible to apply for the program. Through the program's model, students will explore STEM careers within a corporate setting and create education and career plans that help them reach their professional goals. Each student receives the support of an industry mentor and is paid for their participation in the program.
3. This is a one-year partnership with Merrick Community Services, with both parties agreeing to review the partnership at the end of the program in August 2020.
4. Fees paid to Merrick Community Services to administer the work experience program will total \$152,583.86.
5. This partnership aligns with the SPPS Achieves strategic initiative to "Strengthen partnerships that provide college credit, industry certification and job experience to secondary students."
6. This item is submitted by Darren Ginther, Director of the Office of College and Career Readiness; Heather Kilgore, Director of the Office of Family Engagement and Community Partnerships; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) sign the Memorandum of Agreement between Saint Paul Public Schools and Merrick Community Services.

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

DATE: February 18, 2020

TOPIC: Monthly Operating Authority

A. PERTINENT FACTS:

1. The Board of Education must authorize and approve all expenditures of the District.
2. The Board of Education must ratify any changes in collateral that have been previously approved by the Assistant Treasurer.
3. This item meets the District strategic plan focus area of Program Evaluation and Resource Allocation.
4. This item is submitted by Marie Schrul, Chief Financial Officer.

B. RECOMMENDATIONS:

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

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

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

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 May 31, 2020.

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

DATE: February 18, 2020

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

A. PERTINENT FACTS:

1. There are students in the district who are not in compliance with M.S. 123.70 Health Standards for Immunizations. The students' parents/guardians have been informed of needed immunizations, provided a copy of the law, and given information about community immunization clinics. A contact is made to verify the parents/guardians know that the child is non-compliant, understand the law, and are aware of the possible exemptions to the law. All parents/guardians have had a minimum of 30 days to comply with the law after they are informed that their child is non-compliant.
2. A list of the students is under separate cover.
3. This project will meet the District strategic plan focus area of Positive School and District Culture.
4. Requested by Mary Langworthy, Supervisor, Student Health and Wellness, and Marcy Doud, Assistant Superintendent of Specialized Services.

B. RECOMMENDATION:

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.

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

DATE: February 18, 2020

TOPIC: Appointment to Civil Service Commission

A. PERTINENT FACTS:

1. The City of Saint Paul Charter establishes that the Saint Paul Pubic Schools Board of Education will review and approve the appointments to the City of Saint Paul Civil Service Commission.
2. The commission is made up of three (3) members and (3) alternates appointed by the Mayor who must be residents of the City of Saint Paul and who serve six (6) year terms.
3. A request to approve an appointment to the Civil Service Commission was received from the Office of the Mayor for the City of Saint Paul on February 3, 2020.
4. The appointment is for Michael Banks for a first six-year term ending on January 31, 2025.
5. This action does not align to a specific District strategic plan focus area but is necessary to meet the School District's obligations under the City of Saint Paul Charter.
6. This item is submitted by Chuck Long, General Counsel.

B. RECOMMENDATION:

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.

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

DATE: February 18, 2020

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

A. PERTINENT FACTS:

1. With the approval of the Facility Master Plan, a Capital Improvements Program Director is needed to lead the implementation of a multi-million-dollar educational Facilities Master Plan (FMP) for Saint Paul Public Schools (SPPS), one of Minnesota's largest school districts with more than 37,000 students.

The FMP oversees the modernization and deferred maintenance of the District's 73 buildings, 7.5 million square feet, and over 500 acres of land. The FMP is a comprehensive, strategic 10-year vision focused on providing students and teachers with high-quality learning environments by modernizing school facilities to be responsive to the rapidly evolving needs of teaching and learning. Designed to be flexible, the FMP is implemented in five-year increments that is adjusted annually in response to changing factors inside and outside the District. The yearly spend for all facilities related projects including maintenance and capital is approximately \$112 million.

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.

2. The Human Resource Department performed a job study to determine the proper job title and bargaining unit for this work. The recommendation from that study is to create a new job title, Capital Improvements Program Director. This title would be within the unit jurisdiction of the Saint Paul Supervisors' Organization unit that represents professional supervisory employees. The appropriate pay rate for this position would be equivalent to Grade 32 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2018-2019 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be an unclassified position.
3. The funds for this position are available in the Office of Operation Department budget.
4. This request supports the District's target area goal of Program Evaluation and Resource Allocation.
5. This recommendation has been reviewed by Thomas Parent, Director, Facilities; Kenyatta McCarty, Executive Director, Human Resources; Jacqueline Turner, Chief of Operation; and Dr. Joe Gothard, Superintendent.

B. RECOMMENDATION:

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.

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

DATE: February 18, 2020

TOPIC: Ramsey County Proposal to Purchase Rights to District Property - 1780 West Seventh Street, St. Paul, MN

A. PERTINENT FACTS:

1. On September 30, 2019 Ramsey County sent a letter to the District outlining the County's proposal to acquire the right-of-way rights and interests in property needed for the Lexington Parkway Realignment Project.
2. The property is located at 1780 West Seventh Street, St. Paul, MN.
3. In exchange for the property, the County will pay the District, as full compensation, the amount of Twenty Thousand Four Hundred Dollars (\$20,400.00)
4. If the County is not able to secure this purchase, it will likely resort to eminent domain to secure the rights and interests needed for this project.
5. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: February 18, 2020

TOPIC: RiverEast Environmental Covenant and Easement

A. PERTINENT FACTS:

1. The RiverEast property, located at 1055 Mackubin Street, was purchased with a deed restriction assigned to the property.
2. At the time of purchase, an agreement was negotiated with the seller that allowed for the removal of the deed restriction from the property if the District can provide to the seller a “no further action determination letter” from the Minnesota Pollution Control Agency (MPCA).
3. In order to receive the “No Further Action Determination” letter from the MPCA, the District agrees to an “Environmental Covenant and Easement” agreement with the MPCA.
4. The Agreement requires the District to operate and maintain the vapor mitigation system which was installed to mitigate and vapor intrusion into the building. The system is operating and meets the requirements set forth by the MPCA.
5. Once the agreement is signed by both parties, the agreement will be entered into record of the official property records in Ramsey County.
6. The “No Further Action Determination” letter will be shared with the seller of the property in order to remove the deed restriction.
7. This item meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
8. This item is presented by Jeff Connell, Assistant Director of Facilities, Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or designee) to execute the Environmental Covenant and Easement in order to remove the deed restriction from the RiverEast property located at 1055 Mackubin Street.

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

DATE: February 18, 2020

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

A. PERTINENT FACTS:

1. On September 19, 2019 MnDOT sent a letter to the District outlining their intent to acquire interests in property needed for the Highway 94 improvement project in the form of a temporary easement.
2. The property is located at 304 Dale Street, St. Paul, MN.
3. In exchange for the property, MnDOT will pay the District, as full compensation, the amount of Thirteen Thousand One Hundred Dollars (\$13,100.00)
4. If the State is not able to secure this purchase, it will likely resort to eminent domain to secure the rights and interests needed for this project.
5. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: February 18, 2020

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

A. PERTINENT FACTS:

1. On November 5, 2019 MnDOT sent a letter to the District outlining their intent to acquire interests in property needed for the Highway 94 improvement project in the form of a temporary easement.
2. The property is located at 1142 Concordia Avenue, St. Paul, MN.
3. In exchange for the property, MnDOT will pay the District, as full compensation, the amount of Two Thousand Nine Hundred Dollars (\$2,900.00)
4. If the State is not able to secure this purchase, it will likely resort to eminent domain to secure the rights and interests needed for this project.
5. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: February 18, 2020

TOPIC: 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

A. PERTINENT FACTS:

1. The Community Education Department has a need for the current Community Learning Center Site Coordinator classification to increase its workload. The Community Learning Center Site Coordinator are now responsible for providing leadership and more complex administrative functions, responsibilities for the identification, planning, development, implementation, coordination, disciplinary, trained and evaluation staff and programs at multiple sites.
2. Human Resources was asked to perform a job study. Based on the job study, the recommendation from that study is to upgrade Community Learning Center Site Coordinator Schedule 1 to Schedule 2 and update its job description. This title would be within the unit jurisdiction of other classifications and its incumbents in salary Schedule 2. This salary rate will remain in place for this job title until such time as a successor agreement is reached to the 2017-2019 labor agreement for the School and Community Service Professionals. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be an unclassified position.
3. The establishment of a Community Learning Center Site Coordinator job title in Schedule 2 is necessary to meet the District's commitment to prevailing wage requirements and to maintain the District's status with outside contracts.
4. Human Resources is also recommending updating classification Community Learning Center Site to be Community Site Coordinator. Omitted the Learning Center will not impact the essence of the work but define the its authenticity.
5. This upgrade will impact the current six (6) incumbents.
6. The funds for this position are available in the Community Education Department budget.
7. This recommendation has been reviewed by Anthony Walker, Director, Community Education; Kenyatta McCarty, Executive Director, Human Resources; Jacqueline Turner, Chief Operation Officer; and Dr. Joe Gothard, Superintendent.

B. RECOMMENDATION:

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.

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

DATE: February 18, 2020

TOPIC: 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

A. PERTINENT FACTS:

1. This agenda item seeks approval for the American Indian Magnet Renovation and Building Addition project at the following phase gate(s):
 - a. Gate #3 – Schematic Design / Proceed to Bidding
 - b. Gate #3A – Finance Plan Update
2. 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 Plan Update	N/A – Gate did not exist at the time
#3 – Schematic Design #3A – Finance Plan Update	February 18, 2020 (current)
#4 – Contract Award #4A – Finance Plan Update	April 14, 2020
#5 – Project Close-Out #5A – Finance Plan Update	Fall 2024

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

Project Budget	Current Obligations	Spent to Date	Percent Spent
\$53,300,000	\$6,810,178	\$1,139,780	2%

- a. Project currently authorized by Minnesota Department of Education for \$38,500,000 in funding. Revised authorization will be sought and must be approved prior to construction contract award (Gate Check #4).
4. A summary of current and anticipated funding is as follows:

Funding Source	Issuance	Amount	Date Issued
Certificates of Participation	2018B	\$10,000,000*	06/21/2018
Certificates of Participation	2020C	\$30,000,000*	02/20/2020 anticipated
Certificates of Participation	To be determined	\$13,300,000*	

5. *Project cash flow schedule has been reviewed and approved by the District Finance Office. This approval is contingent upon submission and approval of a revised MDE capitalized lease levy authority. Cash flow is also contingent upon receipt from Facilities of estimated costs and cash flow for all major Facilities projects.
6. This project meets the District Strategic Plan goals by aligning resources to District priorities.
7. This item is submitted by Tom Parent, Director of Facilities, Arleen Schilling, Controller, Marie Schrul, Chief Financial Officer, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education 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.

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

DATE: February 18, 2020

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

A. PERTINENT FACTS:

1. This agenda item seeks approval for the District Service Facility Renovation and Building Addition project at the following phase gate(s):

- a. Gate #3 – Schematic Design / Proceed to Bidding
- b. Gate #3a – Finance Plan Update

2. 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 (current)
#4 - Contract Award #4A - Finance Update	March 24, 2020
#5 - Project Close-Out #5A - Finance Update	Fall 2021

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

Project Budget	Current Obligations	Spent to Date	Percent Spent
\$17,120,000	\$2,220,717.00	\$552,684.00	3%

- a. Project Currently authorized by Minnesota Department of Education for \$13,504,983.00 in funding. Revised authorization will be sought and received prior to construction contract award (Gate Check #4)

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

Funding Source	Issuance	Amount	Date Issued
Capital Levy 21/22*	2021C	\$684,800.00	
COP	2020C	\$15,408,000.00	Feb 20,2020 (anticipated)
FY21/22 LTFM*	N/A	\$1,027,200.00	N/A

5. *Project cash flow schedule has been reviewed and approved by the District Finance Office. This approval is contingent upon submission and approval of a revised MDE capitalized lease levy authority.
6. This project meets the District Strategic Plan goals by aligning resource to District priorities.
7. This item is submitted by Tom Parent, Director of Facilities; Arleen Schilling, Controller; Marie Schrul, Chief Financial Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education 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.

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

DATE: February 18, 2020

TOPIC: 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

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Frost Lake Elementary Renovation and Building Addition project at the following phase gate(s):

- a. Gate #3 – Schematic Design / Proceed to Bidding
- b. Gate #3a – Finance Plan Update

2. 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 (current)
#4 - Contract Award #4A - Finance Update	April 14, 2020
#5 - Project Close-Out #5A - Finance Update	Fall 2024

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

Project Budget	Current Obligations	Spent to Date	Percent Spent
\$36,000,000	\$2,984,474.00	\$1,126,080.90	3%

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

Funding Source	Issuance	Amount	Date Issued
Capital Bonds	2020A	\$5,098,405.00	Feb 20, 2020 Anticipated
Capital Bonds	2021A	\$9,368,782.00	Feb 2021 Anticipated
Capital Bonds	2022A	\$5,744,273.00	Feb 2022 Anticipated
Capital Bonds	2023A	\$1,250,003.00	Feb 2023 Anticipated
FY20 LTFM	N/A	\$276,447.00	N/A
FY21 LTFM*	N/A	\$5,799,772.00	N/A
FY22 LTFM*	N/A	\$7,252,413.00	N/A
FY23 LTFM*	N/A	\$1,209,905.00	N/A

*Subject to annual approvals

5. Funding is contingent upon submission and approval of the FY21 LTFM application to the Board of Education and to the Minnesota Department of Education.
6. Project cash flow schedule has been reviewed and approved by the District Finance Office.
7. This project meets the District Strategic Plan goals by aligning resource to District priorities.
8. 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 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.

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

DATE: February 18, 2020

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

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Phalen Lake HVAC & Controls Upgrade project at the following phase gate(s):
 - a. Gate #3 – Schematic Design / Proceed to Bidding
 - b. Gate #3A – Finance Plan Update
2. 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 Plan Update	N/A – Gate did not exist at the time
#3 – Schematic Design #3A – Finance Plan Update	February 18, 2020 (current)
#4 – Contract Award #4A – Finance Plan Update	March 24, 2020
#5 – Project Close-Out #5A – Finance Plan Update	Fall 2021

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

Project Budget	Current Obligations	Spent to Date	Percent Spent
\$7,175,000	\$335,022	\$128,416.82	2%

- a. Project currently authorized by Minnesota Department of Education for \$5,501,000 in funding. Revised authorization will be sought and must be approved prior to construction contract award (Gate Check #4)
4. 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

5. *Project cash flow schedule has been reviewed and approved by the District Finance Office. This approval is contingent upon submission and approval of a revised MDE capitalized lease levy authority.
6. This project meets the District Strategic Plan goals by aligning resources to District priorities.
7. This item is submitted by Tom Parent, Director of Facilities, Arleen Schilling, Controller, Marie Schrul, Chief Financial Officer, and Jackie Turner, Chief Operations Officer.

- B. RECOMMENDATION:** That the Board of Education 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.

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

DATE: February 18, 2020

TOPIC: 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

A. PERTINENT FACTS:

1. This agenda item seeks approval at for the Window Replacements Projects at Journeys Secondary School and Wellstone Elementary. This project provides all labor, materials, equipment and services for the Window Replacement Project at Journeys Secondary School and Wellstone Elementary. The projects are at the following phase gates:
 - a. Gate #4 – Contract
 - b. Gate #4A – Finance Plan Update

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	February 18, 2020(current)
#5 – Project Close-Out #5A – Finance Update	Fall 2021

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

Project Budget	Current Obligations	Spent to Date	Percent Spent
\$2,172,500	\$80,600	\$3,802	< 1%

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

Funding Source	Issuance	Amount	Date Issued
FY20 LTFM	N/A	\$1,462,464	N/A
FY21 LTFM	N/A	\$ 706,232	N/A

4. FY20 LTFM funding requires a revision of the FY20 LTFM application to the Board of Education and the Minnesota Department of Education. Funding is contingent upon submission and approval of the FY21 LTFM application to the Board of Education and to the Minnesota Department of Education.
5. Project cash flow schedule has been reviewed and approved by the District Finance Office, contingent upon approval of a revised FY20 LTFM application.
6. The following bids were received for the lump sum base bid:

Lump Sum Base Bid
Plus Alternates 1 & 2

S & J Glass, Inc.....	\$991,100
W.L. Hall Company	\$1,058,183
National Window Associates	\$1,083,524

7. 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

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

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

DATE: February 18, 2020

TOPIC: 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

A. PERTINENT FACTS:

1. This agenda item seeks approval for the release of \$14,800,000 of the 2020C Certificate of Participation sale proceeds for the Como Senior Renovation Project (Project # 4110-16-01) at the following phase gate:
 - a. Gate #4A – Finance Plan Update
2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	N/A – Gate did not exist at the time
#2 – Project Charter (Predesign) #2A – Finance Plan Update	N/A – Gate did not exist at the time
#3 – Schematic Design #3A – Finance Plan Update	N/A – Gate did not exist at the time
#4 – Contract Award #4A – Finance Plan Update	N/A – Gate did not exist at the time February 18, 2020
#5 – Project Close-Out #5A – Finance Plan Update	Fall 2020

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

Project Budget	Current Obligations	Spent to Date	Percent Spent
\$46,838,807*	\$46,838,807	\$40,327,991	86%

Project currently authorized by Minnesota Department of Education for \$46,838,807 in funding. *Finance and Facilities Departments are currently reviewing to determine if additional funding will be required.

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

Funding Source	Issuance	Amount	Date Issued
Certificates of Participation	2019B	\$11,458,743**	02/24/2019
Certificates of Participation	2019C	\$20,580,064**	02/24/2019
Certificates of Participation	2020C	\$14,800,000**	02/20/2020 anticipated

**These numbers may change slightly amongst the three funding sources subject to final internal review in order to maximize use of funds.

5. This project meets the District Strategic Plan goals by aligning resources to District priorities.
6. This item is submitted by Arleen Schilling, Controller and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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.

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

DATE: February 18, 2020

TOPIC: Bid No. A-21-8855-A District-wide Emergency Communication System Replacement

A. PERTINENT FACTS:

1. This project provides for all materials, equipment and services needed for complete replacement and enhancement of the current District Emergency Communication (2-way radio system) to be installed in every school building and program site.
2. The following bids were received for the lump sum base bid:

	Lump Sum Base Bid
Professional Wireless Communications (PWC).....	\$951,173.66

No other responsive, responsible bids were received.
3. This is an advertised invitation to bid (ITB) and accordingly, solicitation documents for this project were made available on the District's online platform and notification published in the official District newspaper for public response.
4. As a result of a single bid received, State of Minnesota and cooperative purchase contracts were reviewed for possible sourcing. No apparent contracts are available to provide a solution to the District needs.
5. Bids have been reviewed by Jamie Atkins, Purchasing Manager.
6. It is within the discretion of the Board of Education to agree to the payment terms set forth in the bid. Based on the District's timeline for implementation, funding source, history with the vendor, and security provided in the form of bonds, staff recommends accepting the vendors payment terms.
7. Funding is being made available through the District allocated one time Safe School Levy funds.
8. This project meets the District Strategic Plan goals of Program Evaluation and Resource Allocation.
9. This item is submitted by Laura Olson, Director of Security and Emergency Management and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

The following Board of Education Meetings will be held in the district's Administration Building at
360 Colborne Street unless otherwise noted.

FEBRUARY 15, 2020

8:00 am

SPECIAL MEETING OF THE BOARD OF EDUCATION

Board Retreat

FEBRUARY 18, 2020

5:30 pm

6:05 pm

REGULAR MEETING OF THE BOARD OF EDUCATION

Public Comment

Regular Meeting

FUTURE BOARD OF EDUCATION MEETINGS

Committee of the Board

Board of Education

2020

March 10

April 7

May 5

June 9

March 24

April 14

May 19

June 9 (Special | Non-Renewals | 4:00 pm)

June 23

July 21

August 5 (Wed.)

August 18

OTHER EVENTS BOARD MEMBERS ARE SCHEDULED TO ATTEND

February 14, 2020

5:30 pm

Indian Education Powwow

American Indian Magnet School

February 24, 2020

4:30 pm

Equity Committee

Washington Technology

* Please note that the Committee of the Board meeting and the Public Comment sessions will also constitute a special meeting of the Board of Education.

BOARD OF EDUCATION | 2019-2021 MEETING DATES

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

2019-2020SY		
SEPT	9/10/2019	9/17/2019
OCT	10/15/2019	10/22/2019
NOV	11/12/2019	11/19/2019
DEC	12/3/2019	12/17/2019
JAN	1/7/2020 4:30 pm	1/7/2020 6:45 pm Annual Meeting
		1/21/2020
FEB	2/11/2020	2/18/2020
MAR	3/10/2020	3/24/2020
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