



Saint Paul Public Schools

Regular Meeting

Tuesday, November 19, 2019 6:05 PM

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

BOARD OF EDUCATION



Zuki Ellis
Chair



Steven Marchese
Vice Chair



Jeanelle Foster
Clerk



Marny Xiong
Treasurer



John Brodrick
Director



Jon Schumacher
Director



Mary Vanderwert
Director



ADMINISTRATION
Dr. Joe Gothard
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Steven Marchese, 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

November 19, 2019
6:05 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**
- IV. RECOGNITIONS**
 - A. Acknowledgement of Good Work Provided by Outstanding District Employees 6
 - B. Recognition of Schools, Teams, Individuals And Coaches In Our Saint Paul Public Schools That Have Won Athletic Awards and Championships 8
- V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- VI. APPROVAL OF THE MINUTES**
 - A. Minutes of the Regular Meeting of the Board of Education of October 22, 2019 21
 - B. Minutes of the Special Meeting of the Board of Education of November 12, 2019 44
- VII. COMMITTEE REPORTS**
 - A. Committee of the Board Meeting of November 12, 2019 46
 - B. Equity Committee Meeting of November 18, 2019 55
- VIII. SUPERINTENDENT'S REPORT**
 - A. Facilities Master Plan Update 58
 - B. Human Resource Transactions 67
- IX. CONSENT AGENDA**
 - A. Gifts
 - 1. Acceptance of \$5,000 Donation to Hazel Park Preparatory Academy 77
 - 2. Acceptance of Monetary Gift to Open World Learning Community 78
 - 3. Acceptance of Gift from the Saint Anthony Park Lutheran Church 79

4. Gift Acceptance from Wallin Education Partners	80
5. Acceptance of Gift from Timothy Scott	81
B. Grants	
1. Request for Permission to Accept a Grant from the Best Buy Foundation	82
2. Request for Permission to Accept a Grant from the Bush Foundation	83
3. Request for Permission to Accept a Grant from the Minnesota Department of Education	84
4. Request for Permission to Accept a Grant from the University of St. Thomas	85
5. Request for Permission to Submit a Grant to Allina Health	86
6. Request for Permission to Submit a Grant to the Ecolab Foundation	87
7. Request for Permission to Submit a Grant to the Minnesota Department of Natural Resources	88
8. Request for Permission to Submit a Grant to the Minnesota Historical Society	89
C. Contracts	
D. Agreements	
1. Request to Sign Career Pathways Academy Concurrent Enrollment Joint Powers Agreement with Saint Paul College	90
2. Request to Sign Concurrent Enrollment Joint Powers Agreement with Saint Paul College	91
E. Administrative Items	
1. Monthly Operating Authority	92
2. Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations	93
F. Bids	
G. Change Orders	
X. OLD BUSINESS	
A. Pay20 Levy Update	94
B. Policy Update	112
1. THIRD READING: 503.01 - Children & Youth Experiencing Homelessness	120
2. SECOND READING: 510.03 - Class Rankings	129
XI. NEW BUSINESS	
A. Resolution of Recognition of Hmong American Day in Saint Paul Public Schools	132

B. Action on Contract of the Superintendent	134
XII. BOARD OF EDUCATION	
A. Information Requests & Responses	
B. Items for Future Agendas	
C. Board of Education Reports/Communications	
XIII. FUTURE MEETING SCHEDULE	141
A. Board of Education Meetings (6:05 unless otherwise noted)	
B. Committee of the Board Meetings (4:30 unless otherwise noted)	
XIV. ADJOURNMENT	

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

DATE: November 19, 2019

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. **Koryn Saunders**, Counselor at Gordon Parks High School, received the Educator of the Year Award for 2019 from Concordia University, St. Paul Alumni Association. This inaugural award is for a distinguished alumni who has shown exceptional service to their profession, community, family and Concordia University. Koryn was recognized and awarded the Educator of the Year for 2019 at the Alumni Association Awards Banquet on October 10, 2019.
2. The following staff members were named Apple Distinguished Educators recently by Apple Inc:

Kelly Jenson, Frost Lake Elementary;
Amanda Madsen, Frost Lake Elementary;
Chris Turnbull, Office of Teaching and Learning, Personalized Learning.
These three staff were honored with this award in 2019.

Jesse Buetow, Randolph Heights Elementary, received the honor in 2017.

The Apple Distinguished Educator (ADE) program is a relationship program focused on educational excellence and leadership. ADEs are part of a global community of education leaders recognized for doing amazing things with technology to promote continuous improvement and achievement in the classroom. They explore new ideas, seek new paths, and embrace new opportunities to communicate and collaborate with each other and with Apple to bring the freshest, most innovative ideas to learners everywhere. Being part of the ADE community is much more than an honor, it's an opportunity to make a difference.

In addition to the Apple Educators, four schools received the honor of being named an Apple Distinguished School for 2019-2021. The following schools and their principals are:

Frost Lake Elementary, Melissa Kalinowski;
Horace Mann School, Jim Litwin;
Jie Ming Mandarin Immersion Academy, Bobbie Johnson
Randolph Heights Elementary, Tim Williams

Apple Distinguished School leaders, faculty, and the extended community have a clear vision for how their technology-rich environments support learning goals. School leaders have established elements for continuous innovation that include culture, team, capacity, community, finance, and measurement to provide access to well-rounded education by harnessing the power of our technology tools to implement culturally relevant instruction for all learners. Supporting their school's vision is an ongoing process that requires thoughtful planning, practice, and improvement along the way. They inspire students' creativity, collaboration, and critical thinking. And they cultivate environments in which students are excited and curious about learning.

3. 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
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: November 12, 2019

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
Saint Paul Public Schools That Have Won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Highland Park Middle School** – The boys' soccer team was city champion. Henry Andrastek is the coach. The team roster consists of:

Luis Aguirre Bueno	Leif Loge
Obama Ahmed	Benjamin McLaughlin
Charlie Bader	Tomas Medina Coste
Matai Banks	Jack Miller
Aloniab Berhane	Angel Moreno
William Davies	Joaquin Ochocki
Andrew Endres	Tomas Ochocki
Senay Fesshiai	Miles Robinson
Echo Foley	Samuel Schlukerbier
Bailey Glime	Gospel Simon
Carlos Gonzales-Cruz	Teegan Stoick
Owen Hodson	Elliot Thatcher
James Koch	Tenzing Walker
Ezra Kusa	

2. This item will meet the District target area goals of Positive School and District Culture.
3. This item is submitted by Laura Ranum, Athletic Secretary, and Joshua Delich, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education recognize and congratulate the coaches, teams and individuals for their accomplishments.

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

DATE: November 12, 2019

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
Saint Paul Public Schools That Have Won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Highland Park Middle School** – The girls' soccer team was city champion. Amanda Sell is the coach. The team roster consists of:

Claire Acker	Hazel McCarthy
Mia Azocar	Lucianna Menchaca Gorton
Isabelle Baidoo	Ellery Merriam
Alexandra Davern	Anamaria Paradise
Jessica Garcia Saligan	Abigail Putz
Mo Kaatz	Alexa Ramirez
Sarah Kumher	Chloe Rocha
Nevellie Larson	Giselle Sanchez-Esparza
Isabelle Luehring	Violet Solem Valentine
Ava Lundy	Charlotte Stewart
Margaret Marrone	Ella Tjaden

2. This item will meet the District strategic plan focus area of Positive School and District Culture.
3. This item is submitted by Laura Ranum, Athletic Secretary and Joshua Delich, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education recognize and congratulate the coaches, teams and individuals for their accomplishments.

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DATE: November 12, 2019

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
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A. PERTINENT FACTS:

1. **Murray Middle School** – The girls' volleyball team was city champion. Marshall Little is the coach. The team roster consists of:

Mairin Blank
Neveah Dominguez
Clarise Freberg
Jessina Herd
Keara Larkin
Sadie March
Julia Pletch
Kiki Ruddy
Greta Seppanen
Isabella Staydohar
Olivia Staydohar
Aiya Tarver
Ellery Tennison
Alice Wagner-Hemstad
Taylor William

2. This item will meet the District strategic plan focus area of Positive School and District Culture.
3. This item is submitted by Laura Ranum, Athletic Secretary and Joshua Delich, Assistant Superintendent.

B. RECOMMENDATION:

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A. PERTINENT FACTS:

1. **Humboldt Middle School** – The flag football team was city champion. Alec Issa and Marco Reyes are the coaches. The team roster consists of:

Jakolby Baker	Anthonie Poindexter
Ben Bradley	Rafael Ponce
Kareem Bray	Sincere Quinn
SinCere Casarez-McCampbell	Ti Reh
Mikael Coenen	Zander Sachs
Isaiah Harris Pitner	Eh Ler Soe
Noah Hayes	Emilio Solis
Danny Hobday	Marciano Urbina
Mikko Liimatta	Vincent Vang
Joseph Lor	Endale Witt
Sincere McConnell	Evan Yang
Jordan Oelkers	

2. This item will meet the District strategic plan focus area of Positive School and District Culture.
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TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
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A. PERTINENT FACTS:

1. **Central High School** – The boys' cross-country team had one state tournament qualifier - Mickies Kiro. He placed 8th. Jesse Kwakenat, Tim Shasky, and Morgan Wiechmann are the coaches.
2. This item will meet the District strategic plan focus area of Positive School and District Culture.
3. This item is submitted by Laura Ranum, Athletic Secretary and Joshua Delich, Assistant Superintendent.

B. RECOMMENDATION:

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TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
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A. PERTINENT FACTS:

1. **Central Senior High School** – The girls' cross-country team had one state tournament qualifier - Iris Guider. She placed 8th. Jesse Kwakenat, Tim Shasky, and Morgan Wiechmann are the coaches.
2. This item will meet the District strategic plan focus area of Positive School and District Culture.
3. This item is submitted by Laura Ranum, Athletic Secretary and Joshua Delich, Assistant Superintendent.

B. RECOMMENDATION:

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TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
Saint Paul Public Schools That Have Won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Central Senior High School** – The girls' swim team was city champion and had one state tournament qualifier | Marit Isaacson. Sandy Whitaker is the coach.

Maya Amel	Sophie Ingersoll	Kayla Morrissey
Kira Braun	Ella Isaacson	Hadley Ninow
Caitlyn Budd	Emma Isaacson	Maddy Oakes
Sylvie Chaput	Marit Isaacson	Lucy Peterson
Aria Chermak	Celia Johnson	Maura Putzer
Hailey Choinski	Mackenzie Johnson	Lauren Restad
Chloe Clary	Leila Khalid	Mae Ricker
Molly Clement	Catherine Leach	Grace Robertson
Autumn Cristofono	Aicha Lewis-Mead	Elisabeth Saveraid
Marina Dykes	Carsen Liska	Della Schmidt
Ingrid Ebbesen	Satya Mamdani	Luca Sektnan
Lillian Franzen	Giovanna Mandarano	Keara Twomey
Isabella Frost	Olivia McKee	Abigail Weislow
Ursula Garcia Garcia	Flannery Meekin	Ellie Willemssen
Gabrielle Gracia	Sophia Milazzo	Gaomong Xiong
Kate Heinecke	Grace Moberg	

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

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DATE: November 12, 2019

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
Saint Paul Public Schools That Have Won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Central High School** – The boys' soccer team was city champion and was a state tournament qualifier. The team placed 3rd. David Alborno is the coach.

Aydyrus Abdirahman	Ronald Hall Jr.
Gabriel Alborno	Max Hand
Dylan Barrett	Jaime Hernandez Lopez
Ethan Barsness	Riaz Kelly
Owen Brooks	Henry Manerowski
Thomas Bump	Garrett McDermott
Mani Chadaga	William Nagel
Peter Drivas	Yasin N'da
Assem Elsayad	Diego Sarmiento
Mika Folstad	Hamsa Yusuf

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A. PERTINENT FACTS:

1. **Como Park High School** – The girls' soccer team was city champion. Hussein Mohamed is the coach. The team roster consists of:

Abrianna Armenta	Valentina Million
Olivia Barnes	Htee Wah Paw
Betty Hebble	Diana Rodriguez
Lucy Hebble	Isabella Sanchez Esparza
Emilie Hanson	Tee Tee
Kiersten Howatt	Maiseng Thao
Reebar Htoo	Shar Too
Mariatu Kanu	Hser Wah
May Htoo Kyaw	Anna Weins
Lenia Lopez	

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A. PERTINENT FACTS:

1. **Harding High School** – The girls' tennis team was city champion and had one state tournament qualifier - Amany Reynolds. Michelle Zeng is the coach. The team roster consists of:

Klarissa Her
Souana Her
Vivian Her
Kao Kia Lee
Alyssa Moua
Zaza Mu
Amany Reynolds
Gao Sheng Thao
Lily Vang
Nina Vang
Iaong Vue
Julie Xiong

2. This item will meet the District strategic plan focus area of Positive School and District Culture.
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SAINT PAUL PUBLIC SCHOOLS**

DATE: November 12, 2019

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
Saint Paul Public Schools That Have Won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Highland Park High School** – The boys' cross-country team was city champion and team state qualifiers. Team finish - 3rd Place. Individual - State Champion - Oliver Paleen. Brad Moening is the coach. The team consists of:

Habetamu Abide
Calvin Boone
Lance Georgeson
Conor Gregg Escalante
Marcus Hansen
Oliver Paleen
Jesse Peterson
Otto Schmidt
Sam Vanspriell

2. This item will meet the District strategic plan focus area of Positive School and District Culture.
3. This item is submitted by Laura Ranum, Athletic Secretary and Joshua Delich, Assistant Superintendent.

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SAINT PAUL PUBLIC SCHOOLS**

DATE: November 12, 2019

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
Saint Paul Public Schools That Have Won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Highland Park High School** – The girls' cross-country team was city champion and team state qualifiers. Team finish - 6th Place. Individual - 6th Place - Molly Moening. Brad Moening is the coach. The team consists of:

Caroline Harding
Delia Johnson
Chloe Koch
Hanna Koch
Maddie Mears
Molly Moening
Ellie Moore
Bella Pfankuch
Anna Schmidt

2. This item will meet the District strategic plan focus area of Positive School and District Culture.
3. This item is submitted by Laura Ranum, Athletic Secretary and Joshua Delich, Assistant Superintendent.

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BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: November 12, 2019

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
Saint Paul Public Schools That Have Won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Highland Park High School** – The girls' volleyball team was city champions. Nicole Mechelke is the coach. The team consists of:

Isabel Adson
Emily Aune
Ayana Bougie-Martinez
Kiyomi Callahan
Danielle Johnson
Bella Kottke
Dejy Martens
Annika Mattick
Annika Mechelke
Azeria Stagg
Alicia Velasquez

2. This item will meet the District strategic plan focus area of Positive School and District Culture.
3. This item is submitted by Laura Ranum, Athletic Secretary and Joshua Delich, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education recognize and congratulate the coaches, teams and individuals for their accomplishments.

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

October 22, 2019

I. CALL TO ORDER

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

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Main Agenda with one change – to move New Business to immediately follow Committee Reports. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

IV. RECOGNITIONS

BF 31812 Acknowledgement of Good Work Provided by Outstanding District Employees, Departments and Partners

Jan Spencer de Gutiérrez, District Arts Supervisor, was recently named the 2019 - 2020 Administrator / Supervision Art Educator of the Year by Art Educators of Minnesota (AEM).

Jan will be recognized at the AEM annual conference in early November at Minnesota State University-Mankato. She will also be facilitating a session and assisting with other AEM work during the conference.

In addition, Jan will be recognized at the National Art Educators Association conference in March 2020. Jan has also been recently named to the Ordway Center for the Performing Arts Board of Directors representing Superintendent Joe Gothard and SPPS.

Tami Johnson, Licensed School Counselor at Harding Senior High School, received the Educator of the Year award from the National Indian Education Association (NIEA) at their annual convention earlier this month. Tami is part of the White Earth Ojibwe Nation. Honoring and celebrating the achievements of Native educators for their work and dedication to their students and commitment to excellence in education is among the founding principles of the NIEA. That is why every year, the successes of standout educators are recognized during the Annual NIEA Convention and Trade Show, the largest convening of Native educators in the country.

The Annual NIEA Convention & Trade Show brings together more than 2,000 Native educators, advocates, researchers, school officials, and tribal leaders to discuss ways to advance educational opportunities for Native students.

Margaret Shultz from Career & Technical Education Pathways; **Don Mullin** from Saint Paul Building and Construction Trades Council; **Rick Petersen** from the North Central States Regional Council of Carpenters; **Ryan Hoen** from United Association of Steamfitters, Pipefitters and Service Technicians Local 455 (and former SPPS pipefitter); and **Brian Winkelaar** from the International Brotherhood of Electrical Workers Local 110; and the **Facilities Department** for collaborating on the Student Trades Exposure Program.

The Career Technical Education Pathways program and the Facilities Department recently designed a program where SPPS students that had met the requirements for graduation could participate with SPPS trades staff to learn about the actual work of the trades. This collaborative effort is called the Student Trades Exposure Program and it started with two students interning in the electrical and carpentry areas this past summer.

The Facilities Department and the unions have designed a program where the experience will include participation in the unions' technical training centers and lead to the pre-apprentice programs. This program helps create a smooth and linear pathway for SPPS students to achieve a career in the construction industry. While this program is open to students interested in each of the 15 skilled crafts contained within the Facilities Department, these three trades collaboratively worked with SPPS to improve and refine the program based on our initial batch of students.

Mr. Mullin is unable to join us this evening, as he is currently teaching one of our Community Education classes just down the street at 1780 W. 7th on "Choosing a Career in the Trades."

The **Hmong Dual Language Team** presented at the Two-Way Dual Immersion Conference held in Reno, Nevada in early October. The conference provided a powerful collaborative opportunity with Hmong Dual Language colleagues across the country, and with fellow dual immersion educators of other languages from other states. The team met with Dual Language educators from North Carolina, Wisconsin, Texas, California and Nevada, heard from key researchers in the field, and presented the groundbreaking work around standardizing the teaching of the Hmong Language in Saint Paul Public Schools to conference attendees.

The Team represented SPPS well and significantly contributed to the overall total of 53 Hmong Dual educators who attended the conference.

The Association of Two-Way & Dual Language Education (ATDLE) was formed into a national organization in 2013 having been part of a state organization for over ten years. The Board of Directors developed its national non-profit organization to offer professional training and technical support to TWBI/DL throughout the country.

SPPS Hmong Dual Language Team Members:

Bee Lee, Jackson Preparatory Magnet, Principal

May Lee Xiong, Phalen Lake Hmong Studies Magnet, Assistant Principal

Be Vang, Harding Senior High School, Principal

Xong Moua, Washington Technology Magnet, Assistant Principal

Seepha Vang, Hmong Dual Language/Immersion, Teacher on Special Assignment

Phoua Yang, Hmong Dual Language/Immersion, Coach

Ka Ying Yang, Jackson Preparatory Magnet, Teacher

Nag Yang, Jackson Preparatory Magnet, Teacher

Bao Xiong, Phalen Lake Hmong Studies Magnet, Teacher

Bounthavy Kiatoukaysy, Phalen Lake Hmong Studies Magnet, Cultural Specialist

Youa Lee, Harding Senior High School, Teacher

Moslais Xiong, Phalen Lake Hmong Studies Magnet, Teacher

Shoua Lee, Washington Technology Magnet, Teacher

See Yee Yang, Washington Technology Magnet, teacher

Chivouayi Lo, Harding Senior High School, Teacher
Soua Her, Jackson Preparatory Magnet, Teacher
Gaoshue Moua, Jackson Preparatory Magnet, Teacher
Ong Xiong, Phalen Lake Hmong Studies Magnet, Teacher
Mee Kong, Jackson Preparatory Magnet, Teacher
Leigh Vang, Phalen Lake Hmong Studies Magnet, Teacher
Chong Xiong, Phalen Lake Hmong Studies Magnet, Teacher
Chao Vang, Phalen Lake Hmong Studies Magnet, Teacher
Maykoly Vang, Battle Creek Middle School, Teacher
Billy Chan, Assistant Superintendent, Division of Schools

Team Members then shared information and a short presentation on the Hmong Dual Language Program and their time at the conference.

Director Schumacher shared that background, and in the slides, that this group of people starting in SPPS and working on collaboration started something that has never been done putting together a combination of culture and language, a curriculum, that will be used throughout the nation. This is an incredible landmark for us as a District, for the Hmong community, and the leadership they have shown teaches us all and informs us all to provide the best education for all our kids. He thanked them for their work. It's a tremendous accomplishment, and we are privileged and lucky to have this team.

Director Foster added that as we look at race and equity in this District and serving every kid, and thinking about the impact of 1/3 of our students who are Hmong English Learners, and the impact in our district. We are working with teachers, educator, and leaders across the district, and they are leading national work that should be in every community. In a community as diverse as Saint Paul, and this group is leading that work for our learners. SPPS can achieve this for each and every community that resides in our district. She thanked them for their leadership in innovation, and to continue this model for other areas. She thanked the team and their families for this work – it's a win-win situation for all areas of this district.

Director Xiong also emphasized that our teachers are the pioneers in our nation in this work, and never had happened in any school district in the nation. As pioneers leading this work, they are also the models and leaders in this work. On a tour of Jackson, and talking to teachers, who were translating and printing them, and into books, so that our students can read English books in Hmong. Teachers continue to do this work in creating the curriculum. They are pioneers, and because of them, SPPS is a leader in this work and supporting other school districts to model this work in culturally relevant education and Ethnic Studies, and relevant to our students today. This is an example of that, and thanked the staff for their dedication to ensure our students have the materials that are important, and the education needed to see themselves in SPPS.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Consent Agenda with items C3 – Contract Approval for Emergency Transportation, E3 – Permit Categories and Rate Changes, and F1 – Request for Proposal (RFP) – No. A216592-A - Data Centers Upgrade and Site Switch Replacement pulled for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

VI. APPROVAL OF THE MINUTES

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

MOTION: **Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of September 17, 2019 as published. The motion was seconded by Ms. Foster.**

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

B. Minutes of the Special Meeting of the Board of Education of September 24, 2019

MOTION: **Ms. Ellis moved approval of the Minutes of the Special Meeting of the Board of Education of September 24, 2019 as published. The motion was seconded by Ms. Vanderwert.**

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

VII. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of October 15, 2019

At the October 15, 2019 Committee of the Board meeting, Superintendent Gothard began the meeting recognizing Indigenous People's Day, and his time spent with students and community in honoring this day. He also shared that it is Principal Appreciation Month, and recognized our principals and provided an update on their ongoing, regular professional development that allows our principals to collaborate with each other.

Next, members of SEAB provided an update to their work, including the introduction of a new facilitator and their work with the Office of Equity. SEAB members look forward to learning more about their work with the Board and maintaining and building connections.

Board members then learned more about the SPPS Achieves Measures for Success in Year 1 of the plan, including the metric and status of six long term student outcomes, and the ways to interpret the status of each student outcome. Questions centered on prioritization, feedback and communication to teachers, staff, and families, the difference between typical and aggressive growth, ways to continue to track, contrast and compare with the dramatic changes, assessment of curricula in areas, and reflections of successes and challenges. Discussion points also included the suggestion to present both qualitative and quantitative data, and alignment of state standards and showing the success of students, as well as how we communicate with families and the community in a clear, transparent way.

The next agenda item was the 2020 Legislative Agenda, and information was shared on the session preview, important dates, legislative activity around special education, general education, and key topics of stabilizing education funding, increase and diversity of teacher workforce, enhance taxpayer equity, enhance local control and reduce mandates, and provide resources for child and family stability and

support. Questions centered on school safety funding, investments to diversify our workforce, future budgets, prioritization of one-time funding, the School Finance Task Force, and board collaboration and advocacy at the capital.

Next, a proposed policy update to 510.03 – Class Rankings was presented, and included reasons for the updates, changes to the policy of removing “top ten” verbiage and adding language on recognition of academic achievement based on the Latin Honors system, and implications of the proposed changes. This presentation sparked discussion among the Board including feedback from principals, number and percentage of students who will be recognized for their academic achievement, recognition of SEAB for their recommendation of this change, timeline, allocation of funds, ways to honor students who impact school climate, the weighted grading system and correlation to access to advanced classes. Consensus among the Board was to move this policy to the three-reading process.

The next item on the agenda was the SPPS Administrative Response to the Latino Consent Decree Parent Advisory Council. Background and recommendations of Principal’s Guidance and Community Partnerships and Programs were shared, including the response to each recommendation and guideline. Questions from the Board centered on the response of a study into the LCD person of contact and stipend, timeframe in developing materials and quarterly LCD Leadership Team meetings, content of the training for principals and counselors, board member experience with CLUES and their YA! Program, transportation for families, and structure for the role of the LCD contact and schools in which one is requested. Board members and council members expressed confusion and frustration with responses to the LCD contact person recommendation, stipend, and structure to ensure the achievement of our Latino students. Parents also shared their experiences and their passion for their students, families and community. Superintendent Gothard shared that he will meet with his team and further discuss a plan based on this presentation and discussion.

Members of the Facilities team then shared information on SPPS Sustainability Summary and Future Framework. Sustainability is about balancing present and future needs, as well as balancing environmental, social and financial needs, and requiring collaboration. It is a mix of people, planet, and profit, and each overlaps within sustainability. Data and information on the three pillars of energy, resources, and water within SPPS were shared. Potential Board policy on environmental sustainability was also addressed. This presentation sparked many questions and discussion points from the Board, including energy usage change data, efforts around solar energy and building candidates, the pyramid of energy reduction, change in energy usage in newer and renovated buildings, a request for a summary of information on solar energy within the District for community members, examples of policies from school districts across the country and the importance of community involvement in the design of a policy for SPPS, dining room trays and utensils, details on the reusable bags for breakfast to go, single-use plastics, composting, behavior changes that will impact sustainability, recycling, prioritization within deferred maintenance, sustainability within SPPS curriculum and materials, possibility of electric buses, and rain gardens.

The Board then learned more about the Final FY19 budget revision, including figures for all funds to revenue changes, expenditure changes, and fund balance re-appropriation, as well as fully financed fund revenue and expenditure changes. The Board then approved the recommended motion to approve the Fiscal Year 2018-2019 final budget revision as presented.

Lastly, board members conducted a work session to discuss onboarding for new board members to be held after the November 5, 2019 elections.

MOTION: Mr. Marchese moved the Board accept the report on the October 15, 2019 Committee of the Board meeting and approve the minutes and recommended motions within that meeting as published. The motion was seconded by Ms. Foster and Ms. Xiong.

The motion was approved with the following roll call vote:
Ms. Xiong Yes

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

VIII. SUPERINTENDENT'S REPORT

A. Facilities Master Plan External Review Team Update

Superintendent Gothard then introduced Cedrick Baker, Chief of Staff, to present the findings and recommendations on the Facilities Master Plan External Review Team Update.

Superintendent Gothard grounded the presentation and provided a recap the charge, our commitment, ribbon-cuttings in buildings which were about students and keeping pace with the evolving needs of teaching and learning, and that there was no evidence of malfeasance or intentional misrepresentation of the FMP.

Review and Assessment Framework

Board of Education/Board Representative

- Oversight of FMP review process
- Directs External Review Team

FMP External Review Team

- Determines fact-finding parameters, processes, and outputs
- Directs Internal Technical Workgroup in fact finding and data gathering
- Reports back to BOE/Representative

Internal Technical Workgroup

- Data gathering > provides information for External Review Team

FMP External Review Team

- Jacobs Engineering – Construction/Finance/Industry Best Practices
 - Chappell Jordan
 - Shannon Jasien
 - Alexandra Marler
 - Stephanie Sadowsky
 - Aaron Sarfati
 - Agustin Villafana
- Steve Torgrimson – Facilities/Finance Advisor
- Mike Vogel – Facilities/Finance Advisor
- Kelly Smith, Baker Tilly – Tax and Assurance Advisor
- Donald Mullin – St. Paul Building and Construction Trades Council

Chappell Jordan, from Jacobs Engineering, also provided more information as a member of the External Review Team.

\$179M Increase for 18 Projects

- District spent more money than originally planned on projects, but did not overspend or overpay on projects
- Scope of work on sites expanded to meet program needs and address unforeseen conditions
- Lack of adequate contingency formula (40% +/-) to account for unforeseen conditions
- “Light” vs. “heavy” renovation originally applied to square footage
- Unanticipated educational needs; added scope
- Furniture, fixtures and equipment (FF&E)

Findings and Recommendations

- Oversight
- Controls
- Staffing
- Funding/Financing

Findings and Recommendations: Oversight

- District has paid for good-quality products at a fair price
- District slow to identify and implement key project control systems and communication processes
- Certain systems/controls being implemented
- Board of Education should have more input at various stages from planning to construction
- A chart was presented that showed the different stages of Recommended Project Lifestyle and Board Authorizations after each part of the plan

Findings and Recommendations: Controls

- Additional financial and construction management controls needed
- Checks and balances in a large-scale capital improvement program
 - Lacking / fall short in meeting needs
 - Many systems are now in process of implementation

Findings and Recommendations: Staffing

- Staffing adjustments
 - New positions
- Facilities and Finance Departments
 - Improve collaboration among departments
 - Cross-train departments in each other's expertise area
 - Training in systems controls for new and existing staff

Findings and Recommendations: Funding/Financing

- Capital-improvement funding strategy needs to be adjusted
- Must meet the needs of a substantial 10-year capital-improvement plan
- Annual FMP budget is \$112M for 10 years
 - 10-year vision implemented in 5-year increments to allow for flexibility
 - Responsive to changing priorities

Next Steps

- All projects not currently in construction will be re-scoped and vetted with appropriate systems controls
- Funding will only be pursued for fixed project budgets
- Master schedule and master budget to be developed
- Provided to the administration and public on a regular basis
- Determine how best to implement other recommendations
- Organizational restructuring to better support magnitude of major 10-year capital program
- District committed to being more transparent, communicative, and diligent in managing/delivering FMP

QUESTIONS/DISCUSSION:

- Director Schumacher noted that he appreciated the thorough and comprehensive insight gained from this work, and there's a lot to go through, but it gives us specific understandings of how we got to where we are and where we need to go in order to do things in the right way. In looking at these buildings, they are great, and it's good to know we are getting the value we hoped we were for our kids. And yet, we are at a place where the corrections made and will be made will put us on a better and stable platform for delivering the environments for the best possible learning for our kids, which everyone wanted to get from this. We sometimes feel like everything is in place to make things work, until we face-to-face with challenges. We don't have experience with a project this size and doing what it takes to get it down right. We experienced it at every level, and the board is a part of all this, and we take

our accountability and our responsibility seriously. To be able to hear from folks who have been in these situations, and they are unique in school districts. It's reassuring to understand where we should go. The ways we are going to be informed to provide oversight, and how to think about these projects moving forward will be helpful. Clearly, the kinds of new structure systems and personnel coming in to help will be able to inform us and help us as board members.

- In reading through this document, realizing there was an acknowledgement that the overwhelming nature of it, help was needed, and because of transition in leadership, perhaps it was difficult to understand how to provide the help that was dawning on facilities and financial people. If the recommendations are followed, there will need to be additional folks in. What are general understanding of what kinds of budgetary changes or priorities to put this plan back on stable financial and implementable path? Response: For a program of this size, we have two choices – to build internal expertise to build continuity, or we can hire external contracted services to provide oversight. We a little of each currently. We may not need to hire more people, but find that balance. The funding that we would use for FMP would be part of construction costs for a set project. We first need to establish key leadership for construction and finance, and build the right staffing levels for us to do the recommendations we accept. In Finance, it has been a challenge to get positions filled, and get our baseline staffing in place to get folks to be focusing on primary objectives. If we want to optimize this work, it's establishing leadership in construction and finance, working with them to develop the team and organizational structure, and supporting that.
 - Folks working at sites and schools who have patiently worked through construction at their sites, that those folks will be debriefed as move forward, so that new site leaders can have a better experience, which isn't seen in the recommendations, but important to ensure we are listening to that and do a better job of working within our buildings in these transitions and construction so that leaders are supported in better ways, and students as well. Construction has an impact on how our kids are learning, and pull from expertise for learned lessons and experiences as best as possible for our sites.
- Director Vanderwert noted that in reading the report, some of it was troubling, but likes the staffing suggestions, and in the 4 years she has been on the Board and hearing about how stretched everyone is in Finance and Facilities, and the cuts in the past 4 years and demands of staff. This is Administration and we are reaping the cuts right now because of that. We have constantly said we want more money to go to the schools and meet the needs of kids, and have cut Administration, and have cut it severely. We are living with those consequences, and understand the budget also needs to include administration and support for Facilities and people serving the whole district. She is excited that it will be taken from construction budgets.
- In the debt policy, what could that look like and how will it help us? Response: At Minneapolis Public Schools, it was tackled in entering the major capital program. The debt policy and the reimbursement policy in place, that helps with suspending ahead of bonding to cover that. That's done already. The debt policy is helping to understand what you feel comfortably with in debt to carry over time. In the write-up, the MPS debt policy states that 70% of debt needs to be paid in 10 years – it can be aggressive. It needs to be researched and evaluated and looked at for guidance to the Board and CFO on dealing with debt. Debt is an important part of major capital program in building long term assets, and paying for it with long-term debt service.
- Director Marchese thanked the External Review Group and their service in helping us understand this process, and helpful for the context and wisdom, and appreciated that we have good suggestions, including debt policy, and structure and staffing.
- He then made observations, and the foundation of what we're trying to do remains important – the future of our students and their learning, and have the best opportunity to be successful. In coming onto the board, what was brought to him and those board members seemed to be an exciting opportunity modernize our facilities. It also means that because it's so important and commitments made to the community, the process as a board had integrity and the ways to make decisions had integrity. There are things about these observations in this report that are troubling; they implicate the board's ability to do the work, and hope those will not be the future. From the beginning, this has been a huge undertaking and set up to succeed. For us to make decision that were quality, we needed to rely on the judgement of staff and make them accurately, and as to how this should be organized and structures. We had to understand the scale and scope to make commitments fiscally and to the public of what to expect. He was troubled by the comment the things about risk not included in initial estimates

were something the board should have had an awareness of – in making a public commitment of this district's resources, the board needed to know the risk was not fully explained at the time making those choices in 2016. It also implicates the accuracy of the information about the status of the projects, but also the changes to be made. A lot of the information that came to us was in drips and drabs – it was hard to make very educated choices when presented with information this is what we need to do to continue to move forward, without knowing how this will interact with the other choices in this project to make educated decisions – including replacing a building versus improving.

- He is concerned about the observations about internal staff capacity and lack of communication between staff. As a board, we have the right to expect our staff will act in the professional way possible in order to further the work of the district. People were trying their best to keep things moving forward, but there was also something missing in the culture between these areas, and that was allowed to continue over a period of time.
- Also in the funding streams, and brought contract changes, and how we make those changes and understanding the financial implications. There wasn't clear information to the Board about how these things would interact together.
- We approved a 10-year plan that was ambitious and necessary and important for the District. We never saw the information on the choices of staff and about the use of funds, that would impact the commitments that the Board made the community about what they could expect to see. There was an undermining of the Board to do their job, and that is troubling. As a board member, that is concerning because there is a public responsibility to ensure we are getting the best quality information and making choices in the best interest of the District. We need to continue forward in a project to modernize our buildings, but what it looks like going forward needs to be different, and appreciate the Supt's comments about making these changes going forward. We need to be clear with the community that we will be making important changes to see what this will look like going forward – need to be about process, financial commitments, and staffing and support in our administration to support this work.
- He is hopeful that we will see that going forward, and also that by accepting this, the Superintendent is making a commitment to the community about how it will change. The board needs to support him to do that, and needing to hold him accountable for how this moves forward. We cannot repeat the level of mistakes made in this process, and still have the confidence of the community. We have a responsibility as a board to be clear with the community and with ourselves on these choices. For all of the good feelings in the building, we still have a responsibility to have conscious choices about how we got there, and will be important, and looking to the Superintendent as he implements these recommendations. He hopes that we will continue to important work of improving our facilities, and also be fiscally responsible with our resources from the city residents to do this work.
- Director Brodrick noted that he shares the concerns of his colleagues. He thanked Director Marchese for his frank and candid approach to the issue. He also noted that in looking at the next steps, they look like they are on the right track and good next steps. In particular in light of Director Marchese, it is very important to us as a board and Superintendent and staff to be continually working together on those and communicating with one another on an ongoing regular basis how we are implementing the next steps, especially in being transparent in delivering the FMP. He is pleased to look at the next steps and we are committed to working together in knowing the FMP.
- He also shared that he commend the members of the external review team and leadership team for a comprehensive report. He also noted that it was a formidable task to wade through this report and sure it will require further reading in looking at it, and trying to provide oversight and monitoring to our next steps. Because this report is such an overwhelming document, and understand that our own staff has just received this report within the last couple days, and first question is:
 - When will our staff have an opportunity to respond to this report? Response: We respond to reports and information all the time and collaborate around information. Responses from district staff will be best utilized to optimize our work moving forward. There are many findings and recommendations – as great as they are, we may implement pieces of them and looking for those from departments to calibrate and understand how to best utilize that. We need to balance our external committee with our internal responses. People are open to sharing feedback, and if that is something facilities or finance would like, we will ensure there is space for that.
 - People in this district do not shy away from approaching the superintendent – he noted publically, that that is an accurate remark. In talking about in this district, we need to change our culture because our culture has not always been like that. He applauded the superintendent for saying

that, and one of the reasons asked, because he encouraged the folks working on the FMP and working on the next steps, that they will be able to talk to their immediate supervisors and superiors. He wants people to feel comfortable in further details and explanations to the report, and make sure that this report is really utilized by the people that will do the work. How will we make these next steps work? Response: We do really good work, and individually and in departments and groups, but we want to be great. The first is a common understanding of how we work with each other and it needs to be all the time and around SPPS Achieves and policies that guide us to increase long term student outcomes and the kind of district we want to be. For us to be that great organizations, it will take us working together to dig into the report, set up the structure to guide us, and from facilities and finance perspective, to do cross-work. It will be important that everyone has an understanding of the work and how it fits into decisions for the FMP. The good news is that we have learned a lot and given attention to this, and the board has directed the superintendent to ensure the FMP is on pace. We will need to pull together a timeline to demonstrate the steps and how we will proceed. He wants the board to have a number of dollars on a building, reported, and monitored, and held accountable to that.

- He also sensed that there were differences of opinions between members of the review team. Are there differences of opinion that were had as a team that think the Board should be aware of? Response: Chief Baker noted the wanting to ensure the report was not “whitewashed” - we wanted to ensure that we were as transparent on the team felt. In the appendices, there are individual reports on the findings and recommendations. The main items in these overall oversight, controls, funding and finance were agreed upon. There may have been differences in opinions of how we got there – but brings in credibility of teams work knowing they wrestled with things. There may be small differences in the how, but the what was agreed upon – greater collaboration, funding stream to meet the needs, supports and controls for management. There was no doubt with the team agreeing to those items, but the vehicle how to get there was differences.
 - It's important in talking about allowing our staff to feel comfortable in coming forward and helping to improve this whole process. They will be reading this report, and there may be things that they agree or disagree with. In the spirit of changing culture, we want to ensure those folks have an opportunity to point those items out and ways they can help to do it. Advise to use soft skills with staff to ensure we do a better job in the future. Response: Many of things also talked about findings and recommendations to ensure we are never in this place again, and we have those. We may not be able to implement all right now, but pieces. Because of the nature of the recommendations and system, we will need to adjust and changes to be made. Committed to the success of these projects, there will be changes and we are committed to making that happen.
 - Many of the recommendations are “transformational” and call for serious redefinitions for the roles of personnel. Things Director Marchese noted that – it will have to happen, and with the trust in our Superintendent and all of us to improve our culture, we will be able to do that fairly and justly. But the most important item is that we will ensure this will never happen again.
 - As elected officials, we are sworn to represent the public and to be responsible for the running of the school district. We are a governing board, not a managing board. However that does not excuse us from our responsibility to monitor and provide oversight and this is where add for advice from team members or from the superintendent, because as professionals, or as regular citizens, what would be your advice to us, not only to hold ourselves accountable to fulfill this responsibility, but to make sure that our staff gives us the timely and accurate information so that we can be responsible to the public? How can we do a better job of making sure these 7 elected officials are continually not feeling like they don't know enough? Response: In the flow charts, one of them is the simple version, and another is the more difficult process on where the board is within that process and decisions. If get a master schedule, and master budget in place, and controls system to see the overall program and big picture, that will be a major piece, and to see the baseline data, understand it, and things that are of risk or highlighted. Another concerns was looking at it by school, and in pieces. There needs to be bigger picture item, and understanding projects below are impacted, and in moving things around that you understand and it is communicated. The controls system will be very important. If the board chooses to reinstate the programs and in the scope, there is a master schedule and cash flow and looking at next round of projects in

terms of scope, and do a deep dive in next projects. The FMP itself in terms of the projects, how to prioritize and met with campuses, and information needed – that worked nicely. The implementation and reporting of it would be considered the mis-step. A dashboard will also help for the board to see the progress. initially, there may need to be monthly reports on where we are, and then quarterly. There were questions that the minute you feel uncomfortable, you need to stop. If you get that feeling, back up and talk to superintendent and staff. In working in MPS, and reporting to finance as a director and embedded in facilities group, there was confusion about their plan, and was in the process of putting together and training practice understand terms, funding vehicles and restrictions, and giving the board “cheat sheets” to help understand the process, and understand sources of funding, checks and balances in place. education is good, and worth the investment in this long process.

- We're on pause right now, and there are projects that need to be finished. Are we going to be on pause with all projects until we have a new system of reporting, or is there a transition period? Response: Based on our ability to dive into this report, that we have to look at a few options in how to launch this new initiative. The external review team is great in what they have learned, and may help with implementation of recommendations as well. We need to determine that internal structure, and make sure the team agrees to it, and will stand by it. Some of the best advice from this process is to look 1-3 years versus 10 years and focus on that smaller group of projects, and likely where we will begin. We will also provide the board a timeline and training with our Board and colleagues to understand what they are approving and timelines, and communicate routinely.
- Will we need to approve the continuation of the projects already exists in some way, or will that come back and we need to finish and here's how we're going to it? Response: We have work underway right now. Future projects are somewhat on pause. Before any project starts construction, there will be a new process in place for approval.
- Chair Ellis is encouraged by next steps, and still disappointed this is at the place we are at. It has altered trust for board members in community, where they believe we were not fiscally responsible and let things happen and did nothing to shift or change them sooner, and not understanding process and spending.
- Talking about the FMP as a program – always seen part of Facilities. Going forward, is FMP considered a different and separate program from Facilities, and if so, where will it land operationally? Response: FMP referred to as a program is the overall scope and magnitude to implement it. It involves everyone from the governing table to partners in in securing finances, facilities, city and state. There are a lot of moving pieces. It as a program is referred to as a generality and overall magnitude.
- In talking about having consultants running the FMP, and what would that mean and how many people would that be? Response: While we don't know what the org chart will look like but in looking at the current org chart included, and understanding in the overall magnitude in scope, we have incredible internal capacity, but also have to rely on external partners to do this work. My plan to the Board is that any of the funding for positions would come from fund 06 – which is our construction account. It is not my instinct to add positions from the general fund – it should be from the FMP and funding from the schedule. We need to understand the work to accomplish and be the best organizational structure to put into place for financial constraints, and the FMP will drive the need to partner with other external partners or consultants.
- Chair Ellis also noted that if we have spent more on these projects, what impact will that have on things going to do moving forward? We haven't seen the work as this is what was done, and this was the cost or overview of the project of where we began and ended for entire project and costs. In having these conversations, and being transparent will be helpful. The dashboard will be helpful, and while we may not have the current capacity, we do like that. If we are talking about moving forward with FMP, which believe is the right thing for this district to do and investment in community, students, and staff and buildings. It is important in sitting at the JPTAC and talking about he jobs this is bring to the city, which is important. Hesitate on whether or not have enough things in place before we talk about the next iteration of the FMP. In talking next steps, there needs to be concrete things to show us before agreeing or looking at anything else moving forward. Response: Hearing loud and clear do the FMP. Number one is do it right and from the review, and comments and suggestions. In working on a cash flow model, and working with

\$112M/year with 3 funding sources. What happened in that in a hard program, we don't have that issue. The first round had 10 projects, and going through the changes, because of the changes in cost, we may have only done 6 of those 10. We pushed out those next projects until the next funding stream based on the cash flow. We are not fixed to a number. The second part, based on the priorities, the hardest, most difficult projects were done first, and the later ones may anticipate major renovations based on age and changes. theoretically 60% over on 10-12, the next round, overage might be less. The average might be less. the reason coming back to 10 year piece is because the demographics might change and housing might change or businesses that might impact a single area. That will necessitate a change. and it may need to be prioritized and flexibility comes into play. Anything outside 3-5 years is outside the planning parameters; going 10 years makes it difficult to guarantee and priority.

- Director Xiong echoed points from colleagues. She appreciated, and thanked the external review team for their work and the report, and thanked the facilities and finance team as well. She's come to learn that here in SPPS we have hardworking and dedicated people who showed up to do their work, and thanks for doing that; Per the report and finding, in addition to that, we have people who are dedicated to doing the work, and therefore, our efforts to ensure that the work we did and conducted is done thoroughly. We being the second largest school district, it's apparent that we have outdated systems and a capacity issue with not having enough staff to do this work thoroughly and well. In this finding, not only with capacity, and need for knowledge and depth, to do the work, and also look at the overall work to be done to assess if there are gaps in the plan. She appreciated the recommendations to build a team to do this work well, and that's important for the next steps.
- In the timeline, and through reading this report and 10 year timeline, that was worrisome, and appreciate the recommendations for a 3-5 assessment for our plan and projects.
- For the recommendations to set protocols and systems to do this work well. She is hopeful this report recommendations systems that will allow us to be efficient and effective with our FMP plan going forward.
- About the external review team and the future of it. Perhaps the next steps this team will help to implement the recommendation? About the timeline and terms of and liking the diagrams included in the report about how projects will be presented to the Board for approval. What is the timeline for updates on progress with FMP going forward? How would the Board receive reports on updates on progress for the FMP? Response: Superintendent Gothard noted that he will commit to communicating a broad, general level of sketch of timeline so the Board knows what to expect, and then we will get to work on meeting those deadline and what it may look like for the board. we may take a project ion schedule to model what a new process would look like to simplify one. In terms of the external review team, we didn't know the results. It has given some tools and information, and looking forward to how to implement to what the next steps that we agree on are for SPPS. If the team or any one of them can be there to help us, we may talk about that. Their work is complete after tonight by contract, and would need to talk more about what it would be to help us into the future. That would be included in future steps.
- When the FMP was originally proposed, it put timelines of schools, and when under construction or see school redone. With this new report and recommendations on next steps to ensure our plan is efficient and effective, how are we communicating with schools who have been waiting for updates, and are we looking to follow the same sequence of schools that are next in line for construction? Response: We're going to have to communicate with all schools and have been communicated with them. With schools that might be on hold, Bruce Vento was on the schedule to have major renovations done, and with these things to fix, another option and being responsible pause and don't know if it makes sense for major renovation when we can design a whole new schools. When we design a new school, there are other things we can bring in from the community that could be used – such as expansion of PreK spaces or early childhood hubs, food shelves, and can incorporate into the design. As difficult as a pause is for people, it gives us time to look at priorities' in 3-5 years out. In scheduling and sequence, 10 years could work, but details it's problematic not knowing what 10 years will look like. Our FMP is populated frequently and continue to be and share as much information with our community and board. These monthly reports will be an important check in as well/
- Director Foster thanked to all involved to the team and staff. This process in reading this report, what set most is that we all come onto the board with a different skill set and some may not have the skill set

in facilities. She reflected on her skill set, and learning more about this process. She learned that she didn't know the answers, or what questions to ask. She recalled being told about cost overruns and percentages, and timing, and having those and as a board member, informed to a point that the leaders and experts were in the room. We talk about capacity, skills, time, workloads, and balancing all that. This process has had to look deeper, asking more questions and bring those back. There were lessons learned from this process, and looking forward to the recommendations and reports, and see there were differences which were helpful, and it was an honest assessment coming from different folks that have been in the industry doing this work with skill and capacity to do this work. The timelines and how we're moving forward are very important, and being consistently in the loop for communications and folks who are asking questions.

- Superintendent Gothard thanked Chief Baker and the external review team. The FMP is all of us and how we work together and know we've been committed moving forward. We have very passionate people who care about their work, and we did this to be responsible to all. We need to ensure we are doing this in the right way and to communicate that to the board and community.

B. Human Resource Transactions

MOTION: Ms. Ellis moved approval of the HR Transactions for the period September 1 - September 30, 2019. Mr. Brodrick and Mr. Marchese seconded the motion.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

IX. CONSENT AGENDA

MOTION: Ms. Ellis moved approval of all items within the Consent Agenda with items C3 – Contract Approval for Emergency Transportation, E3 – Permit Categories and Rate Changes, and F1 – Request for Proposal (RFP) – No. A216592-A - Data Centers Upgrade and Site Switch Replacement pulled for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

A. Gifts

BF 31813 Donation from Inver Grove Honda to Cherokee Heights Elementary School

That the Board of Education authorize the Superintendent (designee) to accept the donation and have the funds used to support student achievement outcomes at Cherokee Heights Elementary School.

BF 31814 Gift Acceptance for Flooring at Four Seasons A+ Elementary from Julie Mickelson

That the Board of Education authorize the Superintendent (or Designee) to accept the gifts from Julie Mickelson and provide a letter expressing appreciation for the gift.

B. Grants

BF 31815 Request for Permission to Accept a Grant from 3M Gives

That the Board of Education authorize the Superintendent (designee) to accept a grant from 3M Gives for funds to support 2019-20 school year at E-STEM Middle School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31816 Request for Permission to Accept a Grant from Bush Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Bush Foundation for funds to support the SPPS Achieves Strategic Plan; and to implement the project as specified in the award documents.

BF 31817 Request for Permission to Accept a Grant from the Saint Paul Youth Programs Fund

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Saint Paul Youth Programs Fund for the afterschool Science Club program at Washington Technology Magnet School; and to implement the project as specified in the award documents.

BF 31818 Request for Permission to Accept a Grant from the Shakopee Mdewakanton Sioux Community

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Shakopee Mdewakanton Sioux Community; to accept funds; and to implement the project as specified in the award documents.

BF 31819 Request for Permission to Accept a Grant from Teaching Tolerance

That the Board of Education authorizes the Superintendent (designee) to accept a grant from Teaching Tolerance that supports school climate improvement; to accept funds; and to implement the project as specified in the award documents.

C. Contracts

BF 31820 Change Inc. Services in SPPS

That the Board of Education authorize the Superintendent (designee) to approve the expenditure General Education funds, Special Education funds, and Gateway to College funds in an amount not to exceed \$150,000 for site-based mental health services provided by Change Inc.. This amount supports site-based mental health services a 12 SPPS sites, and is equivalent to the amount expended during school year 2018-19.

BF 31821 District Provided Cell Phone Service & Equipment Agreement

That the Board of Education authorize the Superintendent (designee) to approve and enter into the agreement between SPPS and Verizon Wireless.

D. Agreements

BF 31822 Approval to Create a Cooperative Sponsorship between St. Paul Central High School and Open World Learning in Girls' Gymnastics

That the Board of Education authorize the Superintendent (or Designee) to approve the Cooperative Sponsorship for Girls Gymnastics with Open World Learning at Central High School.

BF 31823 Approval of an Employment Agreement with Operative Plasterers Local Union No. 265, to Establish Terms and Conditions of Employment for 2019-22

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Operative Plasterers Local Union No. 265 is the exclusive representative; duration of said Agreement is for the period of June 1, 2019 through May 31, 2022..

BF 31824 Memorandum of Understanding with GOATote LLC.

That the Board of Education authorize the Nutrition Services Department to negotiate and enter into an appropriate and reasonable MOU with GOATote LLC for a reusable bag program on behalf of the District.

BF 31825 Request Permission to Continue an Agreement with the Minnesota Department of Health to Participate in the Minnesota Immunization Information Connection

That the Board of Education authorize the Superintendent to enter into an agreement with Minnesota Department of Health for ongoing participation in the Minnesota Immunization Information Connection (MIIC).

E. Administrative Items

BF 31826 Monthly Operating Authority

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

(a) General Account	#715103-716069	\$47,111,710.91
	#0003460-0003496	
	#7003416-7003446	
	#0003819-0003912	
(b) Debt Service	-0-	<u>\$337,862.00</u>
(c) Construction	-0-	<u>\$3,655,023.89</u>
		<u>\$51,104,596.80</u>

Included in the above disbursements are two payrolls in the amount of \$9,982,977.30 and overtime of \$54,312.15 or 0.54% 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 January 31, 2020.

BF 31827 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 October 31, 2019, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31828 Request for Approval for Funds from the Minnesota State High School League's Foundation

Authorize the Superintendent (or 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 31829 Facilities Department FY20 Purchases over \$175,000 Correction

That the Board of Education authorize the contract correction to the Facilities Department FY20 Purchases Over \$175,000 board agenda item that was approved at the September 17, 2019 meeting.

F. Bids – pulled for separate consideration

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31830 Contract Approval for Emergency Transportation

Chief Jackie Turner provided highlights of this item. It will increase the capacity to our transportation system for two vendors to current fleet - Minnehaha Transportation and Northfield Lines. Between the two, we believe they will add capacity of 6 additional routes, and some dedicated to Extended Day Learning. Northfield Lines is under district approval amount, felt important because it is outside the scope of traditional way to approve transportation companies, which is typically 3-5 years and contract and proposal for that duration of time to give support to that company that we will do business for 35 years and to provide stability for the district. Because of the current situation in the district and statewide, one of the companies pulled from our routes the Friday before school started and left us in a difficult situation. With the addition of these two companies, our efficiency will continue back to normal with over 90% of routes on time to school and to home.

She also shared that there will likely be another company once we can continue to validate the requirements to contract with the district, and we anticipate they will complete the requirements to contract within the next few weeks.

She also thanked Tom Burr and his team, who have been driving buses since the first day of school to add capacity. Everyone who has a license in the transportation department has been driving every day.

- Clarify by adding these two companies to our fleet, how short are we still after adding them? Response: After adding these two, we believe there may still be 3-4 routes that will still need to be covered. After the addition of the third company, that should put us back on par for where we'd like to be.

Director Xiong also thanked Director Burr for driving buses so that our kids can come to school, and another example of passionate employees and dedication, and so many hard-working staff members who show up every day to ensure our systems run smoothly.

The recommendation is also cost neutral with the pulling of the other company, those resources will be diverted to resource these companies.

MOTION: Ms. Vanderwert moved that the Board of Education authorizes the Superintendent (designee) to award contracts based on the District's increased need for yellow school bus vendors. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Absent
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

BF 31831 Permit Categories and Rate Changes

The Board requested more details on this item.

- A brief explanation on the philosophy behind the thinking setting up the fee schedule. It's important the public understands that we encourage the use of our buildings by our community and try to do it in an equitable and fair way as possible. Response: Late winter, the team members of the permit committee, with a report and acknowledgment that it was time to modify our permit system and fee structure. With that, the team brought forth data and information after review and analysis and agreed that our buildings are for use of the community, and to ensure that we are nimble and flexible in welcoming the community to our buildings. We also felt that we needed to be more transparent with our rates structure and permits structure and to align it to the type of permits requests we are receiving. Some categories were eliminated because they were never requested or used. We also felt that we should be more tight with categories and explicit for nonprofits, or partners and help define that, and also should be able to have some credit for string partners, and realigned those items. Some fees went up and some went down, and we feel this aligns with what it costs to maintain and support the needs of the buildings. Some permits call for permitter to not have to pay actual cost with the exception of the custodial costs, which is a true cost. We did align the fee structure with to compensate and pay the staff for hard costs. As we look at our cost structure and compare it to other organizations and districts in the area, we feel this is fair and competitive cost structure.

If any organization feels their fee is not aligned with their mission or outside their scope, there is an appeal process.

- Would you say our relationships with our youth groups in our communities, that those relationships are good? Response: Yes.
- How about collection of fees – is that a tough one for us? Response: Typically, it is not. Most of our permitters realize and understand that there is a fee when they sign a permit, that they are prepared to pay for that cost. A few isolated incidents, we are able to take care of those in a professional and efficient manner. She thanked the community for taking care of our buildings when using a permit, and have very few problems with that, and a testament to our community in taking care of our buildings.

- In the connection between our buildings and communities is so important that this fee schedule will not get in the way of really encouraging people in community to use our buildings? Response: Yes, that is true.

MOTION: Mr. Brodrick moved that the Board of Education adopt the updated permit category and rate changes based on the Permit Committee's recommendation. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Absent
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

BF 31832 Request for Proposal (RFP) – No. A216592-A - Data Centers Upgrade and Site Switch Replacement

The Board requested further information on this item in looking at those big numbers included and more details on the lump sum costs.

Chief Turner noted that as a 1:1 district and with an increase in our applications and technology, that we are a district in constant use and need for increase in bandwidth. With this request, it is an approval for a RFP for data center upgrade and switch replacement. SPPS qualifies for E-rate, which is universal service fund that is funded by the Federal Communications Commission, and a grant program for school districts to improve technology systems. We do qualify and are allotted a certain amount based on our FRL data. Given that, every 5 years, we are allowed to encouraged to apply for this grant. The majority of the costs is supported and funded by the E-rates grant program and money that the district will not need to pay, and the vendor will be working directly with the E-rate organization. Thee remainder we will need to pay. The grant will cover 70-80% of the cost, and we need to pay the 20-30%. that will be funded a portion from the IT department and worked with Deputy Davis to find some efficiencies within the current department, and the other portion will be from the general fund and working with finance to find those resources, and looking over the 18 month funding cycle, so some will be from the current budget, and the remainder from the future funding years.

MOTION: Mr. Brodrick moved that the Board of Education authorize award of RFP No. A216592-A to Insight Public Sector, Inc, for the purchase of technology connectivity hardware; switches, wireless controller, router, licenses, maintenance, installation and training in the amount not to exceed \$4,942,488. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

X. OLD BUSINESS

A. Policy Update

1. SECOND READING: 503.01 - Children & Youth Experiencing Homelessness

503.01: Children and Youth Experiencing Homelessness

- We are updating the current Policy 503.01: Attendance: Homeless Children & Youth. It is being proposed that the policy be retitled to Policy 503.01: Children and Youth Experiencing Homelessness.
- Why do we have this policy?
 - To ensure that children and youth who are experiencing homelessness receive the same educational opportunities as other students who are not homeless; and McKinney-Vento Homeless Assistance Act and applicable Minnesota law.
- Why are updates being proposed?
 - To create alignment with the McKinney-Vento Homeless Education Assistance Improvements Act of 2001
 - Children and youth who experience homelessness have the right to receive a free, appropriate public education
 - The services provided under McKinney-Vento provide families the opportunity to maintain education stability for their student, which is key to their educational trajectory and success.
 - One of the priorities of the act is the provision of transportation services to allow students experiencing homelessness to remain in their school of origin, which is defined as the school that the student attended when they first experienced homelessness.
- Changes include details on: Purpose Statement, General Statement, Definitions (“children and youth experiencing homelessness,” “school of origin,” and “homeless liaison” – Project REACH and Fostering Connections), School Selection and Enrollment, Dispute Resolution, and Transportation

QUESTIONS/DISCUSSION:

- Were there any changes before the first reading and the second reading? Response: There has not been any changes.
- Have we reached out the the Project REACH team? Response: We will follow up to ensure that has happened.

2. FIRST READING: 510.03 – Class Rankings

510.03: Class Rankings

Why are updates being proposed?

- At the May 22, 2018 Board of Education meeting, the Student Engagement and Advancement Board (SEAB) presented on the inequities of the current policy.
- They recommended that SPPS, “Implement consistent recognition of academic achievement by updating policy 510.03.”
- They proposed for the district to:
 - Celebrate academic success of more students
 - Remove the verbiage, “the top ten students ranked by grade point average of each high school’s senior class will be identified and recognized in alphabetical order” from the current policy
 - Develop consistent use and logic of weighted course material that supports a district-wide system for recognizing academic honors

Changes to the policy include:

- Removing “the top ten” verbiage (currently paragraph two)
- Adding this language (proposed paragraph two):
 - *2. Students will be recognized for academic achievement based on the Latin Honor system, using their weighted GPA.*
 - *High Honors with Distinction (Summa Cum Laude) — Cumulative GPA average of 4.000 and above*
 - *High Honors (Magna Cum Laude) — Cumulative GPA average of 3.75 to 3.99*
 - *Honors (Cum Laude) — Cumulative GPA average of 3.3 to 3.749*

Implications of proposed changes:

- The District will no longer host the “Celebration of Excellence” which honored the top ten from each high school
 - The cost savings from no longer hosting the “Celebration of Excellence” will be used to buy cords and help to support individual high schools’ celebrations
 - High school principals have requested for Board members and Senior Leadership Team to have a presence/role at their school-level celebrations
- High schools that do not currently have the GPA cutoffs for honors, high honors, and high honors with distinction as stated in the proposed policy, will have to update their internal systems and practices and communicate those changes to students and families.
- Because we are doing away with “top ten” - who have been acknowledged in newspapers historically - the District will need to find a new way to best recognize students publically that appeal to newspapers

QUESTIONS/DISCUSSION:

- In thinking about those numbers of students if we were to implement this how many would we be able to recognize and celebrate, what would those be? Response: It would have been 949 students in 2019 that would have been honored.
- In knowing the principals are on board with this, can we also assume they have informed the rest of the staff, particularly class advisors and counselors, and folks directly involved, because this is quite a change in a long-standing method of honoring students and the long-standing tradition of the Celebration of Excellence. With this being the first reading and wanting to publicize this, will there be further publications or memos sent to the schools to remind them this is happening? Response: We agree that schools need to have that information. we have options and opportunities to provide information to schools. We are somewhat hesitate to say this will happen without full approval from the board moving forward, but can start give them heads up that the board is discussing this and if approved, this is what it would mean.
- In thinking about traditionalists that might have push back and give them the opportunity provide feedback prior to the third reading.
- The building level honors programs, and have wondered about the role of board members at those programs. Those can be long programs, and roll of board members to play at those ceremonies. They differ by school. It’s important for board members to play a role, and also be clear with building leaderships of what role is best suited for board members to play and consider what that looks like across buildings in the district. Response: Wanting to make sure there is specific information to the Board on their role in these events, and also seems to be desire to be consistent process in schools.
- It’s helpful to think about the structure in the honors programs, similar to the roles in the graduation ceremonies. It’s a more intimate program that the gradation, and a good opportunity to talk to students, parents, and staff that is not Roy Wilkins. Response: We will come back with specific information, and we have heard from principals that they are looking forward to board members playing a role in these evets, wand will bring back specifics on how that will look.

XI. NEW BUSINESS

A. E-STEM Middle School Update

Superintendent Gothard welcomed Jocelyn Sims, Principal of E-STEM, to provide and update and recommendations to the Board.

Crosswinds to E-STEM Middle Schools

- Purchased in May 2018
- Principal hired August 2018
- Interest in STEM school
- Environment stood out
- Added E to STEM
- Named E-STEM Middle School

E-STEM Transformation

- February 2019: Construction at E-STEM Middle School began
- Focus areas:
 - Gender neutral bathrooms for 6th grade area
 - Removal of ½ walls to open up classroom space
 - Technology upgrade (projectors, speakers, internets, labs, etc.)
 - Kitchen upgrades
 - Main office remodel
 - Main door secured entrance
- Furniture planning to support innovative learning spaces that enhance the E-STEM focus
- E-STEM staff are hired and begin the planning work

Fall of 2019 – E-STEM Middle School Opens

- 185 brand new St. Paul 6th graders
- 6th grade neighborhood, cafeteria, elective spaces, offices, performance area all furnished with brand new furniture
- August 30: Camp E-STEM and 140 of 185 students attended
- Open House was a success; close to 100% of families visited
- September 4: first day of fun and success
- Week of September 9: E-STEM students learn to bike
- September 30: Fitness Center Ribbon Cutting Ceremony and Interdisciplinary Unit Kick Off of “How can WE improve and utilize our outdoor spaces for learning?”
- E-STEM students choose the Raptor as its mascot
- Photos were shown of students and staff at E-STEM

Next Steps for E-STEM Middle School

- Seek approval from the SPPS School Board to officially name E-STEM Middle School.
 - If approved, begin to elicit feedback from parents, students, staff and community regarding possible name choices for E-STEM Middle School.
 - School Naming Committee to determine top 3 choices and put to a vote.
 - Present top choice to the School Board no later than December, 2019.

QUESTIONS/DISCUSSION:

- What process will be used for families and students? Response: There is a parent group called FAM, Families Attending Monthly. We’ve also started the process by letting them know after Board approval, there would be community session at E-STEM and potentially in the community if folks cannot make it to E-STEM to bring more folks in and think about our environment, and feel about our school, and that we are a part of SPPS and St. Paul and elicit ideas. We want to have discussion around this in our community, and with our students for their perspectives.

MOTION: Mr. Schumacher moved that the Board of Education approve the process to officially name E-STEM Middle School, and approval to begin to elicit feedback from parents, students, staff and community regarding possible name choices for E-STEM Middle. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Xiong requested for our graduations, and learning that each of our high schools have different graduation requirements get a report or information of what each high school requires for students to graduate from their schools.
- Director Vanderwert requested to develop a new way of the consent agenda items to include more information. We often get requests to approve grants, and don't know what do with the grant, what doing with them, or expect outcomes to be. Happy to work with somebody on new format, and not have to pull so much from consent agenda and more information.
- Director Xiong also requested information on how we plan to allocate and utilize school safety one-time state allocation. Response: That will be included in an update and provided.

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Vanderwert provided an update on a few meetings. One was county got a grant from Pritzker to coordinate Birth-to-3 services for children in the county. They hired a fellow who has been working on it and finding not a lot of communication between departments at the county and working on it. Good to know littlest ones getting attention in the county which will help all of us.
- SPCC working on the grants, and money to provide, and review 30 applications were submitted. In visiting some of the nonprofits, and is the Karen organization of Minnesota with great after school programs with mentors in the community to help our Karen students get ready for college. CLUES and their YA! Program in a brand new building with an amazing technology center available to kids in the community, and encouraged everyone to visit. Also the Keystone non-profit does mentoring and reading prep for kids in some of our community centers like McDonough and Hallie Q. Brown. There is a lot of great things going on out there.
- The St Paul 3K Steering Committee met, including Director Vanderwert and Superintendent Gothard, and long conversation about goals of the program, and the group concluded that main goal will be kindergarten readiness, and that will compound out into many. They will be presenting at the February Committee of the Board to give an update, and there are great things happening in the community for our youngest learners.

XIII. FUTURE MEETING SCHEDULE

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

- November 12 (Special – Canvass Election Results) | 4:30 p.m.
- November 19
- December 17
- January 7, 2020 (Annual)
- January 21
- February 18
- March 24
- April 14
- May 19
- June 9 (Special – Non-Renewals)
- June 23
- July 21
- August 18

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

- November 12
- December 3
- January 7, 2020
- February 11

- March 10
- April 7
- May 5
- June 9
- August 5 (Wednesday)

XIV. ADJOURNMENT

Ms. Ellis moved the meeting to adjourn, and Mr. Marchese seconded the motion. It passed by acclaim.

The meeting adjourned at 9:39 p.m.

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

Prepared and submitted by

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

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

November 12, 2019

I. CALL TO ORDER

The meeting was called to order at 4:32 p.m.

II. ROLL CALL

Present: Ms. Vanderwert, Mr. Schumacher, Mr. Marchese, Ms. Ellis, Ms. Foster, Mr. Brodrick, Superintendent Gothard, Mr. Long, General Counsel, and Ms. Dahlke, Assistant Clerk

Ms. Xiong was absent.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved with the following roll call vote:

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Absent

IV. NEW BUSINESS

- A. Canvass of the Returns of the School District General Election Held on Tuesday, November 5, 2019

**RESOLUTION CANVASSING RETURNS OF VOTES OF
INDEPENDENT SCHOOL DISTRICT NO. 625 GENERAL ELECTION**

BE IT RESOLVED by the Board of Education of Independent School District No. 625, as follows:

1. It is hereby found, determined and declared that the general election of the voters of the District held on November 5, 2019, was in all respects duly and legally called and held.
2. As specified in the attached abstract and return of votes cast, voters of the District voted at said general election on the election of nominees for election as Board of Education members for four year term vacancies on the Board of Education caused by expiration of term on January 1 next following the general election; as follows:

Steven Marchese	23845
Zuki Ellis	23753
Jessica Kopp	20021
Chauntyll Allen	19209

Charlie Castro	11950
Jennifer McPherson	10557
Omar Syed	9833
Tiffany Fearing	8024
Ryan Williams	6920
Elijah Norris-Holliday	4325
Write-In	1147

3. Steven Marchese, Zuki Ellis, Jessica Kopp and Chauntyll Allen, having received the highest number of votes, are elected to four year terms beginning January 1, 2020.

4. The School District Clerk is hereby authorized to certify the results of the election to the Ramsey County Auditor.

QUESTIONS/DISCUSSION:

- The Board offered their congratulations to all, and welcomed Chauntyll Allen and Jessica Kopp to the Board of Education beginning January 1, 2020, and congratulated Zuki Ellis and Steve Marchese on their re-election wins.

MOTION: Ms. Ellis moved that the Board of Education approve the Resolution Canvassing Returns of Votes of Independent School District No. 625 General Election. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Absent

V. ADJOURNMENT

Ms. Ellis moved the meeting to adjourn, and it was seconded by Mr. Brodrick. It passed by acclaim.

The meeting adjourned at 6:36 p.m.

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

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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
November 12, 2019**

PRESENT: Board of Education: S. Marchese, Z. Ellis, M. Vanderwert, J. Foster, J. Schumacher, J. Brodrick

M. Xiong was absent.

SEAB: K. Ali

Staff: Superintendent Gothard, K. Burns, C. Baker, H. Kilgore, M. Hoerth, K. McCarty, K. Thao, K. Wilcox-Harris, D. Watkins, C. Long, J. Delich, S. Gray-Akyea, B. Chan, A. Collins, K. Randall, E. Agbamu, A. Schilling, K. Cordes-Sween, M. Schrul, J. Engen, S. Dahlke

Other: J. Kopp, C. Allen, E. Bariwiths, Noah, T. Reinhardt, K. Smith, J. Verges, T. Lonetree

I. CALL TO ORDER

The meeting was called to order at 5:02 p.m. by Mr. Marchese

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard began the meeting by congratulating Jessica Kopp and Chauntyll Allen having approved the canvassing the results of the 2019 election prior to the Committee of the Board meeting. They will begin their role of board members at the start of 2020, and he welcomed them and thanked them for their campaigns and wanting to serve the school district.

He also provided an update on the Winter Weather Plan, and communications. The district is ready and prepared for winter weather and the process for students, families, and staff. There have been 12 snow/cold weather days in the past two years, and we are hoping for less this year. It will be important to communicate and get information out to families and staff. The typical time to call the snow/cold weather day is 5:00 a.m., and can vary based on the predictions of snow or cold weather and the call may be made sooner to safely make that decision. We also collaborate with neighboring districts.

QUESTION/DISCUSSION:

- Will the new radio system included in the safe school funds be able to extend to buses and schools and be used for winter weather planning? Response: The new technology will help us to better communicate, and we're looking to purchase a system to add to over time. Yes, they will be able to communicate with buses, although the first phase is to outfit all schools with radio capability. In order to have all buses with radios, that would also include the contract bus drivers. They will also be able to communicate between schools, which we can currently, and now adding the number of people and a better internal system for that.
- It seems that on snow days, people got to a central system to know more about buses, and schools had to call into a central system? Response: Correct – the radios will help with that as well. The resources are being received to support the schools, and then outfit the driver and contract drivers. We will work with them to have radios, and have a direct contact with driver.

- We do have a system with buses and if they are on time. Two years ago, we were not using the bus app, so that has improved our capability as well.

B. SEAB Report

SEAB Member Ali then provided an update on SEAB. They have been working on their 4 Es, and engaged with the Board and following-up on their Ethnic Studies project. They attended the Reimagine Minnesota conference on October 21, and thanked the Superintendent for making that possible and engaged with other students across the state, including Wayzata, who passed an ethnic studies curriculum in their district, and SEAB students were able to see how it could be possible in SPPS. They also had their first official meeting with their new facilitator and are still confused, and would like to request a formal meeting prior to the new year about how we move forward engaging students and the Board. He also congratulated the new board members.

Chief of Staff, Cedrick Baker, also provided more details on updates to SEAB's work, including the work of Jesse Ross as their facilitator to support their work and their 4 Es goals and areas where they want to make progress and to put together a project plan and how to complete the plan, and connect and support. There are plans for Chief Baker, Chair Ellis, Kaying Thao (Administrator to the Board) and Chair Ellis to talk about next steps to support SEAB in this transition.

Superintendent Gothard also added to the Ethnic Studies point, that it is great they reached out to students in other districts. It was also a topic at the Council of the Great City Schools conference and to hear and learn from other districts around experiences in making this and the curriculum to be more relevant to students. There is direction to create an Ethnic Studies Class, which will cover a variety of topics and ethnicities, and there is work taking place. It will be a phased-in approach to various electives, and working towards making it a requirement in this survey class. Work is happening in line with other timelines, including graduation, curriculum, and working through the technical aspects as well.

C. Pay 20 Levy Update

Superintendent Gothard introduced Chief Financial Officer, Marie Schrul, to provide an update on the Pay20 Levy and final steps in the certification process and how it relates to FY2020-21 budget planning.

School Levy Basics

- School levy authority is established in law
- School budgets are a combination of state, federal and local funding, including the voter approved referendum
- Pay20 school levy funds the 2020-21 school year
- Districts receive payments after the May and October collections from the County
- Levy can only move down after October 1

Factors Impacting School Levies

- Changes in tax base (increases often result in less state aid for equalized formulas)
- Legislative changes to education formulas
- Referendum inflationary increase
- Pension contribution changes required by law
- Other Post Employment Benefits (OPEB) obligations
- Employment changes that drive severance and unemployment levies
- Capital bonding, refunding of bonds, abatements, long term maintenance, health and safety projects, lease costs

Factors Impacting the St. Paul Levy

- Overall, St. Paul's estimated market values and tax capacity are up 6.4%, values well above the Pay 2008 peak
- Market values are increasing in the double digits for 35% of homes, 40% of apartments, and 37% of commercial/industrial properties

- Thomas-Dale/Frogtown, Dayton's Bluff, Payne/Phalen, North End, and West Seventh are all areas with higher increases in residential market values
- City, County and School portion of fiscal disparities aid increased. District increased by \$6.13 million.

Proposed Levy

Levy Category	Certified Pay19 Levy	SPPS Proposed Pay20 Levy Ceiling	Difference
Operating	\$ 71,112,468.34	\$71,690,324.75	\$577,856.41
Pension/OPEB/Contractual	39,544,457.62	37,860,071.32	(1,684,386.30)
Facilities	64,258,911.32	74,393,597.20	10,134,685.88
Community Service	<u>3,779,160.32</u>	<u>3,685,753.77</u>	<u>(93,406.55)</u>
Total - All Levy Categories	\$ 178,694,997.60	\$187,629,747.04	\$8,934,749.44
Percent Change			5.0%

Estimated Annual Property Tax Impact | Home from 2019 to 2020 (assuming a 0% increase in market value)

- The estimated change at 5.0% was reviewed for homes at an estimated home market assuming a 0% increase in market value. At the median home market value of \$199,800, the estimated change is \$(47.28).

Estimated Annual Property Tax Impact | Home from 2019 to 2020 (assuming a 7.3% increase in market value)

- The estimated change at 5.0% was reviewed for homes at an estimated home market value assuming a 7.3% increase in market value. At the median home market value of \$199,800, the estimated change is \$36.10.

Estimated Annual Property Tax Impact | Commercial/Industrial from 2019 to 2020 (assuming a 6.0% increase in market value)

- The estimated change at 5.0% was reviewed for commercial/industrial properties at an estimated commercial/industrial market value assuming a 6.0% increase in market value. At the median commercial/industrial market value of \$525,000, the estimated change is \$(142.05)

What Happens Next?

- November
 - 12th: Ramsey County mails tax statements
- December
 - 3rd: Truth in Taxation Hearing
 - 17th: Board of Education certifies final Pay20 levy
 - The certification sets approximately 20% of the revenue for the FY2020-21 budget (July 1, 2020 – June 30, 2021)

Pay20 Levy Calendar

- The dates and action of the Pay20 levy calendar were then reviewed.

After Pay 20 Levy Certification

- Planning for upcoming bond and Certificates of Participation sales in January 2020
- Continue to monitor District's enrollment projections as levy revenue is calculated based on this data
- Continue planning for FY2020-21 budget (FY21 budget process is highlighted next)

New FY21 Budget Process Architecture

- Adopted from Government Finance Officers Association best practices
 - [Smarter School Spending](#)
- Partnership between Academics, Programs, and Finance to develop a budget supporting the SPPS Strategic Plan

A diagram showing the different areas of input for coming together to inform the FY21 budget was shown.

SPPS Budget Process for FY21

- Plan and Prepare
- Set Instructional Priorities
- Pay for Priorities
- Implement Plan
- Ensure Sustainability

QUESTION/DISCUSSION:

- What can happen between December 3rd with the Taxation Hearing and on December 17th when the final levy is certified. The ceiling is set at 5.0%, but could go to 4.9% or less. Will there be an opportunity for the Board and Administration to communicate and talk about, whether indeed after December 3rd hearing, is the Board decided to ask for less than 5%, which could happen, how could it happen or what would be the logistical and other impacts of making that happen? Response: it would be the Board recognizing they would like to see a reduction in the amount of revenue there would be to accept for this portion of the budget, and to look for where that would come from as we create the FY21 budget. There would be less resources for the FY21 budget, and we have historically factored in inflations, salaries, allocated guidelines for negotiations and bargaining units based on the structured and projected budget, which right now is built on the 5.0% ceiling.
- For the community members that do speak at the hearing on December 3rd, after what we hear from those folks in preparation for the December 17th meeting, for the Board to decide to do something different between the 3rd and 17th would require quite a bit of deliberation or concern from our part? Response: Chief Schrul and her team do do that prior to the ceiling setting, and in working with her and the details, and where we want to set the ceiling, and where's the Board comfortable and where to sustain and build momentum based on the strategic plan and contracts to be settled. Chief Schrul also noted that it is ultimately about priorities and setting the budget, and if there are items in the levy that we need to run additional scenarios or recommendations from the Board, that we can certainly do scenarios for the Board between December 3rd and December 17th. If there are items brought up at the hearing, we can cost those within scenarios or to meet the requirements of the Board.
- Director Brodrick noted the marketing in the difference between 5% and 4.9%, and is concerned folks will speak at the hearing on December 3rd and does not want them to have the perception that we are not listening to them, and the Board does take into considerations messages that will be heard at the December 3rd hearing. Director Marchese noted that the Board can listen to the testimony and what we wish to do with that information, and how the Board uses that information to go back and ask questions to Administration, but we won't know until the hearing and to see what is presented at that time and then determine how to use that information.
- There is nothing in terms of levy authority at this point that would change because the max levy was authorized, and the levy is set by MDE? Response: Correct, it is in our capacity to levy in this way.
- Will that change from the calculation from MDE? Response: The number has not changed, and we are working within the 5%. The only reason the number would change is due to calculations. We are not aware of anything else that could change – there may be LTFM funding or if the debt service levels changes, but other than that, we are not aware of anything else. The levy report is the same as of current. We do not anticipate any changes from actions from external administration or MDE.
- Director Brodrick noted that he heard we chose the 5.0% because it was the maximum number, but also a number that we felt was best for us to be able to maximize the resources and budget so that we can deliver the best education and opportunities to our children. He noted that he feels comfortable

with the 5.0% but to clarify the steps and process from the beginning of the levy process. Superintendent Gothard noted that the proper homework and steps have been taken to determine 5.0% percent as the max levy, and feels comfortable for the hearing and subsequent actions.

- It was also noted that at the December Regular meeting, Baker Tilly will present the annual GO bonds, as well as Certificates of participation, and there will be an update for the Board on what they will entail and aligned with planning for funding.
- Questions were asked on how do we decide where to spend resources, and allocate them. The strategic plan team is looking at commitments across the district, and programs, practices, and partnerships that have been in place for 4 years or more, and taking them through an examination and rubric to score each with recommendations from the team, program evaluation and which ones to sustain and which go to the Leadership Team to have discussion on the data and effectiveness. Examples were provided, such as the programs within the 3M Suite, like Math Club, Lego League, and how each has a commitment of resources allocated to them, whether it is cost in terms of finances, time, equipment, office space, access to student records; there are resources dedicated to every commitment, with some more than others. In Start, Stop, and Sustain, and in looking at what to stop, it went nowhere. We needed a way to address what are related to those priorities in sustain and what we need to further discussion to ensure we are funding and sustaining priorities. It will ultimately come before the Board in the budget recommendation and presentation, with vetting from the team and available data. In understanding the decision-making process for which ones we stop, it was a joint team effort with a rubric and data presented to the team to determine. These will also be shared with the Board
- In thinking about the survey for everyone in buildings, and how we are relating the link to communications and working with staff at all levels and about strategic alignment, how are they supported and feeling supported and thinking about stakeholder engagement as we move forward? Response: In looking at the graphic, and the first set of priorities is the survey, and it did go to families, staff, and students 8th-12th grade. We have received 2400 responses and there is diversity in the racial and ethnic composition of the respondents, but is not representational of students and are we implementing intentional strategies to get a robust number of responses with more representation and perspectives through talking with PACs and family liaison monthly meetings, for more information for buildings to support families. Completing the survey is the first step. The second step will be to do a deep dive into the options presented by the survey and to fund priorities. The Board also had questions on how we are engaging those staff who work directly with kids, and if we are doing anything different in this process to bring them with us and to get their buy-in and ensure our partners are invested in it. In the past, we did incremental budgeting, which is taking what we did last year, and including inflationary projections and making adjustments; very little engagement took place in those beginning steps previously. We are learning a lot throughout this process and to take input and feedback to develop with budget with the community. Board members encouraged Administration to look at who is not at the table or who is missing and to reflect.
- Board members also had questions on site-based decisions and discretionary dollars for sites, and the overall expectation that each site has that is coming from the District around the strategic plan and priorities and how that is being communicated to the sites, staff, and parents so that they understand the baseline expectations for what schools will look like. By prioritizing, that means there will be programs that folks are fond of or see as effective and will wonder why they are no longer in the school. Is there enough understanding of prioritizing and what it looks like in site settings to make decisions and scenarios, and a baseline for sites? Response: in working with principals, communications happens whether it is about priorities at a specific site and understanding what's important and bring it to larger context and talking about priority budgeting is about talking about the baseline, and layering the community with it, and seeing effectiveness and programming they have, and community input. Examples such as AVID and how we are prioritizing programs, but also replacing those that are no longer funded and how to ensure there is something for every student, as well as tutoring or if we are looking to the community to help with tutoring. Is every site so different that we can't think each site needs these specific things to address these specific needs? Is it site by site? Response: It is a complicated question with multiple factors and a lot of items for consideration. It also involves the strategic initiative around well-rounded education and the report after asking principals and leadership team about gaps in their school, and some is staffing and some is supports, or

more specialties in science or maybe more in the arts, and coming back with a picture of each school and what needs to be added or supported for the baseline of every school for them to have access to a well-rounded education. REA helped to develop a questionnaire and teams went to talk to principals, and leaders to understand the results, and the barriers to accomplish their goals, and working with the assistant superintendents to develop a special set of recommendation for plans of support and a big picture to bring all schools to that level.

- Is there a plan for communications on a structured approach and reason why to ensure our families understand what each school looks like and a plan for success and how to implement achievement plans with fidelity to give confidence with different things they all offer? How do we build confidence with our parents that all our schools have plans for success and their students can succeed in every school? Response: We have been developing a baseline tied to programs and also need to consider race and culture of our families and bring that in to our programs. We can offer math and science, but it's important how we also bring in families and make our programs attractive to families and make them culturally relevant for them and our students.
- Director Marchese noted he believes this is the correct way to go in the process and is pleased to see it. He reemphasized how communications to our community will determine what is a success by perception of this process. He noted his concerns on the survey as an opportunity to communicate and missed opportunity to solicit important input. He encouraged staff to be careful around terminology and jargon. The community does not live in the strategic plan as people in the district and central office do. It's important to manage the expectation that this will not be the only moment where the community can participate in the process, but folks don't know what those other moments will be, and is important to lay that out in advance. In looking at the three areas addressed, we need to be clear about how and why they are together, and we don't know how we got there and the community may not understand or how to express their input on each. This is about the community understand this work, and many staff understand this within the strategic plan, and prioritization is important, and we need to help people to understand what that means and will be important. Board members need to be involved and understand this process; they receive questions and are asked about it and expected to respond and with the ultimate responsibility for the budget and asked to explain it in an ad hoc way. They will be able to suggest other opportunities to participate, and to ensure people are comfortable and lean in and know when they will have a say and ensure their voice will be heard in this process. This is a very important process of community input and discussion and we will need to be very clear about the when and how for the community to ensure their voices are heard. Response: This will be a very different process, and a mindset shift, with what do we believe in and how do we all get behind it. We will look at the format of the budget sessions so the community knows the purpose. We've had 2400 people submit the survey with quantifiable data, and will also learn a lot through the write-in input and begin to establish our priorities and knowledge to build studies outcomes that we want to see and ensure our community is a part of it. The timeline is so important, including the communications plan, and to think about the other accompanying pieces and the technical, logistical aspects of the priority-based budget.
- In the feedback heard, what does it mean for schools? In talking about positive culture, are we talking that they didn't have it, or that they do and we are improving upon. It will be important to tell families what each means, and if it is something we don't have, or if something is shifting or changing, and to be clear in that.
- Director Marchese also invited the Superintendent and Administration to involve board members in the conversations about how to do that and provide with feedback from conversations to help in the design. it is the role of the board to be in the community and to reflect and provide feedback from the community and different mechanisms. This opportunity is huge and very important in trying to do this work and aligning with best practices to make it successful. The Board will be able to help from a community building perspective and want to rally around this and the advantages for our children and community. Response: This was designed in how to frame education budgets, and asking questions in absolute terms. The three sectors and question design were also discussed and comfort for folks answering the questions.
- The analysis of the survey was also noted, and reasons to look at the variability, and the demographics of folks who have responded to the survey. We want variability and perspectives of families of color or home language. We are also looking into the way different groups answered questions, such as students responding so strongly to college and career readiness as an absolute value; and parents

responding similarly to their children and to analyze that information and initial understanding into community conversations.

- The process for developing the survey was also reviewed and the information we hope to gain. The purpose of the survey is to get community input on large focus areas and priorities, and from there the type of questions and the flow of the survey in absolute questions. For criteria, we didn't want it to be so long, but get at the importance and level of measure of each. It was vetted around the District with leaders and Dr. Rodriguez, a survey and measurement specialist at the University of Minnesota, who have feedback and revised. It was then put into the system, tried for functionality and translations, and then went live.
- Director Vanderwert noted that it is important to have input from people who know how to do surveys, because surveys are complicated and the way of the wording is important. Response: REA is expert in this area, and this is a new process. In the past, the decisions were already made and it was more asking what folks thought. We want this feedback to help us formulate our decisions, and will continue to learn from this process.
- The Board is grateful for this work, and thanked staff, and there may be information from the write-in field that will also be very helpful.
- Director Schumacher noted that families may not understand the purpose of surveys because they know they want their child to go to school, be happy, be successful and graduate. The District is the expert – figure it out and manage expectations to give input that is valuable and allow families to offer their input with intelligence of wanting to see what it's going to look like. Describe what it will look like in a classroom. We have a system, and trust in the knowledge and research and how it will work and what it looks like to understand how it looks in their life and their child's life. Tell them what works and show steps and what it will look like for their child in classrooms, and how kids experience school and part of the grander scene and broader vision.
- In prioritizing the budget, it comes to the direct connections and the operations within classrooms.
- Director Marchese noted that the mindset of parents, students, and community members may not be organized in the same way as the plan, and ask folks for their opinion and what they wish to tell within the format or feedback. There is a concern about the intentionality to say the door is open and please give us opinions, that it may not be organized in the way we wish to see it, but that our invitation is open and clear and places for engagement or parking of ideas or thoughts. It is important to tell folks how they play a role in this process and other points for them to be a part of it. The demographics and variability of the respondents will also be very important to be representative of our students to align with the prioritization.
- The Superintendent also thanked the team, and thanked the Board for discussion and dialogue and great feedback. He is committed to this process and will continue to bring information forward as well throughout the process.

D. Report on Council of the Great City Schools Annual Fall Conference

Board members, Superintendent Gothard, and staff then provided a recap of their learning and experience at the Council of the Great City Schools Annual Fall Conference that was held October 23-26.

Superintendent Gothard, board members and staff then shared their experience and learning at the Council of the Great City Schools Annual Fall Conference in late October. It was an opportunity to gather together and share and collaborate with colleagues from major districts across the country. Sessions included information and importance and impact of the 2020 census, which sets the appropriations for Title 1 for 10 years to states. It is based on our counts as of that census and an important item to consider. Calculations and potential impacts of undercounting were shared. We have a team working on the census and working with Ramsey County and more information will be provided. Other sessions included urban school district communication, and work in the immediate feedback and opportunity to gain quick input and feedback with partners, and aligned with positive school and district culture and learn from other districts who are engaged in that way. The Harvard Business School PD session and partnered with the Council to do Board and District training on district leadership, and the potential opportunities and interest around that. Other sessions include social emotional learning programs in Dallas who are doing SEL in school and out of school programs and found achievement has

increased and attendance for teachers has also improved, and outcomes and evaluations have improved and training parents on SEL. Another focused on a plan to improve a school for students to explore things they are interested in, and for teachers as well, and intense professional development in those learning communities and were able to turn the school around and they worked together in the plan, and people willing to compromise and do things differently and culture change and mindsets and to be intentional around that. Another uses an equity scorecard that we should look at. Some school districts are paying other parents a stipend to be a parent liaison, and they apply and are trained to work with other parent engagement work. Another session was on facilities and funding, and each iteration was learning for the future and learning for board members to understand the scope of projects, engagement community, engaging staff and families, and talking with construction workers and contractors to set up information sessions and the project scope of work for community members to ensure they feel involved. Another focused on safety first to support urban students with disabilities in an event of an emergency and how it relates to SPPS plans and emergency response teams and plans currently in place. Another session focused on ethnic studies in urban school district and college professors that are teaching those courses to students, and they are getting a required state course and also college credit. A session also focused on minor sex trafficking and school district policies and experiences of students and resources available to support students and families, and areas of high sex trafficking in Minnesota. Members from St Paul and Minneapolis will be discussing this further with the presenter from the session and the affects of our community and the role of board members in this topic and working with the Ramsey County Attorney. Another focus on Every Child Counts and closing the achievement gap. The takeaways from those were parent and community engagement and being prepared for the input and intentionality to parent engagement to get results. We cannot do schools without families, and there was a lot of questions and to talk to family engagement and ask questions about how, why, models, and in our schools how we are reaching out for more information. A couple sessions also talked about the after school programming, Saturday school and meeting them where they are at to get this work done, and questioning if we are doing everything we can do, models, and outcomes. Within the Males of Color session, board members appreciated that it was acknowledged that the disparities that exists happen the same for decades around black boys – they are doing something and they are tying resources and work to that. The research is the start. We need to be unapologetic for how we are prioritizing resources. Overall, board members appreciated the variety and hearing from districts that are larger than us and what they are accomplishing. It's the best professional development to learn the work to learn about challenges far greater than ours. It was noted that there was not representation on LGBTQ+ community, and that is an opportunity for SPPS to facilitate a session. Other board members also noted that SPPS should have multiple sessions at the conference. In thinking about males of color and asked about urban centric and how to bring staff on board and the Teacher of the Year and talked about attitudes and mindset as professional educator, and talking about culture change, and asking how are we bring those doing that front line work and sense of buy-in and feeling important, work is valued and can contribute to vision of the District.

Director Brodrick also noted that in listening in applying it to the COB meeting, it's that eternal dilemma, in talking about the budget process and survey and talking about how to get community involved and also understanding that when asking, they may not always tell us what we want or like to hear. We want to them to participate and we may not be comfortable in what they were telling. In talking about getting staff on board, and if that will be done properly, and also asking them what do you think, and may not always like what they say and what they think. It needs to be collaborative and always pose these lofty questions about how to do that, and in these conferences get ideas how to do it, but it is very difficult. Think as the board evolves, we'll still be talking about this stuff. With Director Schumacher and Director Marchese talking about connection between survey and what we will tell the parents – tell what we will do for their kids or ask them what they want for their kids, or dialogue? He actually thinks that all the years on the school board, and think of any government body, we have tried to be as transparent and open and going out to reach out and sharing things, sharing some minute things, and Superintendent sat with parents to talk in detail about their questions. That's what this school board has done and will continue to do. Valerie Jarrett was a keynote at the Conference and talked about her community engagement and don't always get welcome reception and keep going back to build that relationship. You go to them wherever they are.

III. ADJOURNMENT

Mr. Marchese move to adjourn the meeting, and it was seconded by Mr. Schumacher. The motion passed by acclaim. Meeting adjourned at 7:35 p.m.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk

**MEETING MINUTES
EQUITY COMMITTEE MEETING
November 18, 2019**

PRESENT: Board of Education: J. Foster, Z. Ellis, J. Brodrick, S. Marchese

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

Other: S. Dahlke, K. Thao

I. CALL TO ORDER

The meeting was called to order at 4:35 p.m. by Superintendent Gothard.

He thanked everyone for joining and welcomed them to the Equity Committee. He is grateful for the support of the Board of Education and for their support in passing the resolution that brings us here. He then recapped and shared the importance of this work.

He also introduced and welcomed Zuki Ellis, Chair of the Board of Education, and John Brodrick, Director of the Board of Education. He also noted that Sarah Dahlke, Board Secretary, will be present to record minutes of the meeting, as well as Kaying Thao, Administrator to the Board, to support this Committee work.

Superintendent Gothard then shared his background and power of relationships. He also went on to share the work of the Equity team, and the committee's goals to analyze and make recommendations to help us grow in a better way.

Superintendent Gothard then shared information and long-term outcomes of the SPPS Achieves strategic plan. He also shared information on the Committee of the Board meetings and Regular Meetings, and this committee will allow us to pull aside time to interact and guide priorities to do this work in a meaningful, authentic way. We all want students to succeed, and there are many different ways to do this work and we will recognize opportunities we have to support our students. He noted two goals, including learning how to bring the dialogue from the Equity Committee to the full Board, and how to use that information as we further this important work, including presenting information and/or recommendations at a Committee of the Board or Regular Meeting.

Superintendent Gothard noted that the Equity Committee will help to guide the work and provided an update to work in the District, including personalized learning plans.

He then introduced Jeanelle Foster, Clerk of the Board of Education, and Myla Pope, Assistant Director of Equity, to welcome the committee members. Director Foster shared that the hope of the committee is to advise concrete action steps to ensure every scholar's needs are met and they are achieving their full potential. Myla Pope, Assistant Director of Equity, also shared her story and background.

Committee members were then introduced.

The tri-chair leadership and committee composition were also shared. The resolution that was approved by the Board of Education at the August 2019 Regular Meeting of the Board of Education, including Section 5, which states:

1. Charges and authorizes the Equity Committee:
 - a. To identify and examine disparities impacting School District students, staff, families, and community;
 - b. To bring forth and submit adaptive and actionable recommendations for addressing School District inequities to School District administration.

The Tri-Chairs thanked the committee members for their time and dedication to this very important work. The importance of representation and voices at the table were noted. This work is real, relevant, and both. It is genuine and authentic.

II. AGENDA

A. Review of the Resolution

Establishment of Equity Committee

WHEREAS, the Board of Education values and celebrates diversity and the unique qualities of all students, families and staff; and

WHEREAS, the Board of Education is focused on decreasing disparities in achievement based on race, ethnicity, culture and identity; and

WHEREAS, under Board Policy 211.02, the Board of Education may establish special and standing committees of the School District by resolution; and

WHEREAS, the Board of Education finds the establishment of a standing School District Equity Committee will serve School District students, families, and staff, and the community as a whole;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Independent School District No. 625 herewith:

1. Establishes a standing Equity Committee.
2. Appoints and designates, through the Board Chair, the following as permanent Committee Tri-Chairs:
 - a. The School District Superintendent;
 - b. The School District Assistant Director, Equity; and
 - c. A Director of the Board of Education.
3. Specifies that, in addition to the Tri-Chairs, the Board Chair shall appoint 15 members to serve on the Equity Committee based upon recommendations from the Committee Tri-Chairs through an open nomination process. The 15 additional members shall consist of:
 - a. Three (3) School District leaders;
 - b. Three (3) staff members from School District schools;
 - c. Three (3) current students;
 - d. Three (3) current parents/family members; and
 - e. Three (3) community members.
4. Specifies that the term for each non-Chair member shall be two years. A non-Chair member may be reappointed for additional terms but may not serve three consecutive terms.
5. Charges and authorizes the Equity Committee:

- a. To identify and examine disparities impacting School District students, staff, families, and community;
 - b. To bring forth and submit adaptive and actionable recommendations for addressing School District inequities to School District administration.
- 6. Assigns the Equity Committee the following duties:
 - a. To define and annually review its guiding principles and mission;
 - b. To identify, on a biennial basis, three to five goals and objectives aligned to the charges and authority described above to be addressed over the two-year period;
 - c. To outline the specific steps to meet the identified goals and objectives.
- 7. Directs the Equity Committee to meet on a monthly basis pursuant to the Procedures for School Board Committees stated in Saint Paul Public Schools Policy 211.02.

B. Norms and Community Builder

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

C. Photos, Dinner, and Table Activity

Committee members and guests then discussed the following points at their tables:

- a. What is your hope for the work of the Equity Committee?
- b. What strengths/skills do you bring that will assist you in actualizing the hope you have for this committee?
Share your ideas of how we could mobilize the charge of the Equity Committee
 - The Equity Committee is charged with identifying and examining disparities impacting SPPS students, staff, families, and community. The Committee is also charged with bringing forth adaptive and actionable recommendations for addressing district inequities.
- c. What is necessary for you to step into this work bringing your whole self?
- d. How will you model grace, compassion, and concern for ALL Equity Committee members as we engage in this challenging work?

D. Large Group Reflection and Closing

In closing, each member provided one word to summarize their experience and hopes for the meeting. Words included energized, inspired, ready, and belonging.

III. ADJOURNMENT

The meeting adjourned at 6:31 p.m.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk



Saint Paul
PUBLIC SCHOOLS

Facilities Master Plan External Review Report

Cedrick Baker, Chief of Staff

Regular Board of Education Meeting

November 19, 2019

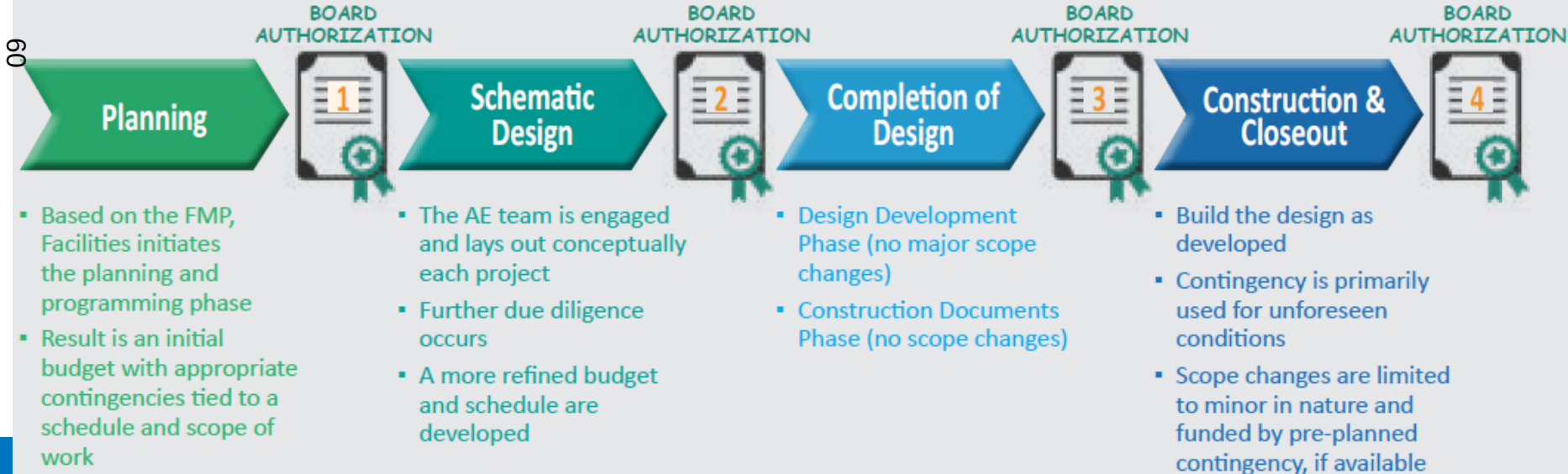
FMP External Recommendations: Implementation Update

1. Oversight
2. Controls
3. Staffing
4. Funding/Financing

Oversight: BOE Approval Check Points

BOE Special TBD

Recommended Project Lifestyle



Oversight: DRAFT - BOE Gate-check Approvals of Project Phases

1. Master planning visioning
2. Master project list approvals
3. Budget with contingencies / Secure Funding
4. Design (Predesign > Schematic Design)
5. Bidding/Contract Award
6. Construction
7. Close-out/Celebration

61

Controls

- Implementation complete: **Hyperion** and **Peoplesoft** budget control/development programs - overseen by Finance Department
- Implementation continues: **Procore** project management software - overseen by Facilities Department

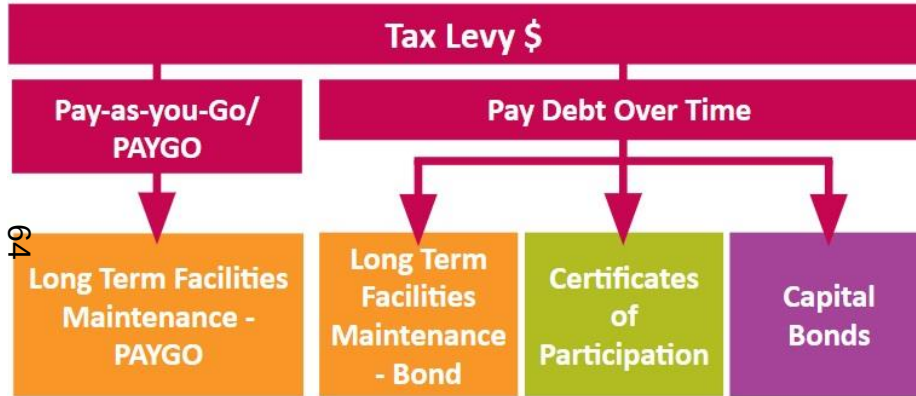
62

Staffing

- Human Resources, Finance and Facilities Dpts. continue to explore job duties, responsibilities, and potential positions aligned to FMP External Review recommendations, particularly in the areas of:
 - Finance Operations
 - Capital Program Management

Funding/Financing

Capital Funding Structure and Options



Dec. 17 BOE Regular Meeting:

- Planning for upcoming sale of Certificates of Participation (COPs) and Capital Bonds in January or February 2020
- COPs and Capital Bonds will fund projects starting the design and predesign process and those starting construction in spring 2020

Next Steps

- Day-long retreat with Facilities Dpt. staff, architects, construction managers, and external advisors (Jacobs Engineering)
 - Confirm final project budget, scope, and ensure appropriate risk is represented
- Retreat outcomes will inform Dec. 5 Special BOE Meeting to review projects so can continue to next stage of project development
- Dec. 17 BOE meeting:
 - Vote on approving capital projects in design and predesign to move to next phase
 - Update on Human Resources process to hire more staff

65



Saint Paul
PUBLIC SCHOOLS

QUESTIONS?

HUMAN RESOURCE TRANSACTIONS
October 1, 2019 – October 31, 2019
November 19, 2019

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Barnes, J. S.	Classroom Teacher	10/23/2019	\$38.22	Humboldt Secondary School
Brunsvold, J.	Classroom Teacher	11/04/2019	\$27.56	Como Park Senior High
Hopkins, T. F.	Classroom Teacher	11/04/2019	\$41.91	Washington Tech
Joyce, S. M.	Classroom Teacher	10/03/2019	\$49.35	Four Seasons A+
Pokorny, M. J.	Classroom Teacher	10/28/2019	\$50.80	Int'l Academy - LEAP
Schoeben, A. M.	Classroom Teacher	10/21/2019	\$27.18	Highland Park Elementary
Smith, C. J.	Classroom Teacher	10/28/2019	\$27.18	Mississippi Creative Arts
Somers, S. E.	Classroom Teacher	10/28/2019	\$47.62	Hamline Elementary
Stringer, K. A.	Classroom Teacher	11/04/2019	\$27.18	Eastern Heights Elementary
Tabora, C. V.	Classroom Teacher	10/30/2019	\$50.04	Johnson Achievement Plus
Kelley Hands, A. A.	Classroom Teacher	10/26/2019	\$36.70	Capitol Hill Magnet
Battles, K. J.	School/Community Professional	10/07/2019	\$28.26	Multicultural Resource Ctr
Conwell, P. D.	School/Community Professional	10/07/2019	\$15.62	Farnsworth Aerospace Upr
Nguyen, N. T.	School/Community Professional	09/30/2019	\$23.69	Farnsworth Aerospace Upr
Sanders, M. M.	School/Community Professional	11/11/2019	\$30.83	Colborne Admin Offices
Cha, J.	Education Assistant	10/14/2019	\$27.30	Student Placement Center
Joseph, H. S.	Education Assistant	10/09/2019	\$17.20	1780 West 7th St
Moo, H. L.	Education Assistant	10/11/2019	\$16.53	Como Service Center
Wilson, K. E.	Education Assistant	10/14/2019	\$32.17	Central Senior High
Yang, E.	Education Assistant	11/18/2019	\$24.77	Student Placement Center
Adams, L. D.	Teaching Assistant	10/22/2019	\$15.00	Wellstone Elementary
Armitz, C.	Teaching Assistant	10/07/2019	\$16.00	Johnson Senior High
Burger, M. M.	Teaching Assistant	10/21/2019	\$15.00	1780 West 7th St
Collette, C. L.	Teaching Assistant	10/26/2019	\$15.00	Nokomis Montessori South
Drake, U. I.	Teaching Assistant	10/09/2019	\$15.00	Four Seasons A+

HUMAN RESOURCE TRANSACTIONS
October 1, 2019 – October 31, 2019
November 19, 2019

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Dwinells, W. G.	Teaching Assistant	10/07/2019	\$16.00	Harding Senior High
Elliott, J. K.	Teaching Assistant	09/30/2019	\$16.00	Battle Creek Middle School
Frost, A. N.	Teaching Assistant	10/28/2019	\$16.00	Johnson Senior High
Harris, A. E.	Teaching Assistant	10/07/2019	\$15.00	Battle Creek Middle School
Heller, M. L.	Teaching Assistant	10/07/2019	\$16.00	RiverEast Elem/Secondary
Howard, M. R.	Teaching Assistant	10/07/2019	\$16.00	Washington Tech
Jackson, G.	Teaching Assistant	09/23/2019	\$15.00	Rondo Education Center
Kemery, M. M.	Teaching Assistant	10/12/2019	\$15.00	Highwood Hills Elementary
Kogler, T. A.	Teaching Assistant	10/28/2019	\$15.00	Nokomis Montessori North
MacInnes, E. I.	Teaching Assistant	10/21/2019	\$15.00	Johnson Achievement Plus
Madison, N. D.	Teaching Assistant	10/30/2019	\$16.00	Highland Park Middle School
Manley, C. E.	Teaching Assistant	09/23/2019	\$16.00	Bridge View
Menase, I. G.	Teaching Assistant	10/04/2019	\$16.00	Murray Middle School
Milton, T. V.	Teaching Assistant	10/22/2019	\$16.00	Hamline Elementary
Murray, C. M.	Teaching Assistant	10/28/2019	\$15.00	Galtier Elementary
Noel, A. A.	Teaching Assistant	10/21/2019	\$16.00	Focus Beyond
Olson, M. M.	Teaching Assistant	10/08/2019	\$15.00	1780 West 7th St
Omar, H. M.	Teaching Assistant	10/21/2019	\$16.00	Daytons Bluff
Ostenso, M. F.	Teaching Assistant	10/21/2019	\$16.00	Como Park Elementary
Rockymore-Zachary, L.	Teaching Assistant	10/21/2019	\$16.00	Bridge View
Rodriguez, C. E.	Teaching Assistant	10/09/2019	\$16.00	Bridge View
Schrandt, E. M.	Teaching Assistant	11/04/2019	\$16.00	Battle Creek Middle School
Vail, P. T.	Teaching Assistant	10/28/2019	\$16.00	Johnson Senior High
Wilson, D. A.	Teaching Assistant	09/14/2019	\$15.00	Washington Tech
Xiong, G. N.	Teaching Assistant	10/21/2019	\$15.00	Como Service Center
Yang, P. D.	Teaching Assistant	10/08/2019	\$15.00	1780 West 7th St
Young, A. E.	Teaching Assistant	10/21/2019	\$15.00	Riverview School

HUMAN RESOURCE TRANSACTIONS
October 1, 2019 – October 31, 2019
November 19, 2019

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Zhang, Q.	Teaching Assistant	10/21/2019	\$15.00	Jie Ming Mandarin Immr
Lind, G. C.	School Bus Driver	10/07/2019	\$21.74	Transportation Services
Her, T. J.	Clerical	11/09/2019	\$26.51	Colborne Admin Offices
Klingbeil, K. E.	Clerical	10/28/2019	\$24.14	Colborne Admin Offices
Maranga, M. O.	Clerical	10/07/2019	\$23.76	Colborne Admin Offices
Mariscal, M. V.	Clerical	11/04/2019	\$19.73	Colborne Admin Offices
Vang, J.	Clerical	10/21/2019	\$19.98	Colborne Admin Offices
Wagner, M. T.	Clerical	10/28/2019	\$19.15	Como Park Senior High
Wikman, L. N.	Clerical	10/21/2019	\$21.65	Colborne Admin Offices
Howard, B. L.	Custodian	10/26/2019	\$16.71	Washington Tech
Rosillo, C.	Custodian	10/28/2019	\$16.71	Riverview School
Yashu, G. K.	Custodian	11/04/2019	\$16.71	Global Arts Plus - Upper
Weyandt, R.	Machinists	10/28/2019	\$33.26	Como Service Center
Bellaphant, N. S.	Nutrition Services	10/04/2019	\$15.00	Phalen Lake Hmong Studies
Purdie, S. N.	Sheet Metal Worker	09/30/2019	\$46.94	Como Service Center
Howell, S.	Supervisory	10/28/2019	\$55.73	Colborne Admin Offices
Bruzzese, T. L.	Technical	11/09/2019	\$25.03	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Herrera-Gundale, A.	Central Administrator Career Progression	10/26/2019	\$53.83	Colborne Admin Offices
Meza, D. M.	School/Community Professional Career Progression	10/28/2019	\$35.44	Humboldt Secondary School
Hanson, M. L.	Education Assistant From: Teaching Assistant	09/09/2019	\$17.82	1780 West 7th St
Sarasti, S. L.	Education Assistant From: Teaching Assistant	10/14/2019	\$20.89	Mississippi Creative Arts
Williams, S. Y.	Education Assistant Career Progression	09/30/2019	\$29.48	Central Senior High

HUMAN RESOURCE TRANSACTIONS
October 1, 2019 – October 31, 2019
November 19, 2019

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Westerberg, M.	Carpenter Career Progression	09/28/2019	\$39.08	Como Service Center
Arias-Avina, S.	Clerical Career Progression	10/12/2019	\$24.14	Como Park Senior High
Blees, K. M.	Clerical Career Progression	06/08/2019	\$27.74	Ronald M Hubbs Center
Neiger, S. J.	Clerical From: Teaching Assistant	10/28/2019	\$18.34	Capitol Hill Magnet
Vennemann, S. M.	Clerical Career Progression	10/21/2019	\$20.98	Highland Park Senior High
Blesi, B. G.	Custodian Career Progression	10/16/2019	\$25.96	Como Service Center
Fischer, D. G.	Custodian Career Progression	10/15/2019	\$25.96	Horace Mann School
G Michael, E.	Custodian Career Progression	10/14/2019	\$25.96	Central Senior High
Ollie, M. L.	Custodian Career Progression	10/16/2019	\$26.85	Washington Tech
Woldegabrial, S. A.	Custodian Career Progression	10/21/2019	\$25.96	Como Service Center

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Cech, R. M.	Classroom Teacher	10/07/2019	\$28.64	Washington Tech
Kellogg, K.	Classroom Teacher	10/22/2019	\$30.80	Battle Creek Elementary
Wathum-Ocama, D.	Classroom Teacher	10/07/2019	\$34.32	Ramsey Middle School

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Dooley-Semple, J. L.	Classroom Teacher	10/08/2019	Battle Creek Middle School
Fjetland, D.	Classroom Teacher	09/14/2019	Global Arts Plus - Upper
Lance, J. M.	Classroom Teacher	10/26/2019	Mississippi Creative Arts
Lo, T.	Classroom Teacher	10/23/2019	Int'l Academy - LEAP
Parks, S. T.	Classroom Teacher	10/03/2019	Harding Senior High
Perez Rios, A.	Classroom Teacher	10/02/2019	Riverview School
Thao, N. R.	Classroom Teacher	10/24/2019	Battle Creek Elementary

HUMAN RESOURCE TRANSACTIONS
October 1, 2019 – October 31, 2019
November 19, 2019

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Vang, H.	Classroom Teacher	10/16/2019	Phalen Lake Hmong Studies
Warde, K. V.	Classroom Teacher	10/04/2019	L'Etoile du Nord Upper
Wilke, K. L.	Classroom Teacher	09/18/2019	271 Belvidere Bldg
Woodruff, B. C.	Classroom Teacher	10/19/2019	Ramsey Middle School
Zehrer, M. M.	Classroom Teacher	10/31/2019	1780 West 7 th St
Osborne, H. C.	Classroom Teacher	10/12/2019	Humboldt Secondary School
Vang, P. S.	Classroom Teacher	10/11/2019	Phalen Lake Hmong Studies
Maniaci, K. K.	Classroom Teacher	10/23/2019	JJ Hill Montessori
Pryor, S. E.	Classroom Teacher	10/31/2019	Adams Spanish Immersion
Smith-Pugh, Q.	Classroom Teacher	10/04/2019	Ramsey Middle School
Marass, L. E.	Classroom Teacher	10/12/2019	Bridge View
Stewart, C. S.	School/Community Professional	10/25/2019	RiverEast Elem/Secondary
Belden, J. L.	Education Assistant	10/14/2019	Daytons Bluff
Smith, A.	Education Assistant	10/25/2019	Harding Senior High
Stowers, S.	Education Assistant	10/12/2019	Battle Creek Middle School
Willprecht, K. M.	Education Assistant	09/27/2019	1780 West 7th St
Rincon, A. D.	Teaching Assistant	10/01/2019	Bridge View
Davis, T.	Teaching Assistant	10/14/2019	Battle Creek Elementary
Rodriguez Merfeld, I.	Teaching Assistant	09/30/2019	Eastern Heights Elementary
Vang, M. M.	Teaching Assistant	10/08/2019	Bruce F Vento Elementary
Bachhuber, M. E.	School Bus Driver	10/02/2019	Transportation Services
Miller, B. L.	Custodian	09/28/2019	Highland Park Senior High
Miller, B. L.	Custodian	10/28/2019	Highland Park Senior High
Chandler, M.	Nutrition Services	10/19/2019	Como Service Center
Marshall, P.	Nutrition Services	10/31/2019	Murray Middle School
Parry, J. M.	Nutrition Services	09/24/2019	Obama Service Learning

HUMAN RESOURCE TRANSACTIONS
October 1, 2019 – October 31, 2019
November 19, 2019

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., P. K.	Classroom Teacher	10/10/2019
V., R.	Classroom Teacher	09/30/2019
S., P. A.	Special Education	10/22/2019
C., D. C.	School/Community Professional	09/26/2019
G., J. B.	Teaching Assistant	10/30/2019

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Grossman, M.	Classroom Teacher	10/26/2019	\$50.04	Central Senior High
Grossman, P.	Classroom Teacher	10/26/2019	\$51.80	Central Senior High
Mattila, O. L.	Classroom Teacher	11/04/2019	\$27.18	Murray Middle School
Faehner, T. M.	School/Community Professional	10/22/2019	\$22.13	RiverEast Elem/Secondary
Aggen, M. L.	Education Assistant	11/18/2019	\$25.39	Focus Beyond
Her, C.	Education Assistant	09/30/2019	\$15.40	Colborne Admin Offices
Ayalkebet, S. E.	Teaching Assistant	10/01/2019	\$15.00	Johnson Achievement Plus
Bergeland, D. J.	Teaching Assistant	11/04/2019	\$16.00	Harding Senior High
Buckner, W. L.	Teaching Assistant	09/30/2019	\$15.00	Johnson Achievement Plus
Camara, A.	Teaching Assistant	10/14/2019	\$15.00	Washington Tech
Merritt, J. E.	Teaching Assistant	09/16/2019	\$15.00	Maxfield Elementary
Sanders, R. R.	Teaching Assistant	10/07/2019	\$15.00	Washington Tech
Anderson, S.	School Bus Driver	10/16/2019	\$26.59	Transportation Services
Berger, T. J.	School Bus Driver	10/07/2019	\$25.93	Transportation Services
Thomas, K. D.	Nutrition Services	10/21/2019	\$15.56	Como Service Center
Paw, K. L.	Professional Employee	11/04/2019	\$24.26	Como Service Center

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Balcerzak, K.	Classroom Teacher	09/30/2019	St. Paul Music Academy
Dobbelaere, T.	Classroom Teacher	10/08/2019	E-STEM Middle School
Huberty, A. M.	Classroom Teacher	10/05/2019	Benjamin Mays/Museum

HUMAN RESOURCE TRANSACTIONS
October 1, 2019 – October 31, 2019
November 19, 2019

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Maschke-Jordan, M.	Classroom Teacher	09/30/2019	Como Park Elementary
Murphy, C. M.	Classroom Teacher	10/21/2019	Four Seasons A+
VanOverbeke, C. C.	Classroom Teacher	09/30/2019	Harding Senior High
Wilke, K. L.	Classroom Teacher	09/27/2019	271 Belvidere Bldg
Dagen, N. M.	Classroom Teacher	10/15/2019	Riverview School
Vang, P. S.	Classroom Teacher	10/28/2019	Phalen Lake Hmong Studies
Balasis, M.	Classroom Teacher	10/15/2019	Farnsworth Aerospace Up
Koziol, C. C.	Classroom Teacher	10/14/2019	Bridge View
Greene, S. L.	Education Assistant	10/14/2019	Belwin Outdoor Science
Jackson, T. S.	Education Assistant	10/14/2019	Hazel Park Preparatory
Rupert, D. M.	Education Assistant	10/08/2019	Hamline Elementary
Jones, R. L.	Teaching Assistant	10/21/2019	RiverEast Elem/Secondary
Rodriguez Merfeld, I.	Teaching Assistant	10/28/2019	Eastern Heights Elementary
Miller, B. L.	Custodian	10/15/2019	Highland Park Senior High
Ojo, V. O.	Nutrition Services	10/28/2019	Humboldt Secondary School
Rodrigues, J. M.	Nutrition Services	10/16/2019	Harding Senior High
Shanley, T. J.	Plumber	10/14/2019	Como Service Center

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Edberg, K. A.	Teaching Assistant	09/24/2019	\$18.97	Eastern Heights Elementary
Payton, C. E.	Clerical	10/12/2019	\$20.98	Journey's Secondary School
Hall, N. C.	Nutrition Services	10/01/2019	\$15.00	American Indian Magnet

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Chaffee-Johnson, M.	Classroom Teacher Career Progression	11/01/2019	\$51.80	Central Senior High

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Stroeing, D. J.	School Bus Driver	12/07/2019	Transportation Services
Duncan, C.	Clerical	11/30/2019	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
October 1, 2019 – October 31, 2019
November 19, 2019

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Coyne, M. J.	Classroom Teacher	10/19/2019	Johnson Achievement Plus
Eiler, R. M.	Classroom Teacher	10/01/2019	Murray Middle School
Prise, C. M.	Classroom Teacher	10/17/2019	Johnson Achievement Plus
Turner, N.	Classroom Teacher	10/01/2019	Central Senior High
Crist, J.	Classroom Teacher	10/22/2019	Murray Middle School
Cornely, D. C.	School/Community Professional	10/23/2019	RiverEast Elem/Secondary
Slabiak, K. M.	School/Community Professional	11/09/2019	E-STEM Middle School
Bojarski, E. J.	Education Assistant	10/26/2019	1780 West 7th St
Cha, Y.	Education Assistant	10/05/2019	Chelsea Heights Elementary
Paule, C. M.	Education Assistant	10/26/2019	1780 West 7th St
Atmore, A. H.	Teaching Assistant	08/31/2019	Capitol Hill Magnet
Ayalkebet, S. E.	Teaching Assistant	10/03/2019	Johnson Achievement Plus
Brown, A.	Teaching Assistant	10/30/2019	Battle Creek Middle School
Brown, N. S.	Teaching Assistant	10/26/2019	Johnson Achievement Plus
Carter, G. M.	Teaching Assistant	10/19/2019	Farnsworth Aerospace Lwr
Chesbro-Davis, A. M.	Teaching Assistant	10/22/2019	Central Senior High
Davidson, B. F.	Teaching Assistant	10/17/2019	Johnson Achievement Plus
Davis, J. A.	Teaching Assistant	10/15/2019	Journey's Secondary School
Dennis, K. T.	Teaching Assistant	10/02/2019	1780 West 7th St
Flowers, D. L.	Teaching Assistant	10/18/2019	Journey's Secondary School
Gaither, T.	Teaching Assistant	09/28/2019	Johnson Achievement Plus
Goforth, W. A.	Teaching Assistant	09/01/2019	Washington Tech
Hune, C. R.	Teaching Assistant	10/05/2019	Maxfield Elementary
Hunter, I. R.	Teaching Assistant	11/09/2019	Expo for Excellence
Jakubic, K.	Teaching Assistant	09/28/2019	The Heights
Johnson, K. J.	Teaching Assistant	11/29/2019	Benjamin Mays/Museum

HUMAN RESOURCE TRANSACTIONS
October 1, 2019 – October 31, 2019
November 19, 2019

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Johnson, T. R.	Teaching Assistant	11/12/2019	Hamline Elementary
Lee, K.	Teaching Assistant	09/04/2019	Como Park Elementary
Lee, S. P.	Teaching Assistant	10/19/2019	Johnson Achievement Plus
Oropeza, E. A.	Teaching Assistant	10/24/2019	Nokomis Montessori South
Paredes, A. R.	Teaching Assistant	10/25/2019	Highwood Hills Elementary
Suehr, S. M.	Teaching Assistant	09/01/2019	Washington Tech
Thow, Z.	Teaching Assistant	10/12/2019	Johnson Achievement Plus
Walker, D. E.	Teaching Assistant	10/26/2019	Central Senior High
Woods, P. J.	Teaching Assistant	09/28/2019	1780 West 7th St
Youngbauer, C. H.	Teaching Assistant	09/01/2019	Washington Tech
Baker, S. K.	Clerical	10/12/2019	Colborne Admin Offices
Lor, M. N.	Clerical	10/12/2019	Colborne Admin Offices
Yang, G. S.	Clerical	08/31/2019	Farnsworth Aerospace Lwr
Abdulkadir, F. M.	Nutrition Services	10/19/2019	Como Service Center
Azefer, V. N.	Nutrition Services	08/26/2019	Frost Lake Elementary
Johnson, D. Y.	Nutrition Services	10/26/2019	JJ Hill Montessori
Rivera, C.	Nutrition Services	08/27/2019	Phalen Lake Hmong Studies
Thao, K. K.	Nutrition Services	10/05/2019	Washington Tech
Soriano, J. M.	Professional Employee	10/22/2019	Como Service Center
Vang, M. M.	Professional Employee	10/12/2019	Colborne Admin Offices

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
P., P. P.	Teaching Assistant	11/15/2019
S., D. M.	Teaching Assistant	10/04/2019
V., S.	Teaching Assistant	10/10/2019
L., D.	Custodian	10/09/2019

HUMAN RESOURCE TRANSACTIONS
October 1, 2019 – October 31, 2019
November 19, 2019

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
T., S.	Teaching Assistant	10/17/2019
H., D.	Custodian	10/03/2019

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

DATE: November 19, 2019

TOPIC: Acceptance of \$5,000 Donation to Hazel Park Preparatory Academy

A. PERTINENT FACTS:

1. Hazel Park Preparatory Academy celebrates the donation of \$5,000 from the Data Recognition Corporation in Maple Grove, MN.
2. This donation will support our students with special needs through the upgrade of our sensory room, a location in the building where students are able to calm themselves and refocus on their personal goals, and improving their academic success.
3. This will be a one-time donation to the school.
4. This gift will support the physical refurbishing of our sensory room, the space in which our students may relax, refocus, and renew themselves before returning to the classroom.
5. This project will meet the District strategic plan focus area of Positive School and District Culture.
6. 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 accept the donation to support the success of students at Hazel Park Preparatory Academy, and send a letter of appreciation to Data Recognition Corporation.

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

DATE: November 19, 2019

TOPIC: Acceptance of Monetary Gift to Open World Learning Community

A. PERTINENT FACTS

1. Monetary gift of \$20,000 was presented to Open World Learning Community from Open World Learning Community PTA.
2. Budget code 19-250-000-000-5096-F052.
3. This will meet the District target area goal of Program Evaluation and Resource Allocation by offering scholarships for Fall Retreat field trips for our students who cannot afford to pay.
4. During Fall Retreats, all of our students participate in field trips:
 - 6th grade students spent an overnight at Baker Wilderness Retreat and attended the Bakken Museum
 - 7th grade students spent two overnights at Audubon Center of the North Woods, and attended the Belwin Nature Center and went on a Green Line tour
 - 8th grade students spent an overnight at Base Camp; they went to Bruce Vento Park; Minnehaha Falls; East River Flats; Interstate Park; Boom Island
 - 9th grade students spent four overnights at Outward Bound in Danbury, WI
 - 10th grade students spent four days touring various colleges
 - 11th grade students spent three overnights at YMCA Camp DuNord
 - 12th grade students spent four overnights at Voyageur Outward Bound in Ely, MN
5. This item is submitted by David Gundale, Principal, Open World Learning Community; Dr. Joshua Delich, Assistant Superintendent, High Schools; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education approves the acceptance of the monetary gift of \$20,000.00 presented to Open World Learning Community from Open World Learning Community PTO.

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

DATE: November 19, 2019

TOPIC: Acceptance of Gift from the Saint Anthony Park Lutheran Church

A. PERTINENT FACTS:

1. Murray Middle School prepared an application and received a gift for \$8,000 to fund the Pilot 1-on-1 Tutoring Program.
2. This program will meet the District strategic plan focus areas of Effective and Culturally Relevant Instruction and Program Evaluation and Resource Allocation.
3. This item is submitted by Jamin McKenzie, Principal; Andrew Collins, Assistant Superintendent; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the donation from the Saint Anthony Park Lutheran Church and to implement the project as specified in the award document, and to allocate the gift to budget code 19-342-291-000-5096-P001.

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

DATE: November 19, 2019

TOPIC: Gift Acceptance from Wallin Education Partners

A. PERTINENT FACTS:

1. Office of College and Career Readiness would like to accept a monetary gift of \$9,000 from the Wallin Education Partners.
2. The gift is to be used for College and Career Readiness programming in partnership with Achieve Minneapolis.
3. This programming aligns with the District's long-term outcome of preparing all graduates for college, career and life.
4. This item is submitted by Darren Ginther, Assistant Director, Office of College and Career Readiness and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: November 19, 2019

TOPIC: Acceptance of Gift from Timothy Scott

A. PERTINENT FACTS:

1. A gift of \$7,000 was received at Humboldt High School.
2. The gift was received from Timothy Scott to provide scholarships for Humboldt seniors.
3. This gift will meet the District Strategic Plan Focus Area of College and Career Pathways.
3. This item is submitted by Michael Sodomka, Principal; Dr. Joshua Delich, Assistant Superintendent; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the donation of \$7,000 from Timothy Scott and provide a letter to express the appreciation for the gift.

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

DATE: November 19, 2019

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

A. PERTINENT FACTS:

1. The Best Buy Foundation supports projects that increase access to technology education.
2. Saint Paul Public Schools Office of Teaching and Learning prepared an application for funds to support the SPPS Genius Squad: students in grades 5-12 who participate, lead, and support technology integration in a variety of ways at their respective schools and across the district. The goals of this project focus on real world, career-related skills, technology problem-solving experiences, and opportunities to learn more about technology-related careers. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$30,000. Over 400 students from 24 schools will be impacted.
4. This project aligns with the District strategic plan objective of providing career-focused, hands-on opportunities for all middle and high school students.
5. This is a recurring grant-funded project. The project period is 12 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Hans Ott, Assistant Superintendent; Dr. Kate Wilcox-Harris, Chief of Academics; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Best Buy Foundation for funds to support the Genius Squad; to accept funds; and to implement the project as specified in the award documents.

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

DATE: November 19, 2019

TOPIC: Request for Permission to Accept a Grant from the Bush Foundation

A. PERTINENT FACTS:

1. The Bush Foundation awards grants for projects that create welcoming learning environments, customize learning plans to meet individual student needs, and provide support to students to meet long-term goals.
2. Saint Paul Public Schools Office of Indian Education has been awarded a grant to support culturally relevant instruction and student-centered learning experiences. The goal of this project is to support activities related to the Positive School and District Culture strategic focus area. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$10,000.
4. This project aligns with the District strategic plan focus area of Positive School and District Culture.
5. This is a new grant-funded project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; John Bobolink, Supervisor of Indian Education; Marie Schrul, Chief Financial Officer; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Bush Foundation for funds to support the Indian Education Program; to accept funds; and to implement the project as specified in the award documents.

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

DATE: November 19, 2019

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

A. PERTINENT FACTS:

1. The Minnesota Department of Education manages and processes state and federal grant awards to school districts, higher education organizations, other educational entities, as well as community-based and non-profit organizations.
2. Saint Paul Public Schools Johnson Senior High School received a Food Chemistry Project grant for funds to design a food chemistry course. The goal of this project is to create food chemistry curriculum to be piloted during the 2020-2021 school year. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$3,600 and will benefit the students and staff of Johnson Senior High School.
4. This project aligns with the District strategic plan focus area of Effective and Culturally Relevant Instruction by enhancing Chemistry courses.
5. This is a new grant-funded project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Michael Thompson, Johnson Senior High Principal; Billy Chan, Assistant Superintendent; Dave Watkins, Chief of Schools; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Department of Education for the funds to design a food chemistry course at Johnson Senior High School; to accept funds; and to implement the project as specified in the award documents.

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

DATE: November 19, 2019

TOPIC: Request for Permission to Accept a Grant from the University of St. Thomas

A. PERTINENT FACTS:

1. The University of St. Thomas awards grants for projects that implement the National Center for Teacher Residencies' Black Educators Initiative to improve student outcomes and increase student access to effective, diverse teachers by investing in residency programs that are improving diversity through innovative strategies.
2. Saint Paul Public Schools was awarded a sub-grant from the University of St. Thomas to improve the retention rate of St. Paul Urban Teacher Residency (SUTR) graduates, especially Black teachers, through professional development and leadership support.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$64,500. It will benefit the entire District.
4. This project aligns with the District strategic plan focus area of Positive School and District Culture.
5. This is a new grant-funded project.
6. This item is submitted by Rebekah Doyle, Grant Management Coordinator; Kenyatta McCarty, Interim Human Resources Director; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the National Center for Teacher Residencies through the University of St. Thomas for funds to increase diversity in teacher retention; to accept funds; and to implement the project as specified in the award documents.

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

DATE: November 19, 2019

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

A. PERTINENT FACTS:

1. Allina Health provides funding for projects that support student health and wellness activities in Saint Paul Public Schools.
2. Saint Paul Public Schools Student Health and Wellness has prepared an application for funds to support the school garden program. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$10,000.
4. This project aligns with the District strategic plan objective of increasing our capacity to meet the instructional needs of each learner.
5. This is a new grant-funded project. The project period is 12 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Mary Yackley, Supervisor, Student Health and Wellness; Heather Kilgore, Director, Family Engagement and Community Partnerships; Marcy Doud, Assistant Superintendent of Specialized Services; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to Allina Health for funds to support the school garden program; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: November 19, 2019

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

A. PERTINENT FACTS:

1. The Ecolab Foundation is currently accepting grant applications for projects that promote youth development, particularly youth at-risk, in the Saint Paul area.
2. Saint Paul Public Schools Humboldt High School has prepared an application for funds to support its AVID college readiness program. The goals of this project is to continue expanding the number of students who are served by the AVID elective class and AVID as a school-wide system for all classroom teachers to use to affect all students. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$60,000. The project will affect all students and staff at Humboldt High School.
4. This project aligns with the District strategic plan objective of increasing our capacity to meet the instructional needs of each learner.
5. This is a recurring grant-funded project. The project period is 12 months. The Ecolab Foundation is a long-time supporter of Humboldt High School.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Mike Sodomka, Principal, Humboldt High School; Heather Kilgore, Director, Family Engagement and Community Partnerships; Dr. Josh Delich, Assistant Superintendent; Dave Watkins, Chief of Schools; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Ecolab Foundation for funds to support AVID at Humboldt 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: November 19, 2019

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

A. PERTINENT FACTS:

1. The Minnesota Department of Natural Resources is currently accepting grant applications for projects that provide outdoor environmental, ecological and other natural-resource-based education and recreation programs serving youth.
2. Saint Paul Public Schools Student Health and Wellness has prepared an application for funds to install and maintain pollinator gardens at multiple district schools. The goal of this project is to provide an outdoor learning laboratory, which provides students with a direct experience of nature while delivering a research-based, effective ecological education curriculum through science class. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$5,000. The project will affect roughly 650 students in grades PreK-8 at five different schools.
4. This project aligns with the District strategic plan objective of increasing our capacity to meet the instructional needs of each learner.
5. This is a new grant-funded project. The project period is 12 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Mary Yackley, Supervisor, Student Health and Wellness; Heather Kilgore, Director, Family Engagement and Community Partnerships; Marcy Doud, Assistant Superintendent of Specialized Services; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Natural Resources for funds to create and maintain five pollinator gardens; 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: November 19, 2019

TOPIC: Request for Permission to Submit a Grant to the Minnesota Historical Society

A. PERTINENT FACTS:

1. The Minnesota Historical Society is currently accepting grant applications for projects that preserve Minnesota's history and culture.
2. Saint Paul Public Schools Office of American Indian Education has prepared an application for funds to create a cultural resource room at their offices, including developing three teacher resource kits to support existing units of study in elementary and secondary grades. The goal of this project is to help students make connections and develop a deeper understanding of American Indian history and culture. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$10,000. During the project period, the teacher resources kits will affect roughly 50 elementary and 300 secondary students. The cultural resource room will be available to all students and families, but with a special emphasis on providing materials to American Indian students and families, or roughly 1,200 people.
4. This project aligns with the District strategic plan objective of creating inclusive school cultures where students are supported to show up as their full selves and thrive as individual learners in a global society. This project also aligns with the District strategic plan initiative to implement culturally relevant practices within all student learning and programs.
5. This is a new grant-funded project. The project period is 12 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; John Bobolink, Supervisor, Office of American Indian Education; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Dr. Kate Wilcox-Harris, Chief of Academics; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Historical Society for funds to create a cultural resource room at the Office of American Indian Education and build three teacher resource kits; 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: November 19, 2019

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

A. PERTINENT FACTS:

1. Request to Sign Career Pathways Academy Concurrent Enrollment Joint Powers Agreement with Saint Paul College.
2. This partnership supports students across our high schools providing them the opportunity to earn 3-5 Saint Paul College credits per semester course. These rigorous course options help prepare students for college and career, and also save students/families tuition dollars by allowing them to take college courses while in high school.
3. This has been an ongoing partnership with a similar request as approved last year; this will be an annual request.
4. Fees paid to Saint Paul College at the rate of \$2,500.00 per concurrent enrollment course, not to exceed \$10,000.00
5. This partnership aligns with the SPPS Achieves long-term outcome of preparing all graduates for college, career and life.
6. This item is submitted by Darren Ginther, Director of the Office of College and Career Readiness; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Career Pathways Academy Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Saint Paul College for FY20.

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

DATE: November 19, 2019

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

A. PERTINENT FACTS:

1. Request to Sign Concurrent Enrollment Joint Powers Agreement with Saint Paul College.
2. This partnership supports students across our high schools providing them the opportunity to earn 3-5 Saint Paul College credits per semester course. These rigorous course options help prepare students for college and career and also save students/families tuition dollars by taking college courses while in high school.
3. This has been an ongoing partnership with a similar request as approved last year; this will be an annual request.
4. Fees paid to Saint Paul College at the rate of \$2,500.00 per concurrent enrollment course, not to exceed \$42,500.00
5. This partnership aligns with the SPPS Achieves long-term outcome of preparing all graduates for college, career and life.
6. This item is submitted by Darren Ginther, Director of the Office of College and Career Readiness; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Saint Paul College for FY20.

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

DATE: November 19, 2019

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 September 1, 2019 – September 30, 2019.

(a) General Account	#716070-717236	\$52,120,927.62
	#0003497-0003513	
	#7003447-7003477	
	#0003913-0003989	
(b) Debt Service	-0-	<u>\$5,450.00</u>
(c) Construction	-0-	<u>\$5,493,995.43</u>
		<u>\$57,620,373.05</u>

Included in the above disbursements are two payrolls in the amount of \$34,179,562.50 and overtime of \$161,758.37 or 0.47% of payroll.

(d) Collateral Changes

Released:

None

Additions:

None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending February 29, 2020.

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

DATE: November 12, 2019

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 target area goals of Positive School and District Culture.
4. Requested by Mary Yackley, 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 November 24, 2019, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.



Pay20 Levy Update

Board of Education Meeting
Marie Schrul, Chief Financial Officer
November 19, 2019

Purpose

To provide an update on the Pay20 Levy and final steps in the certification process and how it relates to FY2020-21 budget planning

95



Saint Paul
PUBLIC SCHOOLS

Levy Basics and Impacts

School Levy Basics

- School levy authority is established in law
- School budgets are a combination of state, federal and local funding, including the voter approved referendum
- Pay20 school levy funds the 2020-21 school year
- Districts receive payments after the May and October collections from the County
- Levy can only move down after October 1

Factors Impacting School Levies

- Changes in tax base (increases often result in less state aid for equalized formulas)
- Legislative changes to education formulas
- Referendum inflationary increase
- Pension contribution changes required by law
- Other Post Employment Benefits (OPEB) obligations
- Employment changes that drive severance and unemployment levies
- Capital bonding, refunding of bonds, abatements, long term maintenance, health and safety projects, lease costs

Factors Impacting the St. Paul Levy

- Overall, St. Paul's estimated market values and tax capacity are up 6.4%, values well above the Pay 2008 peak
- Market values are increasing in the double digits for 35% of homes, 40% of apartments, and 37% of commercial/industrial properties
- Thomas-Dale/Frogtown, Dayton's Bluff, Payne/Phalen, North End, and West Seventh are all areas with higher increases in residential market values
- City, County and School portion of fiscal disparities aid increased. District increased by \$6.13 million.

69



Saint Paul
PUBLIC SCHOOLS

Proposed Levy

Pay20 Levy Ceiling Set at 9/24/19 BOE

101

Levy Category	Certified Pay19 Levy	SPPS Proposed Pay20 Levy Ceiling	Difference
Operating	\$ 71,112,468.34	\$71,690,324.75	\$577,856.41
Pension/OPEB/Contractual	39,544,457.62	37,860,071.32	(1,684,386.30)
Facilities	64,258,911.32	74,393,597.20	10,134,685.88
Community Service	<u>3,779,160.32</u>	<u>3,685,753.77</u>	<u>(93,406.55)</u>
Total - All Levy Categories	\$ 178,694,997.60	\$187,629,747.04	\$8,934,749.44
Percent Change			5.0%

Estimated Annual Property Tax Impact | Home from 2019 to 2020 (assuming a 0% increase in market value)

Estimated Home Market Value	Estimated Change at 5.0%
\$ 75,000	(\$19.46)
100,000	(25.07)
199,800	(47.28)
300,000	(69.57)
400,000	(91.84)
500,000	(114.67)

Source: Ramsey County
Median home market value is \$199,800

Estimated Annual Property Tax Impact | Home from 2019 to 2020

(assuming a 7.3% increase in market value)

Estimated Home Market Value	Estimated Change at 5.0%
\$ 75,000	\$2.67
100,000	16.99
199,800	36.10
300,000	55.86
400,000	75.29
500,000	79.23

Source: Ramsey County
 Median home market value is \$199,800

Estimated Annual Property Tax Impact | Commercial/Industrial from 2019 to 2020 (assuming a 6.0% increase in market value)

Estimated Commercial/Industrial Market Value	Estimated Change at 5.0%
\$ 200,000	(\$52.07)
500,000	(135.00)
525,000	(142.05)
1,000,000	(273.68)

Source: Ramsey County

*Median commercial/industrial market value is \$525,000

What Happens Next?

- **November**

- 12th: Ramsey County mails tax statements

- **December**

- 3rd: Truth in Taxation Hearing, 360 Colborne, 6 p.m.
 - 17th: Board of Education certifies final Pay20 levy
 - The certification sets approximately 20% of the revenue for the FY2020-21 budget (July 1, 2020 – June 30, 2021)

Pay20 Levy Calendar

	Date	Action
X	August-early September	District submits levy information to MN Department of Education (MDE)
X	September 6	MDE provides preliminary calculations
X	September 10	COB Meeting: Finance and Levy 101 Work-session
X	September 17	BOE Meeting: Present proposed Pay20 Levy
X	September 23	JPTAC (Joint Property Tax Advisory Committee) adopts joint advisory joint levy resolution
100X	September 24	SPPS sets Pay20 levy ceiling at special BOE
X	October 1	SPPS provides Pay20 levy ceiling data to Ramsey County and MDE. Cities and Counties also certify by this date.
X	October 1 – November 10	Ramsey County calculates taxes and prepares tax statements
X	November 12	Anticipated Ramsey County mailing of tax statements
	December 3	Public Hearing on Proposed Tax Levy, 360 Colborne, 6 p.m.
	December 17	BOE meeting to certify the Pay20 levy
	December 30	SPPS certifies Pay20 levy to Ramsey County

After Pay20 Levy Certification:

- Planning for upcoming bond and Certificates of Participation sales in January 2020
- Continue to monitor District's enrollment projections as levy revenue is calculated based on this data
- Continue planning for FY2020-21 budget (FY21 budget process is highlighted next)

New FY21 Budget Process Architecture

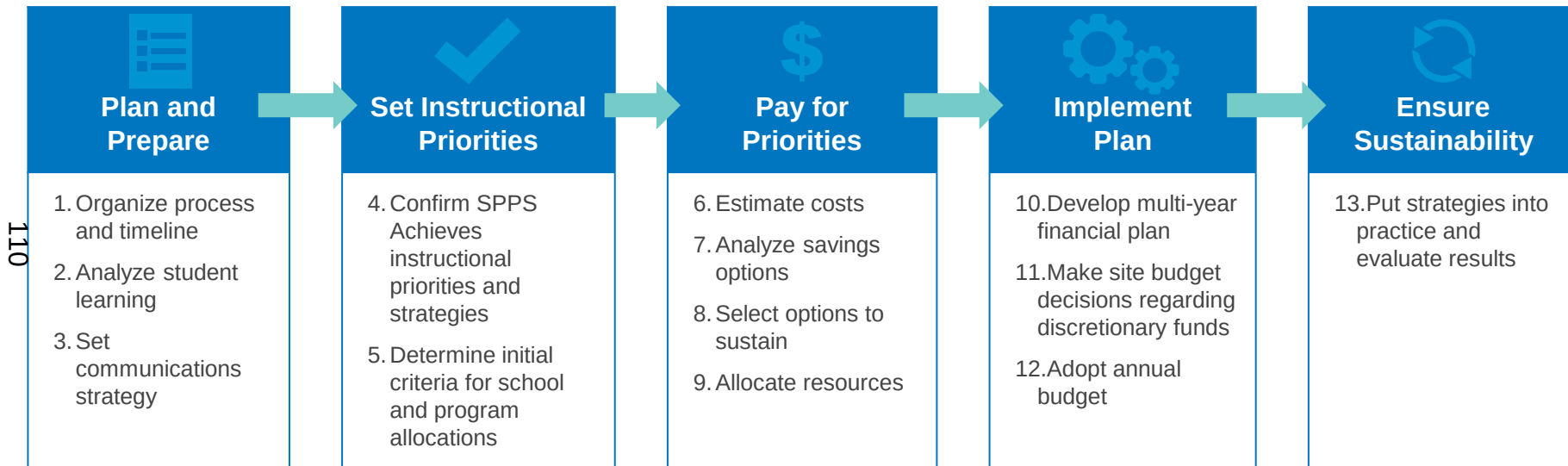
- Adopted from Government Finance Officers Association best practices
 - [Smarter School Spending](#)
- Partnership between Academics, Programs, and Finance to develop a budget supporting the SPPS Strategic Plan

108

Coming Together to Inform the FY21 Budget



SPPS Budget Process for FY21





Questions?



Saint Paul
PUBLIC SCHOOLS

Policy Update

Cedrick Baker, Chief of Staff

November 19, 2019

THIRD READING:

503.01: Children and Youth Experiencing Homelessness

We are updating the current Policy 503.01: Attendance: Homeless Children & Youth. It is being proposed that the policy be retitled to Policy 503.01: Children and Youth Experiencing Homelessness.

113

Why do we have this policy?

To ensure that children and youth who are experiencing homelessness receive the same educational opportunities as other students who are not homeless; and McKinney-Vento Homeless Assistance Act and applicable Minnesota law.

THIRD READING :

503.01: Children and Youth Experiencing Homelessness

Why are updates being proposed?

- To create alignment with the McKinney-Vento Homeless Education Assistance Improvements Act of 2001
 - Children and youth who experience homelessness have the right to receive a free, appropriate public education
- The services provided under McKinney-Vento provide families the opportunity to maintain education stability for their student, which is key to their educational trajectory and success.
 - One of the priorities of the act is the provision of transportation services to allow students experiencing homelessness to remain in their school of origin, which is defined as the school that the student attended when they first experienced homelessness.

114

THIRD READING :

503.01: Children and Youth Experiencing Homelessness

Changes include details on:

- Purpose statement
- General Statement
- Definitions
 - “Children and youth experiencing homelessness”
 - “School of origin”
 - “Homeless Liaison” – Project REACH and Fostering Connections
- School Selection and Enrollment
- Dispute Resolution
- Transportation

115

SECOND READING:

510.03: Class Rankings

Why are updates being proposed?

- At the May 22, 2018 Board of Education meeting, the Student Engagement and Advancement Board (SEAB) presented on the inequities of the current policy.
- They recommended that SPPS, “Implement consistent recognition of academic achievement by updating policy 510.03.”
- They proposed for the district to:
 - Celebrate academic success of more students
 - Remove the verbiage, “the top ten students ranked by grade point average of each high school’s senior class will be identified and recognized in alphabetical order” from the current policy
 - Develop consistent use and logic of weighted course material that supports a district-wide system for recognizing academic honors

116

SECOND READING:

510.03: Class Rankings

Changes to the policy include:

- Removing “the top ten” verbiage (currently paragraph two)
- Adding this language (proposed paragraph two):
 2. Students will be recognized for academic achievement based on the Latin Honor system, using their weighted GPA.
 - High Honors with Distinction (Summa Cum Laude) — Cumulative GPA average of 4.000 and above
 - High Honors (Magna Cum Laude) — Cumulative GPA average of 3.75 to 3.99
 - Honors (Cum Laude) — Cumulative GPA average of 3.3 to 3.749

117

SECOND READING:

510.03: Class Rankings

118

- Implications of proposed changes:
 - The District will no longer host the “Celebration of Excellence” which honored the top ten from each high school
 - The cost savings from no longer hosting the “Celebration of Excellence” will be used to buy cords and help to support individual high schools’ celebrations
 - High school principals have requested for Board members and Senior Leadership Team to have a presence/role at their school-level celebrations
 - High schools that do not currently have the GPA cutoffs for honors, high honors, and high honors with distinction as stated in the proposed policy, will have to update their internal systems and practices and communicate those changes to students and families.
 - Because we are doing away with “top ten” - who have been acknowledged in newspapers historically - the District will need to find a new way to best recognize students publically that appeal to newspapers

Questions

119

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

Proposed Policy:

Proposed Policy Revision:

503.01 - Children & Youth Experiencing Homelessness

First Reading	<u>August 20, 2019</u>
Second Reading	<u>October 22, 2019</u>
Third Reading	<u>November 19, 2019</u>

COMMENTS:

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

Adopted: 8/27/2002

Saint Paul Public School Policy

503.01

Revised: 6/17/2008
x/xx/xxxx

503.01 Children & Youth Experiencing Homelessness

I. PURPOSE

The purpose of this policy is to ensure that children and youth who are experiencing homelessness receive the same educational opportunities as other students who are not homeless. This policy is intended to ensure that the School District is in full compliance with the McKinney-Vento Homeless Assistance Act and applicable Minnesota law.

II. GENERAL STATEMENT

Children and youth who are homeless will have the opportunity to meet the same state and School District standards expected for all students. Children and youth who are homeless are to be provided educational services comparable to those received by any student of the School District, and all appropriate educational and support services available at all grade levels.

III. DEFINITIONS

A. The phrase “children and youth experiencing homelessness” means individuals who lack a fixed, regular, and adequate nighttime residence. They include:

1. Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks (as defined by applicable law) or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and,
4. Migratory children, as this term is defined in section 1309 of the Elementary and Secondary Education Act of 1965, who qualify as homeless for the purposes of this definition because the children are living in circumstances described above.

B. The phrase “school of origin” means the school the student attended when he or

503.01 Policy
Page 1 of 4

Formatted Table

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Homeless children and youth, as defined by federal law, shall be provided services comparable to those received by other students including¶ transportation to and from their school of origin to the extent possible. The¶ district shall designate a liaison for homeless children and youth who shall ensure that their rights are protected and they have the opportunity to reach¶ the same high academic standards expected of all students.¶

¶

ENROLLMENT¶

Immunizations, guardianship, residential status or other documentation shall not be barriers to immediate enrollment of homeless children and¶ youth. Where appropriate, the enrolling school or office shall refer the parent¶ or guardian to the district homeless liaison for assistance in obtaining appropriate documentation. The district homeless liaison shall also assist¶ unaccompanied youth with placement/ enrollment choices.¶

¶

PLACEMENT¶

To the extent feasible, homeless children and youth shall remain in their school of origin and transportation shall be provided. To the extent provided¶ by federal law, homeless children and youth have the right to stay in their¶ school of origin for the entire time they are homeless, unless a parent or guardian chooses otherwise.¶

¶

DISPUTE RESOLUTION¶

Disputes regarding the educational placement of a homeless child or youth shall be expeditiously addressed through the dispute resolution process¶ mandated by the Minnesota Department of Education. Parents or guardians¶ and unaccompanied youth shall be informed of the process and in the event of a dispute, the homeless child or youth must be immediately enrolled in the¶ school of choice while the dispute is being resolved.¶

¶

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she last had permanent housing or the school last attended.

- C. The “Homeless Liaison” is a person designated by the School District as the School District contact for students in homeless situations. The Homeless Liaison is responsible for carrying out the duties prescribed in applicable federal and state laws. The Project REACH and Fostering Connections Supervisor is designated as the School District’s homeless liaison.

IV. SCHOOL SELECTION AND ENROLLMENT

- A. Children and youth experiencing homelessness shall have equal access to the same free, appropriate public education as provided to other students.
- B. Homelessness is not sufficient reason to separate students from the mainstream school environment. Children and youth experiencing homelessness shall not be segregated in separate schools, separate programs within schools, or separate settings. This does not prohibit special programs for short periods of time for health and safety emergencies or temporary, special, and supplemental services for any student.
- C. The School District will keep a child or youth experiencing homelessness in his or her school of origin, unless it would be in the student’s best interest to enroll the student in another school. The School District will presume that keeping the student in the school of origin is in the student’s best interest, except when doing so is contrary to the request of the parent or guardian (or youth in the case of an unaccompanied youth). Factors related to the student’s best interest include student-centered factors related to the impact of mobility on achievement, education, health, and safety of children and youth experiencing homelessness. In conducting the best interests analysis, the School District will give priority to the request of the child’s or youth’s parent or guardian (or the youth in the case of an unaccompanied youth).
- D. Children and youth experiencing homelessness may stay in their school of origin the entire time they are homeless and until the end of any academic year in which they move into permanent housing. Alternatively, students may enroll in any public school that students living in the same attendance areas are eligible to attend.
- E. The School District homeless liaison must assist unaccompanied youth, who are not in the custody of a parent or guardian, in making placement or enrollment decisions.
- F. If, after conducting the best interest determinations, the School District determines it is not in the student’s best interest to attend the school of origin or the school requested by the parent or guardian (or the youth in the case of an accompanied youth), the School District will provide a written explanation of the reasons for its determination, including information regarding the right to appeal, in a manner and form that is understandable to the parent, guardian, or unaccompanied youth.

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G. The School District will immediately enroll the child or youth experiencing homelessness in the school selected in accordance with this policy, even if the child or youth cannot produce records normally required for enrollment (including previous academic records, records of immunization and other required health records, proof of residency, or other documentation) or has missed application or enrollment deadlines during any period of homelessness.

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H. The enrolling school must immediately contact the school last attended by the child or youth experiencing homelessness to obtain relevant academic and other records. If a student does not have immunizations or other required health records, the homeless liaison must immediately assist in obtaining them. The student must be enrolled in school in the interim. Educational and medical records must be obtained as soon as possible, consistent with applicable state and federal laws, by the School District.

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V. DISPUTE RESOLUTION

- A. If a dispute arises over eligibility, school selection, or enrollment, the child or youth shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.
- B. The parent or guardian (or youth in the case of an unaccompanied youth) will be provided with a written explanation of any decisions related to school selection or enrollment. The notice must include a dispute resolution process developed by the Superintendent in accordance with any applicable guidance from the Minnesota Department of Education.

VI. TRANSPORTATION

- A. Children and youth experiencing homelessness must be provided transportation to and from their school of origin at the request of the parent or guardian, or by the Homeless Liaison in the case of an unaccompanied youth, consistent with the School Board Policy 707.00 Transportation Eligibility and applicable law.
- B. If a child or youth experiencing homelessness has living arrangements outside of the School District's boundaries, the School District will attempt to reach an agreement with the school district in which the student has living arrangements in an effort to apportion costs and responsibility for transportation.

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LEGAL REFERENCES:

42 U.S.C. § 11431 et seq. (McKinney-Vento Homeless Assistance Act)

CROSS REFERENCES:

Policy 707.00 Transportation Eligibility

Adopted: 8/27/2002

Saint Paul Public School Policy

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LEGAL REFERENCES:

42 U.S.C. § 11431 et seq. (McKinney-Vento Homeless Assistance Act)

CROSS REFERENCES:

Policy 707.00 Transportation Eligibility

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

Proposed Policy:

Proposed Policy Revision:

510.03 - Class Rankings

First Reading

October 22, 2019

Second Reading

November 19, 2019

Third Reading

COMMENTS:

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

510.03 CLASS RANKINGS

1. Class rankings and the honor-point averages for members of the senior class shall not be made public. This shall apply to school newspapers, yearbooks, public announcements, and public news media. In addition, no valedictorian or salutatorian shall be named.
2. Students will be recognized for academic achievement based on the Latin Honor system, using their weighted GPA.
 - High Honors with Distinction (Summa Cum Laude) – Cumulative GPA average of 4.000 and above
 - High Honors (Magna Cum Laude) – Cumulative GPA average of 3.75 to 3.99
 - Honors (Cum Laude) – Cumulative GPA average of 3.3 to 3.749
- ~~2. The top ten students ranked by grade point average (GPA) of each high school's senior class (except in the case of ties) will be identified and recognized in alphabetical order.~~
3. In addition, each high school may, with the involvement of students, staff, and community, develop a plan to identify and recognize other student achievements.

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INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS
RESOLUTION



Board File No. _____

Date _____

**RESOLUTION OF RECOGNITION OF
HMONG AMERICAN DAY IN SAINT PAUL PUBLIC SCHOOLS**

WHEREAS in 2013 former Governor Mark Dayton signed a proclamation recognizing May 14 as Hmong American Day highlighting the Hmong refugees and their families immigrating to the United States to escape war and persecution, to find opportunities, and to better their lives and the lives of their children and recognizing Hmong Americans' contributions in helping to build a vibrant and diverse Minnesota, contributing socially, politically, and economically to our state, and

WHEREAS in 2019, Governor Tim Walz established May 14 each year as Hmong Veterans Memorial Day (HF8/SF10) in honor of Southeast Asian Americans and their allies who served, suffered, sacrificed, or died in the Secret War in Laos during the Vietnam War in the years 1961 to 1975 in support of the armed forces of the United States, and in recognition of the significance of May 14, 1975, the last day that the overall American-trained Hmong command structure over the Special Guerilla Units in Laos was operational, and

WHEREAS the Saint Paul Public Schools Board of Education recognizes the great sacrifice of Hmong people supporting the United States during the Vietnam War, and

WHEREAS we celebrate the rich and diverse culture of Hmong people in our communities and in our schools, and

WHEREAS we acknowledge the contributions of the brave Hmong Veterans whose history should be commended and observed in Saint Paul Public Schools, and

WHEREAS the legacy and stories are an opportunity to teach our students the importance of understanding all of history and in many instances highlighting forgotten heroes.

THEREFORE BE IT RESOLVED, in keeping with the state proclamation and statute, the Board of Education for Saint Paul Public Schools recognizes and appreciates the importance

of May 14th as Hmong American Day and Hmong Veterans Memorial Day and encourages all schools and district staff to spend time sharing about the contributions of the Hmong people, Hmong Veterans, and encourages all students to participate in activities that acknowledge the history and celebrate the importance of the day.

Adopted_____

CHAIR Board of Education

CLERK Board of Education

SUPERINTENDENT CONTRACT

The School Board of Independent School District No. 625, Saint Paul Public Schools, Minnesota, (hereinafter referred to as the “School District”) enters into this Contract with Joseph Gothard (hereinafter referred to as the “Superintendent”), a legally qualified and licensed superintendent who agrees to perform the duties of the Superintendent of the School District.

The School District and the Superintendent agree as follows:

I. Applicable Statute:

This Contract is entered into between the School District and the Superintendent in accordance with Minn. Stat. § 123B.143.

II. Licensure:

The Superintendent shall furnish, throughout the life of this Contract, a valid and appropriate license to act as superintendent in the State of Minnesota as provided by applicable laws, rules, and regulations.

III. Contract Term and Duration, Expiration:

A. Contract Term and Duration. This Contract is for a duration of three (3) years. The “Contract Term” shall commence on July 1, 2020, and end on June 30, 2023. This Contract shall remain in full force and effect unless modified in writing by mutual consent of the School Board and the Superintendent, or unless terminated as provided in this Contract.

B. Expiration. This Contract shall expire at the end of the Contract Term specified in Paragraph III, A above. At the conclusion of the Contract Term, neither party shall have any further claim against the other, and the School District’s employment of the Superintendent shall cease, unless a subsequent contract is entered into in accordance with Minn. Stat. § 123B.143, Subd. 1.

IV. Duties:

The Superintendent shall have charge of the administration of the schools under the direction of the School Board. The Superintendent shall be the chief executive officer of

the School District; shall direct and assign teachers and other School District employees under the Superintendent's supervision; shall organize, reorganize, and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the School District subject to the approval of the School Board; shall select all personnel subject to the approval of the School Board; shall, from time to time, suggest policies, regulations, rules, and procedures deemed necessary for the School District; shall visit and supervise the schools in the School District; shall report and make recommendations about the condition of the schools in the School District when advisable or at the School Board's request; shall recommend to the School Board the employment and dismissal of teachers; to the extent required by law, shall annually evaluate each school principal assigned responsibility for supervising a school building in the School District; shall superintend school grading practices and examinations for promotions; shall make reports that are required by the Commissioner of the Minnesota Department of Education; and, in general, shall perform all duties incident to the office of the Superintendent and such other duties as may be prescribed by the School Board from time to time. The Superintendent shall abide by the policies, regulations, rules, and procedures established by the School Board and the State of Minnesota. The Superintendent shall have the right to attend all School Board meetings and all School Board and citizen committee meetings, serve as an ex-officio member of the School Board and all School Board committees, and provide administrative recommendations on each item of business considered by each of these groups.

Superintendent shall exercise due diligence in the administration, affairs and activities of School District, shall do so exclusively on a full-time basis and shall devote substantially all his time, attention and efforts to the affairs of School District.

V. Duty Year:

The Superintendent's duty year shall be for the entire twelve (12)-month Contract year, and the Superintendent shall perform duties on those legal holidays on which the School Board is authorized to conduct school if the School Board so determines. The Superintendent shall be on duty during any emergency, natural or unnatural, unless otherwise excused in accordance with School Board administrative policy.

VI. Compensation and Benefits. During the Contract Term, School District shall compensate Superintendent as follows:

A. Annual Salary. The School District will pay Superintendent an Annual Salary of Two Hundred and Forty Thousand Dollars (\$240,000) payable in biweekly installments. During the Contract Term, the Annual Salary may be increased, pursuant to Section VII, A, 1, but shall not be reduced.

B. Business Expense Allowance. The School District will pay Superintendent a Business

Expense Allowance of \$800 per month payable in biweekly installments.

- C. Leave Benefits. Except as otherwise provided in this Contract, the Superintendent shall be entitled to the following benefits set forth for members of the Superintendentcy in Article 4 of the Terms and Conditions of Professional Employment for the Members of the Superintendentcy for the period July 1, 2017-June 30, 2019 (hereinafter "Superintendentcy Agreement"), as may be amended:
1. Vacation Leave, Article 4, Section 2;
 2. Holidays, Article 4, Section 3;
 3. Bereavement Leave, Article 4, Section 6, Subds. 1-2;
 4. Personal Leave, Article 4, Section 6, Subd. 4; and
 5. Sick Leave, Article 4, Section 7.

Wherever the Superintendentcy Agreement requires that Vacation Leave, Sick Leave or other leave requests be approved by "the Superintendent" or the "immediate supervisor," Superintendent shall get the prior approval of the Chair of the School Board, whose approval will not be unreasonably withheld.

- D. Deferred Compensation. As authorized by Minn. Stat. § 356.24, subdivision 1, as may be amended from time to time, the School District will match on a dollar-for-dollar basis the Superintendent's contribution to any investment eligible under Section 403(b) of the Internal Revenue Code in an annual amount up to \$9,000 per year during active service.
- E. Health Insurance Premiums. The School District shall pay the premium costs for health and hospitalization insurance, under its group plan, for Superintendent and his dependents not to exceed a School District contribution of \$7,000 per month.
- F. Dental Insurance Premiums. The School District shall pay the premium costs for dental insurance, under its group plan, for Superintendent and his dependents not to exceed a School District contribution of \$125 per month.
- G. Life Insurance. The School District shall provide, at its own expense, term life insurance for the Superintendent under its group plan in the amount of three (3) times the Superintendent's Annual Salary.
- H. Short-Term and Long-Term Disability Insurance: The School District shall provide, at its own expense, short-term and long-term disability insurance for the Superintendent

under the School District's group policies.

- I. Pension. The Superintendent shall participate in and be a member of the Saint Paul Teachers Retirement Fund Association.
- J. Professional Activities. The Superintendent shall or may, as the case may be, attend professional conferences, meetings, and educational classes at the local, state and national level when his attendance is directed by the School Board or mutually agreed to by the parties. The School District shall reimburse the Superintendent for all expenses and fees incurred in attendance at said conferences and meetings, all in accordance with the School District's policies and practices with respect to employee reimbursement. In addition, the School District shall reimburse the Superintendent for all expenses and dues incurred by him for membership and participation in appropriate professional, educational, civic and other organizations where membership in such organizations is related to his position as Superintendent, serves the interests of the School District, and is approved by the Chair of the School Board.

VII. Other Provisions:

A. Evaluation.

1. Performance Evaluation.

- a. At the conclusion of each Contract year, the School Board shall formally review the Superintendent's performance in the position of Superintendent, including his attainment of goals. Goals shall be annually established by the School Board in consultation with the Superintendent. Informal reviews shall occur semiannually.
- b. Provided Superintendent has received at least a "satisfactory" annual evaluation, the School Board shall consider and may increase the Annual Salary each Contract year effective July 1, for the next Contract year.
- c. In addition to any Annual Salary increase under Section VII, A, 1, b, the School Board may, or may not, in its sole discretion and based upon each such annual evaluation, determine that the School District provide additional compensation and benefits to the Superintendent in addition to those already set forth in Section IV of this Contract.

2. Evaluation before Expiration of Contract: Six (6) months prior to the expiration of this Contract, at the Superintendent's written request, the School Board shall conduct a performance evaluation of the Superintendent pursuant to Minn. Stat. § 13D.05, Subd. 3.

- B. Outside Activities: While the Superintendent shall devote full time and due diligence to the affairs and the activities of the School District, he may also serve as a consultant to other school districts or educational agencies, lecture, engage in writing and speaking activities, and engage in other activities if, as solely determined by the School Board, such activities do not impede the Superintendent's ability to perform the duties of the superintendency. However, the Superintendent may not engage in other employment, consultant service, or other activity for which a salary, fee, or honorarium is paid without the prior approval of the School Board.
- C. Medical Examination: The Superintendent shall have a comprehensive medical examination not less than once every two years and no more than one each year. A summary document from the physician certifying the fitness of the Superintendent to perform the duties of the position shall be provided to the School Board Chair. The cost of said examination not covered by the School District's insurance program shall be paid by the School District.

VIII. Termination During the Contract Term:

A. Termination for Cause.

1. The School Board may terminate this Contract for cause by giving written notice thereof to Superintendent, such termination to be effective on the date stated in said notice.
2. "Cause" means: (1) a material breach of any agreement contained in this Contract or any duty assumed hereunder; (2) any gross negligence, self-dealing or material willful misconduct in connection with the performance of duties hereunder, including without limitation securing or attempting to secure personally any profit in connection with any transaction entered into on behalf of the School District; (3) any material willful act having the effect of injuring the reputation, operations or business relationships of the School District; (4) any of the grounds specified in Minnesota Statutes Section 122A.40, Subdivision 9 or 13 or Section 122A.41, Subdivision 6, as may be amended from time to time; and (5) commission of a felony or misdemeanor involving fraud, dishonesty or moral turpitude.
3. In the event of Termination for Cause, Superintendent shall be entitled only to pay for earned unpaid Annual Salary. Other than as stated in this paragraph, Superintendent shall be entitled to no other benefits under the Contract upon Termination with Cause.

B. Mutual Consent. This Contract may be terminated at any time by mutual consent of

the School Board and the Superintendent.

C. Termination by Resignation. Superintendent may relinquish the position and duties of the Superintendent and leave the employment of the School District provided he submits a resignation in writing to the School Board at least 90 days in advance of his actual resignation. Superintendent's rights, duties and obligations stated herein shall terminate ninety (90) days after the School Board's acceptance of such written notice of resignation, unless the parties mutually agree that they shall terminate at an earlier date. Compensation and benefits will be provided to Superintendent through the final date of his employment; however, Superintendent will not be paid for any accrued unused Vacation Leave.

D. Termination for Death or Disability.

1. The School Board may terminate this Contract in the event of Superintendent's death or disability.
2. "Disability" means a mental or physical condition which, in the good faith opinion of the School Board, renders Superintendent, with reasonable accommodation, unable or incompetent to carry out the material job responsibilities which Superintendent held or the material duties to which Superintendent was assigned at the time of the disability, which condition has existed for at least three months and which condition in the opinion of a physician--mutually agreed upon by School District and Superintendent (provided that neither party shall unreasonably withhold such agreement)--is expected to be permanent, to last for an indefinite duration, or to last for six months or more.
3. In the event of Termination for Disability, Superintendent shall be entitled to the following: (1) pay for accrued unused Vacation Leave and (2) continuation of Health Insurance Premiums for six months after termination. Other than as stated herein, Superintendent shall be entitled to no other benefits under the Contract upon Termination for Disability.
4. In the event of Termination for Death, Superintendent's estate shall be paid (1) all earned unpaid Annual Salary and (2) all accrued unused Vacation Leave.

IX. Governing Law/Severability: This Contract shall be construed according to the laws of Minnesota. If any provision of this Contract is held to be invalid by operation of law, the remainder of the contract shall not be affected thereby and shall remain in full force and effect. This Contract must be construed to have been drafted equally by the School District and the Superintendent.

IN WITNESS WHEREOF, the School District and Superintendent have executed this Contract on the respective dates set forth below.

Dated: _____

By: _____
Joseph Gothard

INDEPENDENT SCHOOL DISTRICT NO. 625

Dated: _____

By: _____
Its Chair

Dated: _____

By: _____
Its Clerk

APPROVED AS TO FORM

General Counsel

BOARD OF EDUCATION | 2019-2020SY MEETING DATES

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

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

APR	4/7/2020	4/14/2020
MAY	5/5/2020	5/19/2020
JUNE	6/9/2020	6/9/2020 Special Non-Renewals 4:00 pm
		6/23/2020
JULY		7/21/2020
AUG	Wed. 8/5/2020 Wed. – NNO	8/18/2020

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.

NOVEMBER 19, 2019

5:30 pm

6:05 pm

REGULAR MEETING OF THE BOARD OF EDUCATION

Public Comment

Regular Meeting

DECEMBER 3, 2019

4:30 pm

COMMITTEE OF THE BOARD MEETING

DECEMBER 17, 2019

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

2019

November 12

December 3

Board of Education

November 19

December 17

2020

January 7, 2020

February 11

March 10

April 7

May 5

June 9

August 5 (Wed.)

January 7, 2020 (Annual Meeting)

January 21

February 18

March 24

April 14

May 19

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

June 23

July 21

August 18

OTHER EVENTS BOARD MEMBERS ARE SCHEDULED TO ATTEND

November 18, 2019

4:30 pm

Equity Committee

December 9, 2019

6:00 pm

Taxation and Budget Hearing

360 Colborne

January 27, 2019

4:30 pm

Equity Committee

February 24, 2019

4:30 pm

Equity Committee

* 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.