



Saint Paul Public Schools

Regular Meeting

Tuesday, September 17, 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

September 17, 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**
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Schools and The Boys and Girls Club Twin Cities at 271 Belvidere Street
East

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2. Motion to Schedule a Special Meeting to Canvass the Election Results on November 12, 2019	
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: September 17, 2019

TOPIC: Acknowledgement of Good Work by Students

A. PERTINENT FACTS:

1. The Student Engagement and Advancement Board launched in 2015. Since then, SEAB has worked with the Board and Administration on multiple projects resulting in both policy and practice change in St. Paul Public Schools. Today we are introducing the 2019-2020 SEAB members:

**Anindita Rajamani
Cheng Vang
Diamond Thlang
Selah Cheyenne Jacoway
Alma Sanchez
Atquetzali Quiroz
Marianna Suna Xiong
Kalid Ali
Jordanna Marshall
Simon Mulrooney
Tochi Onuegbu
Malachi Raymond**

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

B. RECOMMENDATION:

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

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

DATE: September 17, 2019

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. **Kathy Kittel**, Supervisor of Career and Technical Education (CTE) and secondary Perkins leader from SPPS, was named the ACTE/Region III Administrator of the Year for the 2019-20 academic year by the Minnesota Association for Career and Technical Education(MnACTE). Kathy was selected above other candidates because of her significant contributions toward innovative, unique and effective career and technical education programs, The award was announced at the ACTE/Region III Conference in June 2019.

Kathy will now be competing against four other regional winners for the national ACTE Administrator of the Year Award for 2020 at the ACTE Career Vision Conference in Anaheim, California in December 2019. She will also be recognized at the Minnesota Career and Technical Education CTE Works Conference at the MnACTE Awards Banquet in November.

2. **Patty Norwig**, Payroll Manager, Department of Human Resources, was recently selected as the 2019 American Payroll Association Northstar Chapter Payroll Professional of the Year. The Northstar Chapter said they chose Patty because of her passion for payroll and ensuring compliance and best practices.
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
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION

August 20, 2019

I. CALL TO ORDER

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

II. ROLL CALL

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

Director Schumacher was absent (pre-planned trip).

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31768 **Acknowledgement of Staff**

Welcoming new leaders to the district:

Billy Chan, Assistant Superintendent
Joshua Delich, Assistant Superintendent
Marcy Doud, Assistant Superintendent, Specialized Services
Anthony Walker, Director, Community Education
Brian Flotterud, Director of Support Services, Technology Services
Dave Watkins, Chief of Schools
Megan Sheppard, Director, Equal Employment Opportunity
Kevin Burns, Director, Communications, Marketing & Development
Maijue Lochungvu, Assistant Director, Teaching & Learning
Susan Mondry, Assistant Principal, Saint Paul Music Academy
Theresa Jackson, Principal, Nokomis Montessori North Campus
Abigail Felber-Smith, Principal, Nokomis Montessori South Campus
Stacie Bonnick, Principal, Washington Technology Magnet
Melissa Kalinowski, Principal, Frost Lake Elementary
Robert Sahli, Principal, Adams Spanish Immersion
George Nolan, Interim Principal, Central Senior High School
Heidi Koury, Principal, Cherokee Heights Elementary

Lydia Kabaka, Principal, Mississippi Creative Arts
Hatti Moeller, Principal, The Heights Community School
Amanda Musachio, Principal, Dayton's Bluff Achievement Plus
Andrew Hodges, Principal, Capitol Hill Gifted & Talented
Jennifer Mickelson, Principal, Four Seasons A+
Sarah Lightner, Assistant Principal, Battle Creek Elementary
Paul Richardson, Assistant Principal, Battle Creek Middle
Kate Garvey, Assistant Principal, Bruce Vento Elementary
Leah Bourg, Assistant Principal, Crossroads Montessori & Science
Jennifer Ewald, Assistant Principal, Hamline Elementary
Norman Bell, Assistant Principal, L'Etoile du Nord French Immersion
Matthew Severns, Assistant Principal, Parkway Montessori Middle
Andrew Beard, Assistant Principal, The Heights Community School
Elizabeth Diemer, Assistant Principal, Dayton's Bluff Achievement Plus
Kristen Longway, Assistant Principal, Frost Lake Elementary School
May Lee Xiong, Assistant Principal, Phalen Lake Hmong Studies Magnet
Ryan Eggers, Assistant Principal, Murray Middle School
Kate Hinton, Assistant Principal, Washington Technology Magnet
Steve Hoemann, Assistant Principal, Washington Technology Magnet
Elizabeth Cherek, Principal, John A. Johnson Elementary
Elizabeth Corris, Assistant Principal, RiverEast Elementary & Secondary
Guillermo Maldonado Perez, Assistant Principal, Creative Arts Secondary School

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Consent Agenda with items C1 – Contract with Metro Transit, C2 – Request for Permission to Contract with SELBI (Social, Emotional, Learning, Behavior Intervention) for Behavior Intervention Specialist Support SY 2019-20, C3 – Request for Permission to Contract with St Paul Youth Services for Behavior Specialist Program Support SY 2019-20, C4 – Sanneh Foundation Dreamline Program SY 2019-20, D3 – EL Education Cooperation Agreement for 2019-20 SY pulled for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of July 23, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of July 23, 2019, as published. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

Mr. Marchese Yes

B. Minutes of the Special Meeting of the Board of Education of August 13, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Special Meeting of the Board of Education of August 13, 2019, as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

C. Minutes of the Special Meeting of the Board of Education of August 15, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of August 15, 2019, as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of August 7, 2019

At the August 7, 2019 Committee of the Board meeting, Superintendent Gothard began the meeting by sharing his experiences from National Night Out, Administrator's Academy, and his upcoming canoe trip with students. He also shared preliminary details about a formal resolution that will be presented to the Board on the recommendation for a standing Equity Committee. Questions centered on the tri-chair leadership and determination of the board members to help lead this committee, as well as the goals, purpose statement and guiding values as we move forward with the Equity Committee. An update on the FMP External Review Team was also shared, with questions on the membership and charge of the team, including its independent nature and diversity.

Next, a presentation showing salary comparisons for board positions was shown, including data points both locally and nationally, and comparative figures to SPPS. Conversation from board members involved the election process for the national comparatives, health insurance compensation included, budgetary questions, timing, and fund balance, importance of a regular review with the last update in 1988, and comparison to city council and county commissioner compensation. The Board directed the Executive Committee to bring a recommendation forward at an upcoming Regular Board of Education meeting, including the changes to compensation and direction for a policy update to include a regular review.

Next, the Board was presented with information on Safe Routes to Schools, including benefits of this program to the City, School District, and Students. The 6 Es of Safe Routes to Schools were discussed, including equity, engineering, encouragement, evaluation, education, and enforcement. Implementation and plans were reviewed, including schools with completed plans and core components of a plan. SPPS initiatives were also shared, including Walk to School Day and the SPPS Bike Fleet. The Safe Routes

Steering Committee is a multi-agency committee that meets bi-monthly to align plans and resources. The policy plan and funding of this program were also shared. This presentation sparked questions from the board involving signage and bike racks, the importance of snow plowing, enforcement of sidewalk hazards, communication of recommended routes, selection process of schools for this program, and stipend funding for adults to assist students in “group walks” and patrol. The Board also noted the importance of communication to families and students about safety on the streets, both in warm and winter weather. Alignment to city and state improvement projects was shared, as well as the role of the local grant coordinator for Safe Routes to Schools, and accessibility to bicycles and locks for our students and families.

A policy update included changes to Policy 503.01: Homeless Children and Youth. Reasons for the policy were reviewed, including to ensure that children and youth who are experiencing homelessness receive the same educational opportunities as other students who are not homeless; and alignment to the McKinney-Vento Homeless Assistance Act and applicable Minnesota law, as well as services within this act, including educational stability and transportation. Details and definitions within the policy were also addressed. Discussion from the Board involved questions on the title to be person-first, conversations in community to ensure policies for children and youth experiencing homelessness are removing barriers for both them and their families, as well as alignment with state statute. Questions also involved “school of origin” and transportation for students, the remarkable work of Project REACH, importance of placement and enrollment for families who are experiencing homelessness, and language about “highly mobile.” The Board also noted the recent City Council session that involved homelessness and the work of board members and the community on this important topic. The Board also shared that these are students and families who are too often invisible, and it is time to bring them to the light. The Board approved the recommended motion to move this policy, with noted changes to the three-reading process.

Lastly, board members conducted a work session to determine attendees of the Council of the Great City Schools Annual Fall Conference in October.

MOTION: Mr. Marchese moved the Board accept the report on the August 7, 2019 Committee of the Board meeting and approve the minutes and recommended motions within that meeting as published. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. Resolution to Form Equity Committee

Superintendent Gothard this shared more about the resolution to form a standing District Equity Committee. He highlighted the work of Myla Pope, Assistant Director and her team. He has seen her and her team do incredible work throughout the District, and that Equity needs to find its way throughout the entire District. In community engagement and meetings on the strategic plan, closing disparities has been on the front line of almost every engagement session – the community cares about it and demand there are real changes in ways students learn, access opportunities, and ways to celebrate our beautifully unique and diverse community. We have a strategic plan in place and the Equity Committee will be aligned and support that work. He then highlighted a few points including that it will be tri-chair led, and this was an issue that was consistent throughout community engagement sessions, and the plan was built to address academic achievement. The Equity Plan and SPPS Achieves will support each other and work side-by-side to advance all goals. The Equity work should also be represented by many different voices, and how we can grasp these persistent gaps together in a way that build agency and pride. He's excited for the work, and

the approval will provide the structure and bring back future updates to the Board. The approval will give the ability to solicit members and co-construct our work moving forward. His commitment is to provide frequent updates and the Board appointee also frequently present as the planning proceeds to meet the expectations of the Board and community.

BF 31769 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.

QUESTIONS/DISCUSSION:

- Elaborate on how we will have good, legitimate outreach to many diverse communities? Response: There are many different ways we can do that – the Board input and input of our staff will be important. The planning team has considered many different ways. To build continuity, we'd like there to be terms and stagger those terms. We have details to work out, but the support of the Board will allow us to get started.
- Would this committee be an advisory committee to the Board? Yes, the updates provides and the directions would be governed by the Board appointee, and be the commitment to bring back actionable items directed by the tri-chair led committee to demonstrate our progress and achievement of the goals.
- With the tri-chair positions, would it be desirable to have someone from outside the school district governing body as a part of leadership of the committee? That is something we considered and to make sure we can convene to keep the committee moving forward, we want to have access to each other in ways that may get more timely in how to respond to work of the committee. At times, with spreading the planning group out, there can be limitations, and we can schedule as tri-chair led committee more effectively.
- Director Brodrick noted that we do not want it to appear to be an internal committee as opposed to an external committee that is advising us in terms of equity for our entire school district. He is concerned that the public absolutely understands that we are looking for input from the tremendous diversity that we celebrate in Saint Paul.
- Director Vanderwert noted that she is excited for this committee, because this is a driving issue in our district. It will be important to lay down a foundation of guiding principles, and hope to come back what it is we believe and value, and how will those values guide the decision-making and work. Response: Superintendent Gothard noted that he has personal beliefs and values for the committee, and those will be important, and also believes that the beliefs and values will be formed by the committee as a whole, and ideas and values held by others that also need to be heard.
 - Director Vanderwert noted she hopes those will be shared with the Board.
- Director Xiong noted she is excited for the committee, and emphasized the importance of including of students on this committee, and ensuring they participate and have a seat on this committee to talk about not only our needs to ensure the practice that we have here is equitable, and also how we create and equitable school system for them, and that they are an active voice. Response: Currently the resolution states that there will be 15 members outside of the 3 tri-chairs, including 3 current students. The meetings will be open and noticed, where there may be other opportunities for folks to see what is going on and to participate as well.
- Director Marchese noted that he shared the enthusiasm of his colleagues for this committee. This is important step to move forward. It was suggested that SPPS Achieves plan and the items that emerge from the Equity Committee need to be supportive of each other, and the charge does state that recommendations be brought forth to Administration, which is important. How do you foresee recommendations here to and harmonizing with SPPS Achieves, with concerns that if a recommendation from the committee that moves in a different direction than SPPS Achieves and how we course correct and allocate resources and make choices. Response: Throughout the past 30 years and strategic plans for SPPS, and throughout that time achievement gaps have persisted or become worse in looking at categorizing demographics and outcomes of students. One of the ways may be to conduct an Equity Audit, that includes outcomes and strategic measures, and go further as well, and become a place to support actions and policies, and provide information to make best informed decision to know we are implementing our strategic plan and doing it in a way that is intentional efforts to remove and eliminate disparities. It's looking deeper at our organization and looking for areas that have historically failed or led to disparate outcomes for students.
- Director Marchese noted his hope and expectation for the committee there will be concrete items that the District can do that are actionable, items that are bold to push staff, community, and ourselves to do things different, and the nature that they can be accomplished in timeframe or clarity so people understand what's changing and how. Concerns about aspirational conversations and leaves

discussion at the higher level, and admire a problem in different ways and actual steps to make things different are harder. The diagnosing of the issues won't be the problem; the hard part will be making the culture change that implements this and embeds it in our work. The value of Equity has to be embedded in SPPS Achieves, so it is not seen as something on parallel track, but a track of SPPS Achieves.

- Director Foster noted that she is glad to see this is moving, and progress in talking about this at the previous COB meeting, and hope that will continue to be the conversation.

MOTION: Ms. Ellis moved the Board approve the Resolution regarding the Establishment of Equity Committee. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

B. Back to School Report

Superintendent Gothard then introduced staff to provide an overview for the Board of Education on the state of readiness for the first day of school, Tuesday, September 3, 2019. He noted that staff continues to prepare for the start of an exciting year and continue to supports efforts to ensure the District is prepared for students and staff.

Division of Schools

Focus areas:

- PreK- 12 Area Assignments
- Collaborate with the Division of Academics/Alignment of resources
- Build stronger relationships with our leaders
- On-going collective commitment to ensure vertical and horizontal alignment
- Collective commitment to leadership development

Leadership Development

Five Themes for School Year 2019-20

1. Adaptive Schools
2. Distributive Leadership
3. Academics Big 3: Positive School Culture, SEL/PBIS, Culturally Relevant Instruction
4. Racial Equity
5. Second-Order Change

Leadership Academy

Adaptive Schools | Distributive Leadership | Big 3 | Racial Equity | Second Order Change

- Meeting 1 included areas of focus including cohort opportunities, Critical Friends process, guiding questions, and Theory of Action for critical feedback.
- Meeting 2 included building leader capacity with Distributive Leadership and Second-Order Change, skills/tools/reflection, and foundational learning for shared learning.
- Meeting 3 included providing a timely response and PD to support areas of focus and leadership development, connections to 5 themes, SPPS Achieves, etc. for differentiation.

District-wide Teacher Professional Development

- New Educators Week
 - Nearly 300 staff August 20-22

- Opening Week
 - School offerings:
 - Up to 10.5 hours
 - Aligned to school improvement goals
 - District offerings:
 - Sessions to support 5,000 staff from Tuesday-Thursday
 - *Cultivating Asset-Based Practices for Multilingual Learners*
 - 2.5 hours aligned to meeting the needs of our EL students

Human Resources – Staffing to be Filled

• Clerical	12.00 FTE
• Educational Assistants	13.08 FTE
• Teaching Assistants	40.07 FTE
• School and Community Service Professionals	12.0 FTE
• Counselors	0.00 FTE
• Social Workers	3.00 FTE
• Teachers	52.30 FTE

Operations

- Finance
 - Training/Meetings
 - Process requisitions and contracts
- Safety, Emergency Management & Security
 - All administrators have been trained in school safety/security planning
 - Working on individual site safety plans
 - SRO contract
- Technology Services
 - Introduction of the Technology Governance Committee
 - Print, Copy Mail implementing new service request system

Facilities

- Major Construction Projects
 - Major milestones at Como and Humboldt
 - E-STEM coming online!
- General cleaning and repair
 - All non-summer school sites are cleaned and ready
 - S-Term and Freedom School locations will be ready shortly, thanks to great communication and coordination with program & site staff
 - Wet summer equals increased grounds care, less time
 - ±300 community volunteers have participated in large-scale school beautification / readiness efforts

Nutrition Services

- Student and Parent Focus Groups
 - Feedback shaped our new menu
 - Perspectives from students of all ages
- Menu Philosophy
 - Available on spps.org/ns
 - Focus on reducing added sugars
 - Priority to limit added sodium
- Menu Changes
 - Vegetarian options every day
 - New culturally relevant foods
 - More kid-friendly ideas
- Green “Bag Share” Pilot
 - Washable multi-use canvas totes

- Environmental service made possible with Goatote
- **11,593** Students Directly Certified
- **17,546** Applications for Educational Benefits distributed
- **29,139** Newsletters mailed to homes
- **39** Community Eligibility Sites
- **37** Supper Programs

Transportation and Start Time Change

- School bus transportation information postcards will begin arriving to families on or around August 26
- 4,000 safety strobes to support elementary students walking to school
- Metro Transit Go-To Cards after school pilot

Enrollment/Recruitment

- Students accepted
 - Average daily placements for August – 102
 - 2,057 KG applications (approx. 52 are awaiting placement)
 - Over 8,701 grades 1-12 applications
- Pre-Kindergarten
 - Enrollment
 - Just over 2,200 Pre-K applications (391 on waiting list not placed)
 - Pre-K Full Day Programs
 - Added full day at various sites including Crossroads Montessori, Crossroads Science, Nokomis North, Nokomis South, Galtier, The Heights, JJ Hill, Phalen-Hmong Dual Language Program and Riverview Community
- Outreach
 - Extended hours through first week of school
 - Attended National Night Out events
 - Back to School events throughout city
 - Individual outreach to Kindergarten, Grade 6 and Grade 9 students without placement
- Charter School Student/Family Support
 - Westside Summit School (gr, K-8)
 - Attended School Fair
 - Received and managed all school records
 - Worked individually with families to identify enrollment options
 - Provided HR support

E-STEM

- 199 currently enrolled students (200 target)
- Fully staffed
- Camp E-STEM: August 28
- Open House: August 29, 2019
- Learning Community

Community Education

- ECFE
 - New program - Highwood Hills
- Discovery Club Increased Capacity
 - 360 additional seats
 - 60 new staff
- Flipside After School Middle Level
 - 2 day middle school programming
 - Battle Creek, Global Arts Upper, Hazel Park, Highland Park, Parkway

Start Time Change Engagement and Support

- Childcare

- District/School Liaison
- Increased Discovery Club capacity by 35%
- Implementing morning pilot at Riverview
- Safe Routes to School
 - Safe Routes to School Coordinator
 - City/SPPS Taskforce
- Athletics
 - Reviewed every site and developed plans

QUESTIONS/DISCUSSION:

- In Nutrition Services, and we are increasing dinners, is that more than last year? If so, how many more? Response: Yes, we have 5 new schools this year, and 32 schools last year. It will be at different elementary, middle, and high schools. More information on the number of students can be provided.
- In the enrollment waitlist, there are 9 new sites that are full day PreK? How many did we have before? Response: We went from 23 half day, and now have 61 full day sections.
- Director Vanderwert is excited for Nutrition Services as well, and noted that SPPS is nationally recognized.
- She is happy in the reduction of plastic and changes to the menu, and suggested calling the cafeterias dining rooms, as we think about food as part of our curriculum, and for students to develop manners and social skills to help them feel comfortable in the world.
- She also noted school buses need to stop at stop signs.
- In our staffing under HR, how do these numbers compare to past years at a couple weeks from school and trends of the last few years? Response: We are a little behind this year in about 15 FTE, which are specific to teachers. Other groups are similar to past year trends.
- Do we do anything specific in recruiting or extra? Response: We do a little more data mining, and go back into the database and see who we may have contacted for positions in the past 18 months that we didn't connect with and reach out to them again. We also get more creative in finding teachers who are talented educator, but maybe not licensed, and work with them and request variances to cover the gaps.
- Are any of the folks who were in positions that were cut, but we picked up – as we talked about positions that may have been cut, but have vacancies? Is there information on that? Response: Yes, we have. We have usually recalled those individuals at this time. We continue to have employees exit the District throughout the summer. We will face a bit of this in July resignations or retirements, and teachers thinking about the next year, and because it is difficult to fill some of those positions in July and August.
- Director Xiong noted that planning and operations of organizing to ensure we have a great school, and thanked staff and Chief Turner for the presentation, and for a small glimpse of the work that the team is doing to prepare for a new school year.

C. FMP External Review Team Update

Superintendent Gothard introduced Chief of Staff Cedrick Baker to provide an update on the Facilities Master Plan External Review Team.

Timeline

- July 2: Review Team begins fact finding work
- July/Aug/Sept: BOE receives progress updates
- Fall: External Review Team reports findings/recommendations
- Fall/Winter: Community engagement (inform) to communicate recommendations
- Winter>: Implement recommendations and Phase 2 communications plan

Capital Funding Structure and Options

- The current funding structure for capital improvement projects was reviewed, which are mainly funded through the property taxes (tax levy) and two main ways, including Pay-as-you-Go (PAYGO), and pay debt over time

How Capital Funding is Used

- Long Term Facilities Maintenance (LTFM) pays for health and safety projects along with projects adhering to the Americans with Disabilities Act (ADA), deferred and Maintenance Projects, and remodeling for prekindergarten spaces.
- Certificates of Participation pay for to buy or build a new building, or to renovate an existing building.
- Capital bonds are used for “Betterment Purposes” such as to improve existing facilities and grounds.

Preliminary Findings

- Areas of strength: Invoice protocols for architectural and engineering (A&E) contracts are consistent with industry standards
- Suggested improvement: Implement a shared project tracking system accessible to both the Facilities Department and Business Office to view projects and related costs in real time

FMP External Review Team

- Cedrick Baker – Project Oversight, Chief of Staff, SPPS
- Donald Mullin - St. Paul Building and Construction Trades Council
- Kelly Smith - Baker Tilly, Tax and Assurance Advisor
- Steve Torgrimson – Facilities/Finance Advisor
- Mike Vogel – Facilities/Finance Advisor
- Chappell Jordon – Construction/Finance/Industry Best Practices, Jacobs Engineering

FMP External Review Webpage

- www.spps.org/fmp > FMP External Review
- FMP External Review Team
- Option to sign up for FMP review updates
- FMP background/history
- Glossary of terms
- FAQ
- Facts sheet(s)

QUESTIONS/DISCUSSION:

- What is the difference between long-term facilities maintenance, and standard custodial maintenance for a school district? What encompasses long-term facilities maintenance as opposed to custodial work and maintenance and upkeep? Response: This will also be provided. LTFM are broken out into projects under \$100,000, PreK accessibility and deferred capital expenditures and maintenance projects – they are all buckets under LTFM. For projects under \$100,000 for physical hazards, other hazardous materials, environmental health and safety management, asbestos removal and encapsulation, fire safety and indoor quality. Projects over \$100,000 are asbestos removal and encapsulation, fire safety and indoor air quality. For PreK, remodeling for PreK and PreK instruction approved by the commissioner, and accessibility and those projects for ADA. Deferred capital expenditures and maintenance projects, including building envelopes, hardware, equipment, electrical, interior surfaces, plumbing, mechanical systems, professional services including salaries, roofs, and overall site projects. That provides a list of approved areas under projects for LTFM.
- Director Brodrick noted the concerns on the difference between long-term facilities maintenance as opposed to expensive things that may fall under preventative maintenance. An example is installing an artificial turf, and know eventually we will need to replace it; therefore, can we use tax levy money to maintain that turf so it lasts longer? These are the types of things that continually arise in saying we want to build things, nice things for kids, and money to last as long as possible. Response: Long-term facilities maintenance is formerly the alternative facilities maintenance program, run and operated by the state. We are looking to the future in planning for long term costs we’ll need. In many times and mentioning 5 distinct categories – the main purpose is to replace like with like, such as roofs and parking lots, and a way to plan adequately for those foreseen costs. The LTFM plan is approved annually and a 10-year plan to forecast the replacements where needed, and also to deal with ADA modifications to make, and in the case of PreK it afforded us to do that work. In the deferred maintenance, there are

other ways the District funds that, but not always through LTFM. It's planning for the future versus spending money to prevent from those costs in the future.

- Is there a way we can begin to have more flexibility in terms of accessing funds for the types of projects mentioned and the difference between the projected and new or replacement, and deferred maintenance, and any way for the local school boards to get a money pathway from the State to be more conducive to maintaining our facilities at any given moment? Response: We will work with the team to have more precise answer, and more could be provided to the Board.
- Director Brodrick noted that community members will say they know we are building new and people like it, that we are making this big time investment in our facilities because they want and we want the children of SPPS to have comparable facilities to have comparable facilities to any other school district in the state and country. They also want to know if we are doing a good job of taking care of what we have? He has always felt that somehow we run into challenges in terms of the balance between thinking in terms of replacing something or creating something brand new, and maintaining what we do have. Is there a way to do this better in terms of school finance and best facilities for urban kids? Response: Yes, as an example in looking playground and assessing the playability and legal codes and working a plan to address those. There are a lot of creative ways of incorporating philosophy and vision for the facilities, and no one path for any one project or application. Specifically on deferred maintenance, that has been a part of some of the members of the External Review Team conversations, and we can go back to the review team and have more conversation and provide insight into that and see if that could be a part of the report out of the findings.
- Director Brodrick noted that he appreciated the description of the work of the team, and the leadership provided to them. The meetings of the team and the investigative work of the team members in interviewing and reviewing documents, and when it is complete, will there be evidence that will describe the process when the final findings of the team are presented? So that when a community member asks if we are happy with the findings, and accept them, but ask how they did the work. Will there be a summative description of how they actually came to their ultimate findings? He also thanked Chief Baker for the preliminary findings, and types of things we want to hear to ensure transparency throughout the process. Response: We envision as a final report in addition to the findings and recommendations, is also a summary about the process to show how the team got to the findings and their recommendations.

D. Human Resource Transactions

MOTION: Ms. Ellis moved approval of the HR Transactions for the period July 1, 2019 – July 31, 2019. Ms. Foster seconded the motion.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Ellis moved approval of all items within the Consent Agenda with items C1 – Contract with Metro Transit, C2 – Request for Permission to Contract with SELBI (Social, Emotional, Learning, Behavior Intervention) for Behavior Intervention Specialist Support SY 2019-20, C3 – Request for Permission to Contract with St Paul Youth Services for Behavior Specialist Program Support SY 2019-20, C4 – Sanneh Foundation Dreamline Program SY 2019-20, D3 – EL Education Cooperation Agreement for 2019-20 SY pulled for separate consideration. The motion was seconded by Ms. Xiong and Ms. Foster.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31770 Acceptance of Gift from Lynn and Gloria Johnson Family Foundation

That the Board of Education authorize the Superintendent (or Designee) to accept the gifts from the Lynn and Gloria Johnson Family Foundation.

B. Grants

BF 31771 Request for Permission to Accept a Grant from the Minnesota Department of Human Services

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Department of Human Services for funds to provide substance abuse prevention and cultural education; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31772 Request for Permission to Accept a Grant from the University of Minnesota Bell Museum of Natural History

That the Board of Education authorize the Superintendent (designee) to accept a grant from the University of Minnesota Bell Museum of Natural History for funds that cover the cost of field trip buses; to accept funds; and to implement the project as specified in the award documents.

BF 31773 Request for Permission to Accept a Grant from the US Soccer Foundation

That the Board of Education authorize the Superintendent (designee) accept a grant from the US Soccer Foundation for the in-kind installation of one or more mini-pitches (customized hard-surface courts suited for soccer programs) in Saint Paul Public Schools; and to implement the project as specified in the award documents.

BF 31774 Request for Permission to Submit a Grant to Blue Cross Blue Shield Minnesota

That the Board of Education authorize the Superintendent (designee) to submit a grant application to Blue Cross Blue Shield for funds to create a Bike Hub at OWL; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31775 Request for Permission to Submit a Grant to the Minnesota Indian Affairs Council - Dakota and Ojibwe Language Programs

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the American Indian Affairs Council for funds to develop an aligned curriculum for Dakota and Ojibwe language programs; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31776 Request for Permission to Submit a Grant to the St. Paul and Minnesota Foundations

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the St. Paul and Minnesota Foundations for funds to support the Govie Leadership Program, expand peer tutoring and provide professional development in Culturally Responsive Teaching to staff; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31777 Request for Permission to Submit a Grant to the St. Paul Children's Collaborative

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the St. Paul Children's Collaborative for funds to provide ongoing professional development to the district's childcare provider partners; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts – pulled for separate considerations

D. Agreements

BF 31778 Approval of Employment Agreement Between Independent School District No. 625 and International Union of Operating Engineers, Local No. 70, Exclusive Representative for Custodians

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

BF 31779 Lease Agreement with Community Action Partnership of Ramsey & Washington County - Head Start

That the Board of Education authorize the Superintendent or designee to execute the Lease Agreement between the District and Head Start at the Belvidere Building, located at 271 Belvidere Street East.

E. Administrative Items

BF 31780 Monthly Operating Authority

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

(a)	General Account	#712582-713929	\$52,028,608.32
	#0003389-0003412		
	#7003343-7003385		
	#0003623-0003729		
(b)	Debt Service -0-	\$0.00	
(c)	Construction -0-	\$4,610,800.91	
		\$56,639,409.23	

Included in the above disbursements are two payrolls in the amount of \$39,131,481.48 and overtime of \$190,748.68 or 0.49% 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 November 30, 2019.

BF 31781 2019 Facilities Radon Testing Results

If optional radon testing is undertaken, the District is required by law to report the results to the Board of Education. This agenda item fulfills that reporting requirement.

BF 31782 Settlement Agreement

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

F. Bids

BF 31783 Classroom Audio Visual Upgrades at Maxfield, Bridge View, Focus Beyond, and Wheelock

That the Board of Education authorize the award of Classroom Audio Visual Upgrades at Maxfield, Bridge View, Focus Beyond, and Wheelock to Muska Companies for a lump sum base bid total of \$459,091.

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31784 Contract with Metro Transit

The Board requested more information on this item.

- For the \$1.5M, what is the District receiving, and what do your students get as a benefit and service? What's the future of our ability to increase reliance on Metro Transit for transportation? Response: We receive 2,000 Go-To cards, which are bus cards that students can use 24/7 on buses and trains to go to school, activities, family activities, work, and use it at any time. Right now, the schools served by Go-To are Gateway to College, Journeys, Focus Beyond, Creative Arts, Johnson and Gordon Parks, for a total of about 2000 students. The pilot program mentioned in the Superintendent's Report is not included in this contract, and that will be an additional cost, and have received positive feedback from Creative Arts and Johnson on the ability and flexibility to get to school and around the community. In terms of our partnership and the future to offer all students, we are not there yet. Metro Transit continues to be honest that they don't anticipate it will happen this year or next year. We are working together as a team about every 6 weeks with our leaderships teams to talk about ways to try different avenues to get more students access to Go-To cards, and a reason for piloting the extracurricular activities program. They continue to struggle with barriers such as driver shortage, bus garage available and space, and lack of buses. They also get Saint Paul and the way our city is designed if it would be in the best interest for all to be on Metro Transit, with some schools that are not centralized, and bus ride could be an hour or more. It's not necessarily the goal to have all students on Go-To cards, we are slowly adding schools. If the pilot works well, we may be able to add a secondary site to look at adding a secondary site on the line, such as maybe Como or Central.

- How valuable are the Go-To cards for students? Response: It entitles the student to free transportation all school year with their ID card and show to get on the bus or train, and free access all school year to where they need to go, including weekends and days with no school. During the summer, Metro Transit has a program for the entire city for all schools for students who qualify for FRL at as significantly reduced rate for \$25 for a Go-To card for the entire summer, and we work with Metro Transit to coordinate and organize those for families. A number of students do that as well.
- Students pay for that themselves? Or their families? Response: Yes.
- Is there any possibility for an exclusion from the payment for those who qualify for FRL? How much partnership we could do with Metro Transit to give our kids greater mobility and we both have budgets, but want kids to be able to get around the city. Response: They also offer a \$1 a ride for families who qualify for FRL or families at the poverty level, they qualify through Metro Transit to receive a \$1 ride – and pay \$1 to go anywhere in the city during the day through the Transportation Assistant Program.
- Director Marchese noted the conversations with Metro Transit, and the responses have not changed over the last several years. If we really wish to see a secondary school to move to full service by Metro Transit, are we asking that or setting that as a goal? Is there a goal in these conversations to show a point in time where we can bring another school to Metro Transit? Hoping we can move toward future where increasing proportion to use Metro Transit. Response: Metro Transit has been willing to try things, and we have been pushing as well, which is how we got to the extracurricular pass. They asked us where our needs were, which included extracurricular and students who don't have access to yellow buses after school, and have a need for secondary students to have access to transportation home. We are working together with schools to offer very reasonable rides. Initially the transportation depart as a department as pilot we are going to pay for the rides for extracurricular at secondary sites. We're starting the secondary to ensure families are okay with students taking the city bus home. Metro Transit has also been helping to add part schools at certain grade levels. That's a cost for us because we need to pay for the yellow buses for 9th and 10th graders, and city bus for 11th and 12th graders. We would be paying double. That is our next move is to see the extracurricular routes, and if we agree to look at grade level by school, and anticipate for Fall 20-21. Encouraged by constantly meeting and pushing one another and heard from Metro Transit they have heard us, heard community and know Board has desire to put as many students on Metro Transit as possible.
- Director Marchese suggested an update to hear about this further along in the school year, and it would be nice to know where the discussions are. He has been asked by families, specifically around the school start times, and students on Metro Transit buses. We know the layout of the city and capacity limitations, and pleased there has been discussion, but the Board should be aware of an update maybe late-Winter or February timeframe and beginning to think more about the next school year. A number of parents and community members are interested in this.

MOTION: Mr. Brodrick moved that the Board of Education authorizes the Superintendent (or Designee) to contract with Metro Transit to provide student transportation for school years 2019/2020 through 2023/2024. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

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

BF 31785 Request for Permission to Contract with SELBI (Social, Emotional, Learning, Behavior Intervention) for Behavior Intervention Specialist Support SY 2019-20

The Board requested more information on what they provide at the two sites, the amount of money is considerable, and know about the effectiveness of the program, and information on what kind of comparable programs are implemented at the other schools. The two schools are Washington and Humboldt.

Superintendent Gothard then welcomed Heather Kilgore, Director of Family Engagement and Community Partnerships to share more about this item.

SELBI works with students in a way to build relationships in a restorative approach and connecting way to students who may be exhibiting challenging behaviors, and they support students to learn new skills and to get back to the classroom to be key members of the community. They're a relatively new partner to the District and new organization with strong background and experience in this work. Their initial evaluations have been very positive and principals have been supportive. They started at Humboldt and grown to Washington. Their key marker is noted in a decrease in student behavior incidents of about 75%.

- Describe the communication and relationship between SELBI staff (5 at Washington and 2 at Humboldt), and how that works in the interaction between SELBI staff and connectedness to onsite teachers to ensure there is a good relationship and communication? Are they working with the whole community? Response: It's everything from 1:1 student and adult working together, and they also use restorative practices such as circles. At Humboldt, the SELBI staff feel like they are part of the team in problem solving and are folks who get to focus and specialize in supporting students in emotional and relational ways. They have 1:1 meetings, small groups, collaborating with educators, and restorative circles. This is new at Washington and work to build relationship with staff, and absolutely the orientation and philosophy for the organization and staff.
- If our goal is to improve social, emotion learning behavior, and particularly within the classroom, we can't rely on someone counseling student outside the classroom. Need to have cooperation, partnership and collaboration to help that teacher who may have been the person called on the behavior specialist. We need to ensure how these folks feel we're all in this together. It was also noted that in SPPS Achieves, and our 1a initiative on PBIS and social emotional learning, one of the things exciting is to align partnerships with the 1a initiative.

MOTION: Mr. Brodrick moved that the Board of Education authorize the Superintendent (or Designee) to contract with SELBI for Behavioral Specialist support at two (2) sites for SY19-20, and to implement the services as specified in the contract. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

BF 31786 Request for Permission to Contract with St Paul Youth Services for Behavior Specialist Program Support SY 2019-20

The Board requested more information on the evaluation of these programs, and how they are working. SPYS has a longstanding relationship with SPPS. They do comprehensive surveying of students, teachers, and administrators. Teachers and administrators report they add value to their building, and students report they feel more engaged in their studies. One of their key items is youth voice and building capacity of young people in leadership and self-advocacy. Our principals invite them back year after year and a relationship that is going well.

- Is this an increase in staffing or less? Response: This is consistent with staffing in the building, but one building made a change to the SELBI, but not a change for the partnership between the two doing the work.
- Is the \$275,000 more or the same? Response: It is holding steady, and the same as last year.
- Some of the work has been in restorative practice (RP), and what kind of work will this program be doing in this buildings? Response: That is something that SPYS in a school that is a RP pilot, they are supportive and working with a student, they would participate as another caring adult as appropriate. One of the great opportunities with 1a is to align even tighter with our partners. In the case where the school instituted RP, SPYS participates, and they receive their own training and RP

approach that they would also use in working with students. It would be in alignment with the building practices.

- Is the work with the organization designed so that we have an ongoing relationship with them for a number of years, or is the goal to increase our staff capacity where SPYS may move, and have capacity to address with our own staff? How long or in what manner do we continue to work with SPYS? Response: In initial conversations, we need to talk about that and think about the structure of these relationship and capacity building. It's worked to now that behavior interventionists have been key parts of the buildings, with annual contracts to check in. It's a great opportunity re-evaluate and do a strategic approach going forward.
- Director Marchese encouraged administration to think about the longer term view and contracting for services that are not SPPS staff, and the committed to the work we are contracting for, and thinking to bring it in house and embed in organization. If it's contracted, it's easy to not do it and whatever was done was lost to the outside organization. In relating to something like RP we are trying to use to change culture in a long term way. Concerns about using outside vendor to support work long term that is about long-term culture change, and something that should be supported with own District staff and built into the budget in a different way. Typically a consultant is used for a special skill or timely matter. He encouraged staff to think about longer term and the structure of the contract and the area of RP work and behavior support is built into the strategic plan and thinking embedded into organization more overall.

MOTION: Mr. Brodrick moved that the Board of Education authorize the Superintendent (designee) to contract with the Saint Paul Youth Services (SPYS) for Behavioral Specialist support at two sites for SY2019-20, and to implement the services as specified in the contract. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

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

BF 31787 Sanneh Foundation Dreamline Program SY 2019-20

The Board requested more information on this item, including the total cost and evaluation results. Director Brodrick reiterated Director Marchese's remarks in so much work in increasing achievement of students, and it's an integral part of the strategic plan and there should be an idea of how these programs are working and fitting into the strategic plan. We have heard favorable things of all of them, but do think if going to be truly committed to our strategic plan, we need to sure we are clear that consultants and outside groups are doing the things that we want to have done to achieve that plan. Response: The data and stories are critically important. The alignment is an exciting thing, and the strategic initiative 9a in community partnerships and evaluating effectiveness and to ensure they are fitting with our plan. Excited for the data on the relationships.

It was noted about the great partnership between the Sanneh Foundation and SPPS. The total price for the Dreamline program would be \$400,000, but District pays \$180,000, and the Sanneh Foundation raises money for the remaining costs. They have been a great partner for the District. There's more work to align and evaluate. They are in it with us and in our neighborhood and we look forward to continuing to work with them. They also have great ideas for teachers of color pipeline that we are eager to explore with them.

Their program evaluation results also show promising results for Black and Latino students. That's important to us in the strategic plan and addressing achievement gaps in the District and a relationship to continue, with room to tighten the alignment.

Director Brodrick noted it's difficult to get hard data to justify the things we do, especially in education and see results later. He is anecdotal, and has heard anecdotal descriptions about these programs and enjoys that, but also do need more systematic in evaluations all programs we are buying – we want to know what we're doing with our strategic plan and if we hire someone to help us with it, are they qualified, are they on board, and do we know what is happening.

- There are 5 schools, and also names funds as part of Indian Education – which 5 schools are included, and is AIM one of them? This relationship has been mainly at our high schools, and the schools that the Indian Education program is supporting are Harding, Como Park and Johnson. They are not the only funding stream, but are paying a portion to prioritize some support for American Indian students. (The other schools are Washington and Humboldt.)

MOTION: Mr. Brodrick moved that the Board of Education authorize the Superintendent (or Designee) to contract with Sanneh Foundation for Dreamline support at five (5) sites for SY19-20, and to implement the services as specified in the contract. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

BF 31788 EL Education Cooperation Agreement for 2019-20 SY

The Board requested more information on this item.

- This is a cooperation with MDE and wonder what it will provide because it's a big contract with expeditionary learning. Response: This is a comprehensive school effort that has been happening for 8 years at OWL in leadership development and teacher training, in addition, there is a capacity to look specifically to create high order thinking and authentic work through rigorous thinking with students. In addition to the contract, there will be 2 site visits each month and work to develop leadership development and teacher practices. OWL became exemplary school or credentialed school and had over 20 educators to learn from OWL. The work on the walls by the students are rich, deep work, with reiterations to give kids an opportunity to have a whole experience and grounded in ensuring students are given the opportunity of application, real-life, and rigorous thinking and doing. Throughout the year, there will be trainings with leadership and staff and conferences. In terms of the cost value and output in student work, one of the items is that walking into OWL the first thing to see is the richness of the work, and how it is happening, and work in terms of how to get to level of work and application and deep thinking, and allowing teachers to delve into highlight engaging kids to drive them in rigor and thinking. The training received and this year's focus on culturally relevant instruction with specifics to student engagement to push authentic work in the classroom. They have continued through the spectrum to develop a school that is credentialed and recognized through EI.
- Assistant Superintendent Delich recognized OWL for their authentic, deep, student engagement and program. Director Vanderwert noted that she is a big fan of this program at OWL and wishes there were more programs like it in the District.

MOTION: Ms. Vanderwert moved that the Board of Education authorize the Superintendent or designee to approve the 2019-2020 partnership between Open World Learning Community and EL Education. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

A. Policy Update

1. FIRST 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: None

XI. NEW BUSINESS

A. Summary of the Annual Performance Evaluation of the Superintendent

At a Special Closed Meeting of the Board of Education on August 13, 2019, board members discussed the annual performance evaluation of Superintendent Joe Gothard. Here is a summary.

Overall, the Board is pleased with the work of the Superintendent and has confidence in his leadership. Board members acknowledged that strong foundations have been set for success, and Superintendent Gothard has developed an impressive strategic plan to support a strong school district.

This year the Board decided to use the Minnesota School Board Association's Superintendent Standards-based Evaluation. As this is the first year using this tool, the Board decided to review all eight standards in

this evaluation. Future evaluations will focus on a fewer number for the year. The standards are Governance Team, School District Finances, Communication and Community Relationships, School District Operations, Human Resources, Teaching and Learning, Student Support, and Ethical and Inclusive Leadership. The rating scale ranged from ineffective, to developing, to effective, to highly effective.

The Board acknowledges that much of the work of the past year has been focused on the development and an initial implementation of the SPPS Achieves plan. The Board appreciates the work of the Superintendent and his staff to develop ten key priorities. This is a substantial undertaking that also provides the Board and the Community with a roadmap for understanding how the District will be set up for future success. As the Board considers the overall performance of the Superintendent, the Board would like to offer the following observations:

Board members see the Superintendent's overall leadership as one his strengths and rate him highest in the standard for Ethical and Inclusive Leadership. The Board values his strong personal leadership characteristics and cultural competencies. The Board also appreciates the Superintendent's nurturing of our new and diverse leadership and talent in the District.

The Board acknowledges the Superintendent's strong personal and communications skills in developing community relationships. His effective public advocacy on behalf of the District and development of key relationships with community partners to support the work of the district continues to be critical to ensuring the success of all students.

The Board rated the Superintendent as effective in the standards of Teaching and Learning, Human Resources, and Governance Team. Regarding Teaching and Learning, the Board acknowledges the Superintendent's knowledge and commitment in improving instruction; at the same time, the Board recognizes that there remains much work to be done District-wide to ensure all students are receiving the education that meets their learning needs while developing a culture that is responsive to those needs. The Board acknowledges the Superintendent's strength in the revised staff development programming, an updated principal selection process, and improved interview and evaluation processes within Human Resources. He has also strengthened the District's employee relations by hiring a Director of Equal Employment Opportunity in response to concerns about harassment and in conjunction with revisions to the District's harassment policy. He is setting high expectations for professionalism throughout the District. The Superintendent has put in place hiring and training practices to continue to build a diverse workforce. As to the Governance Team standard, the Board acknowledges the Superintendent's work in clearly aligning action items to board policies and improving the caliber of board presentations. Adjectives the Board used to describe his governance abilities include, clear, diligent, professional, respectful, collaborative, responsive, structured and methodical.

Key areas for growth include:

- the need to develop a priorities-based budget*
- building a sustainable financial future for the District*
- enhancing the District's communication capacity (including strategic communications)*
- addressing ongoing concerns about the overall effectiveness of Operations (including Facilities)*
- developing and strengthening the District's Equity focus through concrete initiatives*

Areas for future growth include continuing to lay out an overall vision for how the strategic plan will impact the qualitative experiences of students and staff in SPPS and continuing to lead the culture change in the District to better engage students and meet their educational needs.

For subsequent evaluations, the Board will be focusing on standards related to District Operations, District Communications, Teaching and Learning, and Equity.

At the conclusion of the evaluation meeting, there was consensus among board members to begin the process of entering into negotiations for a renewal of the Superintendent's contract. Board members look forward to continuing to work with the Superintendent on the continued implementation of the SPPS Achieves strategic plan and the overall operations of the District.

QUESTIONS/DISCUSSION:

- Chair Ellis thanked board members for their meeting, and from our conversations and questions for the Superintendent that students are at the center of this work, and how are we going to change the outcomes for students in the District, and thoughtful about the future of the District and how to build it. She appreciated the time for that and hard work. To the Superintendent, she thanked him for his patience as the Board worked to figure out how to continue to ensure SPPS is the best in the state and continue to improve outcomes for our students.
- Superintendent Gothard thanked board members for their belief in the district, which motivates and spurs him to know that's the conditions he works towards. With the extensive time spent with him, he noted the Board can sense the excitement for the start of the new year, and the culture we are building in executing our strategic plan and improve outcomes.
- He also reaffirmed to the Board and the community his deep commitment to SPPS. He thanked everyone to afford him the opportunity to begin the second stage of the contract.

XII. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

- In regard to the Metro Transit contract, Director Marchese suggested an update to hear about this further along in the school year, and it would be nice to know where the discussions are. He has been asked by families, specifically around the school start times, and students on Metro Transit buses. We know the layout of the city and capacity limitations, and pleased there has been discussion, but the Board should be aware of an update maybe late-Winter or February timeframe and beginning to think more about the next school year. A number of parents and community members are interested in this.
- Director Brodrick requested to talk about C1-C4 in terms of evaluation, cost value, and the fact that we have had very good reports on these programs, and data to see results. More information and update on items talked about in the consent agenda with contracts – Metro Transit, SELBI, SPYS, Sanneh Foundation. Specifically to understand very clearly the alignment with the strategic plan, and how we can do a more systematic job of evaluating outcomes from the work of these contracts and organizations.

C. Board of Education Reports/Communications

- Director Vanderwert shared an update on the Saint Paul Children's Collaborative. They met last week and are issuing their RFPs in their money they hold of over \$1M in grant possibilities (one approved in the consent agenda.) She serves on the review team and is able to visit those program.
- Director Vanderwert also shared a few thoughts over the past three years, in learning about the community that cares about its kids. What our kids see and hear from the adults around them, really model for them what their role is in this world and acceptable behavior. Now more than ever we have to be the adults we want our children to be – no matter the situation or our feelings about it. SPPS is critical to the success of our city. We are educating our future leaders. Families have choices from excellent community schools, magnet schools with focused learning, or different language immersion programs. We are a lucky city, however SPPS is not perfect. With kids learning who they are in every buildings, things that are disappointing, surprising or scary are going to happen. How we react to those things is really important. She encouraged all of us to use our communications in person, via email or social media to remember two things – our children are watching. When anyone uses disparaging comments in regards to our school, children hear it, and their trust and motivation is

damaged. If the adults in the world don't think administration or schools care about them or are incompetent, why should they work hard to show respect or perform in our buildings? If they see or hear us sharing misinformation or threats, they will believe it's okay for them to do that too. If they see teachers expressing frustration, why would they choose to become a teacher? Our behaviors have long term implications for children's lives and the future of our schools. The words we use are powerful. Families have heard our schools are failing, so they choose to take their children out of SPPS. While we know what they heard is wrong, we never get to the chance to prove that. When we stage protests or post angry comments on social media, parents seeking schools begin to doubt that they should enroll their children in our schools. The rise of charter schools in our city is evidence of that. She urged everyone to ask ourselves – how will these words help, or conversely how or who will it hurt in our district? Instead of just being frustrated, let us know your feelings and experiences. We need to hear it. This team is working hard to provide the best opportunities they can and appreciate the feedback. Check in with us because we need to hear that. Check with us on the facts to ensure comments are accurate and based on real rationale thought is really important. This team responds to those questions, and want your voice to be heard and concerns to be considered. We have to be the adults we want our children to be. If we want them to be inclusive, collaborative and honest and respectful, we must be inclusive, collaborative, honest and respectful. As union leaders, board members, schools, and families, we all want a thriving, vibrant, expanding school district. We must work together behind the scenes to make the changes necessary. Our challenges do not always have to be public. Our children know when our words and actions are congruent. Our children are watching. She is proud to be resident of Saint Paul and to serve our children and families. If we work together this next school year, we can keep children at the center of our decision making and culture, and it is up to us as adults in this community to build the kind of community so many of us, including our children, want, crave, and deserve.

- Chair Ellis shared that she, Director Vanderwert, Director Foster, Director Schumacher, and Vice Chair Marchese were at the Eid Festival, which was fun and dancing. It was an opportunity to be in community, and the Horn of Africa hosted the event. It was nice to see a lot of our kids, and to hear SPPS was a great partner in location and determining to fit capacity. Overall, it was a great event and appreciated the opportunity to be out with everyone.
- Director Foster and Chair Ellis were also at the MN Trades Academy Graduation, and shared information on the partnership. It was exciting to be there and to see that event.
- Director Foster noted it is two weeks to school starts, and welcome everyone back with Admin Academy, over 300 new staff onboard, celebrated new leaders, and allowing spaces and spaces, getting to buildings, celebrating students and welcoming them back with great joy, and getting to know everyone, and having a fun beginning to a happy new school year.
- She also reminded the community the Board is here for a resource and bridge and to invite to spaces and tell us what is going well, and challenges. The Board is here to help and welcomes invitations to buildings and spaces.

XIII. FUTURE MEETING SCHEDULE

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

- September 17
- October 22
- 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)

- September 10
- October 15
- 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 Ms. Foster seconded the motion. It passed by acclaim.

The meeting adjourned at 9:11 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

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

5:30 p.m.

MOTION: It was moved by Ms. Ellis to adjourn the meeting; the motion was seconded by Ms. Foster.

The motion passed by acclaim.

The meeting adjourned at 7:00 p.m.

Prepared and submitted by
Sarah Dahlke, Assistant Clerk

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota**

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

September 9, 2019

4:30 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order by Vice Chair Marchese at 4:36 p.m.

II. ROLL CALL

Present: **Board of Education:** Ms. Foster, Mr. Brodrick, Ms. Vanderwert, and Mr. Marchese

Ms. Ellis arrived at 4:53 p.m.

Absent: Mr. Schumacher (prior commitment), and Ms. Xiong (illness)

Staff: Superintendent Gothard, Cedrick Baker, Kevin Burns, Chuck Long, Jamie Jonassen, Sarah Dahlke, Secretary to the Board

Sarah Bushnell, Arthur Chapman

III. APPROVAL OF THE AGENDA

MOTION: Mr. Marchese moved that the Board of Education approve the order of the main agenda, and it was seconded by Ms. Vanderwert.

It passed by acclaim.

MOTION: Mr. Marchese moved to close the special meeting and conduct the remainder of this meeting as a closed meeting to discuss attorney-client privileged information regarding pending litigation involving Benner v. Independent School District No. 625, as is provided for by Minnesota Statutes Section 13D.05, subd. 3(b). It was seconded by Ms. Vanderwert.

The motion passed by acclaim.

IV. NEW BUSINESS

The meeting continued as a closed meeting to discuss attorney-client privileged information.

MOTION: It was moved by Ms. Ellis to conduct the remainder of the meeting as an open meeting. It was seconded by Ms. Foster.

It passed by acclaim.

V. **ADJOURNMENT**

MOTION: It was moved by Ms. Ellis to adjourn the meeting; the motion was seconded by Ms. Foster.

The motion passed by acclaim.

The meeting adjourned at 5:48 p.m.

Prepared and submitted by
Sarah Dahlke, Assistant Clerk

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
September 10, 2019**

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

S. Marchese arrived at 4:38 p.m.

Staff: Superintendent Gothard, H. Ott, C. Long, J. Delich, A. Collins, B. Chan, P. Holm, K. Burns, M. Doud, E. Agbamu, C. Baker, M. Hoerth, H. Kilgore, K. McCarty, Y. Vang, J. Turner, J. Spencer de Gutiérrez, R. Lorenzen, M. Schrul, K. Kimani, S. Carlstrom

Other: T. Lonetree, J. Verges, E. Reechgott, A. Mirenda, J. McClure

I. CALL TO ORDER

The meeting was called to order at 4:31 p.m.

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard welcomed everyone to the meeting, and noted that with school starting a week ago, we had a successful first week with our staff, students, and buildings prepared for a great school year. He shared experiences from his time in schools, and thanked parents and families, especially those with their kindergarten and PreK students. He welcomed everyone back for the start of an exciting year. He also shared more about the time spent with new leaders, and letting them know about the support network in SPPS. It was a fun time spent with new leaders, parents, and riding a bus with new friends, and experiencing the change in start times, including new routines for staff and families. It was a successful first week with great weather. He also noted that we work hard together, and there is no solo work in this district, and we are all better in working together across the entire organization, and is grateful for the support of staff, families, and the community as we opened the 2019-2020 school year.

Superintendent Gothard also shared that Laurin Cathey, Executive Director of Human Resources for the past 6 years, is transitioning to a new role outside SPPS. We will miss him in many ways and wish him well. Kenyatta McCarty has been named the new Interim Executive Director of Human Resources, with 15 years in the District and a graduate of SPPS, she is involved and does a lot of outstanding work, and we are excited for her in her new role.

B. Arts in SPPS

Superintendent Gothard then introduced Jan Spencer de Gutiérrez, District Arts Supervisor, K-12; and Robin Lorenzen, Music and Arts Program Manager to present the Arts in SPPS.

SPPS Arts Mission, Core Values and Strategies

- The mission of Arts Education in Saint Paul Public Schools is to engage all students in a culturally relevant, student-centered and rigorously comprehensive arts education in order to inspire them to think critically, pursue their dreams and change the world.

SPPS Arts Mission, Core Values and Strategies

- Visual Art & Music Mission, Core Values and Strategies came out of work with all Art & Music educators
- Theatre and Dance will craft theirs this year
- Handouts were provided with more details

Engagement in the Arts

- Classes and Courses
- Performances and Exhibitions
- Arts and Community Organization Opportunities
- Partnerships and Field Trips
- Artist Visits
- Grant Projects

State Statute – MDE

120B.021 REQUIRED ACADEMIC STANDARDS

- Public elementary and middle schools must offer at least three and require at least two of the following four arts areas: dance; music; theater; and visual arts.
- Public high schools must offer at least three and require at least one of the following five arts areas: media arts; dance; music; theater; and visual arts.

K-12 Schools/Programs with Arts

- A bar graph depicting percentages of schools/programs with arts was shown, including K-12 Music and K-12 Visual Arts, both at over 60%; and K-12 Theatre and K-12 Dance, each at 10%-15% of schools/programs.

Elementary Arts

- General Music & Visual Art taught by licensed Arts specialists
- Instrumental Music, grades 4-5 through EDL
- Theatre & Dance opportunities available through Gen Ed teacher

K-5 Schools/Programs with Arts Specialists

- A bar graph depicting percentages of schools/programs with arts specialists was shown, with the majority of specialists in K-5 Classroom Music, K-5 EDL Instrumental Music, and K-5 Visual Arts. Percentages were also shown for K-5 Instrumental Music, K-5 Theatre, and K-5 Dance. A video was also shown that highlighted Extended Day Learning Instrumental Music.

S-Term Instrumental Music

- Middle School Students:
 - Piano/Keyboard
 - Guitar/Ukulele
 - Band Instruments
 - String Instruments
 - Percussion

Middle School Programs with Arts

- A bar graph showing the percentages of middle school programs with arts was shown, with 100% offering 6-8 Music (one or more), and 100% of programs with 6-8 Visual Arts; 6-8 Choir, 6-8 Band, and 6-8 Orchestra were also noted, as well as 6-8 Theatre and 6-8 Dance.

High School Program with Arts

- A bar graph showing the percentages of high school programs with arts was shown, with 100% offering 9-12 Visual Arts; the bar graph also showed percentages for 9-12 Music (one or more), 9-12 Choir, 9-12 Band, and 9-12 Orchestra, as well as 9-12 Theatre, 9-12 Dance, and 6-12 Music Tech/Production.

Art Pathway Schools

- Continue to align programming from school to school, including Mississippi Creative Arts, Four Seasons, Global Arts Plus, and Saint Paul Music Academy to Creative Arts Secondary. A video showing Arts Pathway K-8 Art Exhibition was shown that highlighted student artwork.

Arts Steering Committee

- 2018-2019: Music & Visual Arts Steering Committee begin analyzing the new standards, wrote new curriculum, looked at current resources, explored new resources, provided professional development overview of work.
- 2019-2020: Theatre & Dance Committee will begin analyzing new standards, write curriculum, look at current and new resources. Music and Visual Arts continue to write, begin roll out of new lessons, plan/provide professional development.
- 2020-2021: All Steering Committees continue work and provide professional development. Complete recommendations for new resource adoptions. New standards to be fully implemented fall of 2021.

Program Evaluation

- K-5 Teachers are licensed to teach the Arts
- General ed teachers have access to Visual Arts lessons

Cultural Relevance

- Lessons and resources aligned with SPPS Continuum of Culturally Responsive Curriculum (HATS)
- Continuum
 - Move Beyond
 - Heroes and Holidays (H)
 - Additive (A)
 - Transformational (T)
 - Social Action (S)
- An excerpt from a K-5 Visual Arts lesson plan was shown that aligned with the 2018 standards.

External Organization Relationships

- A list of different arts and community partnerships was reviewed to better meet student needs.

Family and Community Engagement

- Community partnerships with Ordway, Minnesota Museum of American Art, and Flint Hills were reviewed. A video showing highlights of the Honors Concert at the Ordway and Honors Visual Arts at the M was shown.

Creating Positive School and District Climate

OTL Professional Development

- Developing Arts Teacher Leaders
- Coaching and Mentoring
- District and School Professional Development
- Cross District PLC Support
- NEW Teachers
- Arts Pathways
- Visual Art and Music Steering Committees

Grants and Awards

- 2019-2020 NEA Saint Paul Folk Arts grant
- 2 US DOE Arts Model grants
- 1 US DOE Arts Professional Development grant
- Vega Productions
- Numerous awards and grants to teachers

- Mr. Holland's Opus

Ordway Center Partnership Activity

2017-2018

- | | |
|---------------------------------|---|
| • Programming | Over 12,400 students & staff engaged |
| • Bus Reimbursement | \$27,500 |
| • Access tickets | \$0.25 per ticket - 7 schools qualified, 650 attended |
| • Artist Residency program | 250 students participated |
| • Dance to Learn | Riverview & Frost Lake, 200 students |
| • Musical Theatre Residency | CASS - 50 students |
| • Honors Concert - 700 students | |

2018-2019

- | | |
|--------------------------------|---|
| • Programming | 5,668 students attended performances so far |
| • Professional Development | Rosy Simas Danse - American Indian focus |
| • Dance to Learn | Cherokee Heights, 115 students |
| • Share the Rhythm | Riverview, 150 stud. |
| • Musical Theatre | CASS, 52 students |
| • Honors Concert | |
| • Honors Visual Art Exhibition | |

Career Related Opportunity Example

- Twin Cities Public Television originally partnered through DigitalWorks grant project
- Real world career exploration for CASS students
- Professional development for teachers at TPT

Teacher comments about the arts programs in SPPS were also reviewed.

QUESTIONS/DISCUSSION:

- Board members requested clarification on high school requirements and middle school requirements and scheduling.
- Is there a requirement on hours? Response: There is not. The term "offer" is ambiguous in state statute. In talking to MDE, it means a year-long course and throughout the year for a total semester time.
- What does the Arts look like across the District? What can parents and families expect from every school, or what does every school have in common? Response: In elementary schools, all but a couple, there will be arts specialists. It will usually be visual arts or music during the school day. Students also have access to extended day learning music in elementary schools, and some middle schools if it's a K-8 school. For the schools with a music specialist and they want to have a visual arts, they have access to visual arts lessons written for generalists and are written for integration to ELA or Math, and teachers and plug them into their lessons because they align with the standards. In middle and high schools, most have at visual art and music.
- The decisions on which of the arts to have in their buildings? Response: They are from principals and building decisions. Does that involve parent groups? Response: Yes, absolutely.
- Director Vanderwert noted she loves the arts. She is struck at the lack of diversity, and wonder about the plan to get more kids of color into band and orchestra and choir. How do we do that? Response: We are currently having that discussion, and focused on with music teachers during opening week in how students can see themselves in music classroom, and how systems of music that have been teaching are Euro-centric, and flip that because roots of music are more indigenes. We are starting those conversations because they are important. There is equity issues and one of the challenges at the middle school level because they become diverse in mirroring at EDL for the 4th and 5th graders. In middle school, they are still considered beginners but don't have the opportunity for lessons or small groups. They are in a band class, and there are different levels. There are more affluent families that can afford to have lessons. There are a number of things we are looking at, and with the new standards – they are about the whole child being developed, and executive functioning. We are working on this. The NEA grant will also help us to approach arts differently from other cultures, and that will be a

resource for us too. We are building that out and writing lessons and looking for culturally responsive ways to approach lessons, and with the new standards will help to connect students to the world around them. Through College and Career Pathways, the Arts are sometimes seen as an elective, and what it means to have a career in the arts, and the roles associated with the arts, and as we develop those pathways where business pairs with arts, and computer and technology pathways – we see the arts as pairing with other subjects as a college and career pathway and aligns to AP and IB coursework.

- How is music integrated into the PreK program? Response: We are starting that. We are working to create resources for teachers in PreK and have conversations with staff in Early Education. There are traveling kits where staff come in during the prep schedule and see students delving into music and visual arts in the PreK classroom with the generalists. Students are being exposed to music and visual arts.
 - It's a big part of early childhood. We are starting to have an arts specialists in PreK.
- In looking at the offerings at the high school level, there are different levels of offerings at schools, and therefore we can't accurately say we have a consistent arts and music offering across the entire district. Consequently any parent deciding to enroll in any school and they are concerned about arts and music. If we do have an inequity across the District between individual schools in terms of what expectations are for arts and music, what are the primary obstacles for that individual school? What stops them? Do we have a high school program without a band or orchestra? If a parent or family finds themselves unable to find anywhere else to have their kid land but that schools that doesn't have that offering, that's the student that's liable at a suburban school. What are the obstacles that prevent a school to have the same well-rounded curriculum in this area, and how do we overcome these obstacles? What do we tell parents when we don't have these things at the school with their children? Response: There is a committee that is working on this, with a survey for principals to ask them what are the barriers for a number of content areas where they are not able to do something. Staff working on 3b in the strategic plan are reviewing data, and identifying gaps and going further to talk to principals to ask what they think some of the recommendations are, why are the barriers there. We don't have all the answers, but looking to principals to help us figure out in depth to answer this question. It's an entire SPPS looking at it.
- Director Brodrick noted that classes were offered, even with 6-7 kids to state that the class was offered at that school. Is there a way in the arts that if we don't have enough kids at the school based on size, etc. – can we have some sort of offering for that small group of kids to have that experience? Whether it's in a different class and an add-on? Response: There are a lot of different ways to approach this, in looking at the schedules and courses offered, we can look at the different ways to offer them. We are creating a list of opportunities.
 - Another example is if a kid in SPPS that doesn't have a hockey team, they have the opportunity to play hockey at another school. Can we find ways for students to access opportunities across the District? It's so important in talking about strong school and strong communities, and that every school was going to make the community stronger and helps to have all the programs. Response: That aligns with a well-rounded education, which includes the arts and the committee that is working on to address those barriers and find solutions.
- The idea is to have the same opportunity for every kid no matter what school they go to? Response: That's what we're looking at the initiative of 3b with well-rounded education and what it means – if it's the same at every school or if it's equitable offerings that are pertinent to that community. There are different implications and barriers to address to make that happen to what each school community might need.
- It was mentioned that there is no cost for instruments – is that just for EDL with 1300 4th and 5th graders playing instruments and S-Term with 300, for all our schools with instruments, are our students using those instruments for free during the school year and not have access over the summer? Response: They do have access to instruments. In the high school level, there are some students and families who own or rent their own instrument. No students is turned away because they cannot provide the instrument. There is an instrument loan agreement that has been vetted by Legal and if families can contribute, but it is not a requirement. Some families contribute more. No student has to pay anything for the instrument, repairs, supplies etc. at all grade levels.
- Director Xiong noted that it was mentioned there are 2 schools that currently offer instruments during the school day. What are those two schools? Response: Capital Hill and Saint Paul Music Academy.

- Director Vanderwert noted if we can contact some of the alumni who have participated in band and orchestra for support. She knows of one alum in particular who band was very important to and now has the resources to contribute and give back, and talking to alumni in those programs would be very helpful.

III. ADJOURNMENT

Vice Chair Marchese motioned to adjourn the meeting at 5:35 p.m., and it was seconded by Mr. Schumacher. The motion passed by acclaim.

IV. WORK SESSION

A. School Finance and Levy 101

Superintendent Gothard then introduced Marie Schrul, Chief Financial Officer, and Mary Dougherty Gilbert, Legislative Liaison to present information on school finance and the levy process.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk



SPPS Achieves Strategic Plan Annual Progress Report

Board of Education
September 17, 2019



spps.org/strategicplan

SPPS Achieves Initiative Milestones by August 2019

Overall status	#	%
Complete	31	82%
In progress	6	16%
Scheduled	1	3%
Total	38	

Strategic Initiatives - SPPS Achieves

45

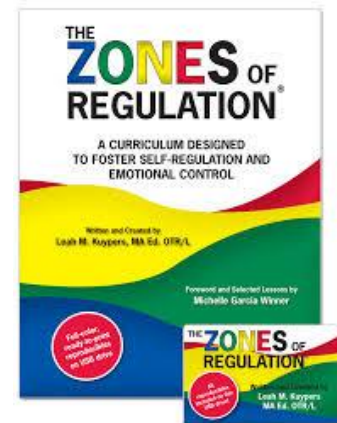
Positive School and District Culture	Effective and Culturally Relevant Instruction	Program Evaluation and Resource Allocation	College and Career Paths	Family and Community Engagement
Strategic Initiatives	Strategic Initiatives	Strategic Initiatives	Strategic Initiatives	Strategic Initiatives
1a. Implement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

Our Strategic Focus

Positive School and District Culture

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

- **Comprehensive Professional Development plan**
 - PBIS requirements at every school
 - Introduce Social-Emotional Learning Competencies
 - Integrate PBIS, Social-Emotional Learning & Restorative Practices
- **Invest in SEL programming**
 - Second Step Middle School Program (12 Middle Schools)
 - Zones of Regulation (18 Elementary Schools)
 - Drumming Circles (All 9th graders at 1 Senior High)

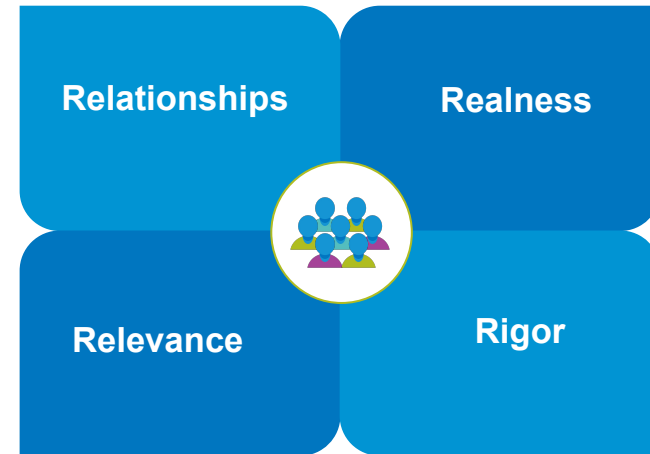


Our Strategic Focus

Effective and Culturally Relevant Instruction

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

- **Comprehensive professional development plan to create a shared understanding of Culturally Relevant Instruction and to build capacity**
 - Learning Lead Summer and Weekly Institutes
 - Summer Administrator
 - SPPS Achieves Academics Professional Development
 - Cultivating Assets Based Practices for Multilingual Learners
 - New Educator Week
- **Invest in Culturally Relevant Instruction curriculum**
 - Create Instruction Practice Profile
 - Develop Lesson Planning Model and Lesson Delivery Model
 - Content Area Curriculum Writing
 - Alignment with Strategic Initiatives 1A, 2A, 5B and 6A



Our Strategic Focus

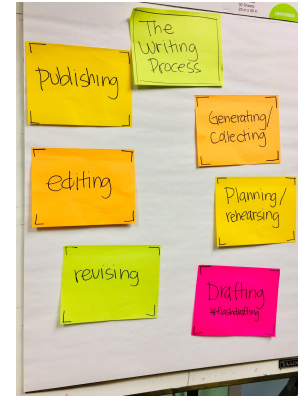
Program Evaluation and Resource Allocation

5b. Determine a districtwide middle school model

Young adolescents deserve a middle school experience that is developmentally responsive, challenging, empowering and equitable

48

- **Seven-period day at 6-8 and PreK-8 sites**
 - Foundations advisory class curriculum focuses on social-emotional learning, digital citizenship, career and college topics, and academic goal-setting
 - 6th Grade daily Readers and Writers Workshop classes
- **Job-embedded professional development for teachers**
 - Support of adolescent development and the middle school model



6th Grade students experience the writing process from seed idea to published piece in the Writing Workshop

Our Strategic Focus

College and Career Paths

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

Pilot underway at 14 sites, grades PreK-9

- **Student Personal Learning Plan (PLP)**
 - Reflect on interests, goals, and long-term career aspirations
 - Consider academic and career development plans
 - Prepare for life after high school
- **Career related curriculum**
 - Self awareness
 - Career awareness, exploration and preparation
 - Postsecondary education options, entrance and admission
 - Personal finances and financial aid



Counselor at a pilot site introduces 1st graders to the PLP and career related curriculum

Additional 2019-2020 Actions

50

Positive School and District Culture	Effective and Culturally Relevant Instruction	Program Evaluation and Resource Allocation	College and Career Paths	Family and Community Engagement
Pilot staff survey of school and district culture	Plan and allocate resources for improving access to well-rounded education	Launch first cohort for program evaluation	Work with high schools developing career pathways and grade 9 career sampler	Implement guidelines for engagement and partnerships

Monitoring Progress on Long-term Outcomes

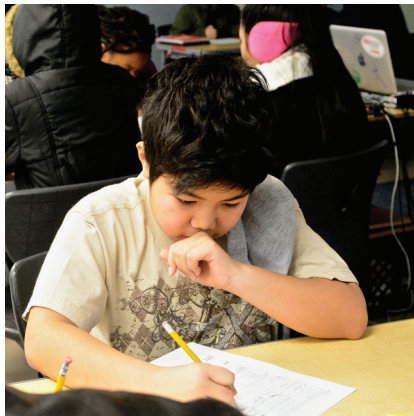
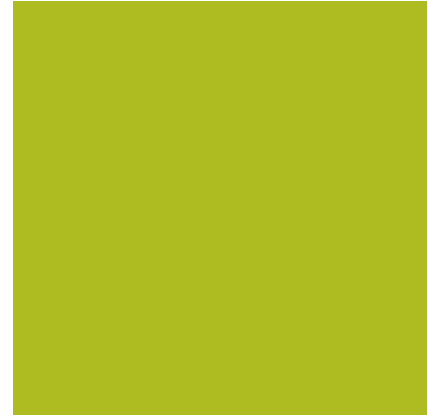
- Update on long-term student outcomes coming at October Committee of the Board (COB)
- The metrics, targets and baselines for each long-term student outcome are posted on the [SPPS Achieves website](#)
- Data for 2018-2019 will be added to the site in October



SPPS Achieves

Each student. One community. Endless opportunities.

Strategic Plan 2019-23





Our Mission

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



Saint Paul
PUBLIC SCHOOLS

Our Guiding Values

- **ACHIEVEMENT:** Fostering academic success by taking action to increase student achievement through challenging and collaborative learning.
- **COMMUNICATION:** Engaging with sincerity and honesty by using language that can be understood by all.
- **CONTINUOUS IMPROVEMENT:** Pursuing excellence by identifying and strengthening what is working well and being flexible to change what is not.
- **COLLABORATION:** Working together in a respectful manner that values and honors families, staff, students and the community.
- **ACCOUNTABILITY:** Holding ourselves to high standards for the outcomes of student achievement and operational, instructional and fiscal performance.
- **INCLUSIVE CULTURE:** Embracing each individual's culture, race, ethnicity, ability and identity.

What's Inside

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Superintendent:
Dr. Joe Gothard

Board of Education:
Zuki Ellis
Steve Marchese
Jeanelle Foster
Jon Schumacher
John Brodrick
Mary Vanderwert
Marny Xiong

What We Will Notice in 2019-20

For the last year, Saint Paul Public Schools (SPPS) has prioritized, planned and designed key projects through the SPPS Achieves Strategic Plan. During the 2019-20 school year, staff, students and families will begin to see real changes in SPPS based on the progress of several strategic initiatives.

Examples: How the SPPS Achieves Strategic Plan Will Positively Affect Staff, Students and Families in 2019-20

Positive School and District Culture

Students at 12 middle schools will be part of a pilot program where they will receive social-emotional learning programming during Foundations. Foundations is an advisory class held every other day and helps to ease the transition for students from elementary to middle school.

Effective and Culturally Relevant Instruction

Introduced new professional development to SPPS staff to help increase the capacity of educators to meet the instructional needs of all students. Educators will provide challenging academics in a culturally relevant learning environment that fosters positive relationships, a sense of belonging and student engagement.

Program Evaluation/Resource Allocation

As part of the SPPS middle school model, schedules have been adjusted to include a seven-period day instead of the traditional six periods. This change provides students with new opportunities to take electives that are more aligned with their interests. The model also introduces flexible schedules and a whole class period for the Foundations advisory class.

College and Career Paths

Launched the first stage for a K-12 Personal Learning Plan pilot program at 14 sites. Staff received professional development to help students plan for college and career. A Personal Learning Plan helps PreK-12 students identify their strengths and interests to guide their school experiences and post-secondary plans.

Family and Community Engagement

Developed new guidelines to enhance community engagement opportunities and to inform how partnerships are chosen and monitored for district-level programs.

Long-term Student Outcomes

The SPPS Achieves Strategic Plan is shaped through six long-term student outcomes. These are key areas of achievement we want to improve in order to raise the performance of all students.

1	2	3	4	5	6
Decrease disparities in achievement based on race, ethnicity, culture and identity	Increase achievement of English Learners	Increase achievement of students receiving special education services	Improve kindergarten readiness	Increase academic growth in reading and math for all students	Prepare all graduates for college, career and life

Strategic Focus Areas

Strategic focus areas are what we need to do as a district to bring about positive change in student achievement. The strategic focus areas include:

Positive School and District Culture	Effective and Culturally Relevant Instruction	Program Evaluation and Resource Allocation	College and Career Paths	Family and Community Engagement
Create a shared sense of community to build trust and collaboration within and outside our schools.	Provide instruction in ways that are relevant to each student so they stay engaged and feel valued in the classroom.	Evaluate effectiveness of current programs and make informed adjustments and investments.	Expose students to more college and career opportunities, including the ability to earn college credit, certifications and internships.	Ensure equitable access to families so they can navigate the school system and the wealth of programs it offers.

Objectives

Objectives are the decisions made about how to address the strategic focus areas.

Strategic Initiatives

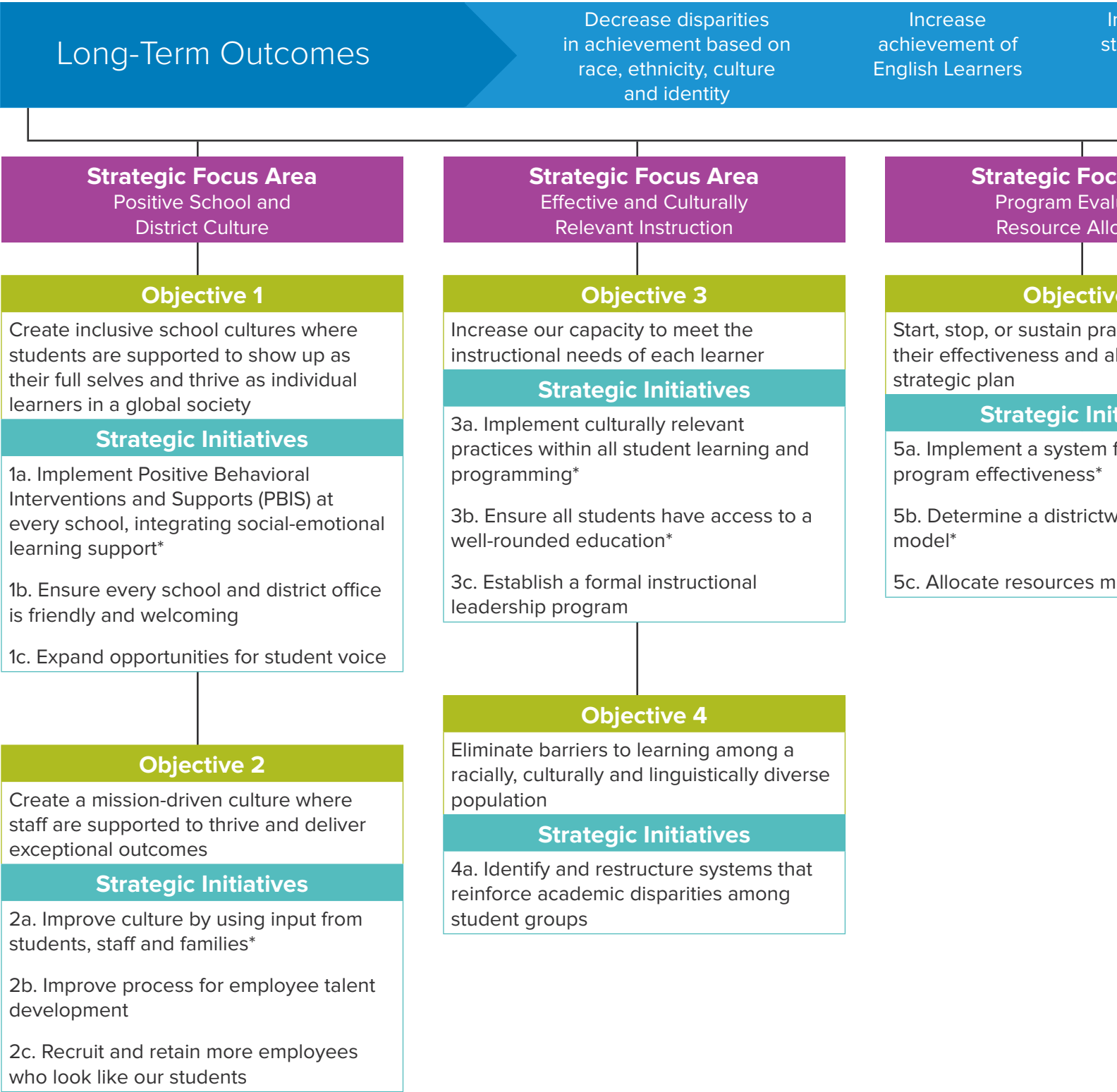
Strategic initiatives are significant projects that will help make a difference in student learning and achievement. Each initiative includes its own action plan that defines the scope, desired outcomes, deadlines and measurements that define success.

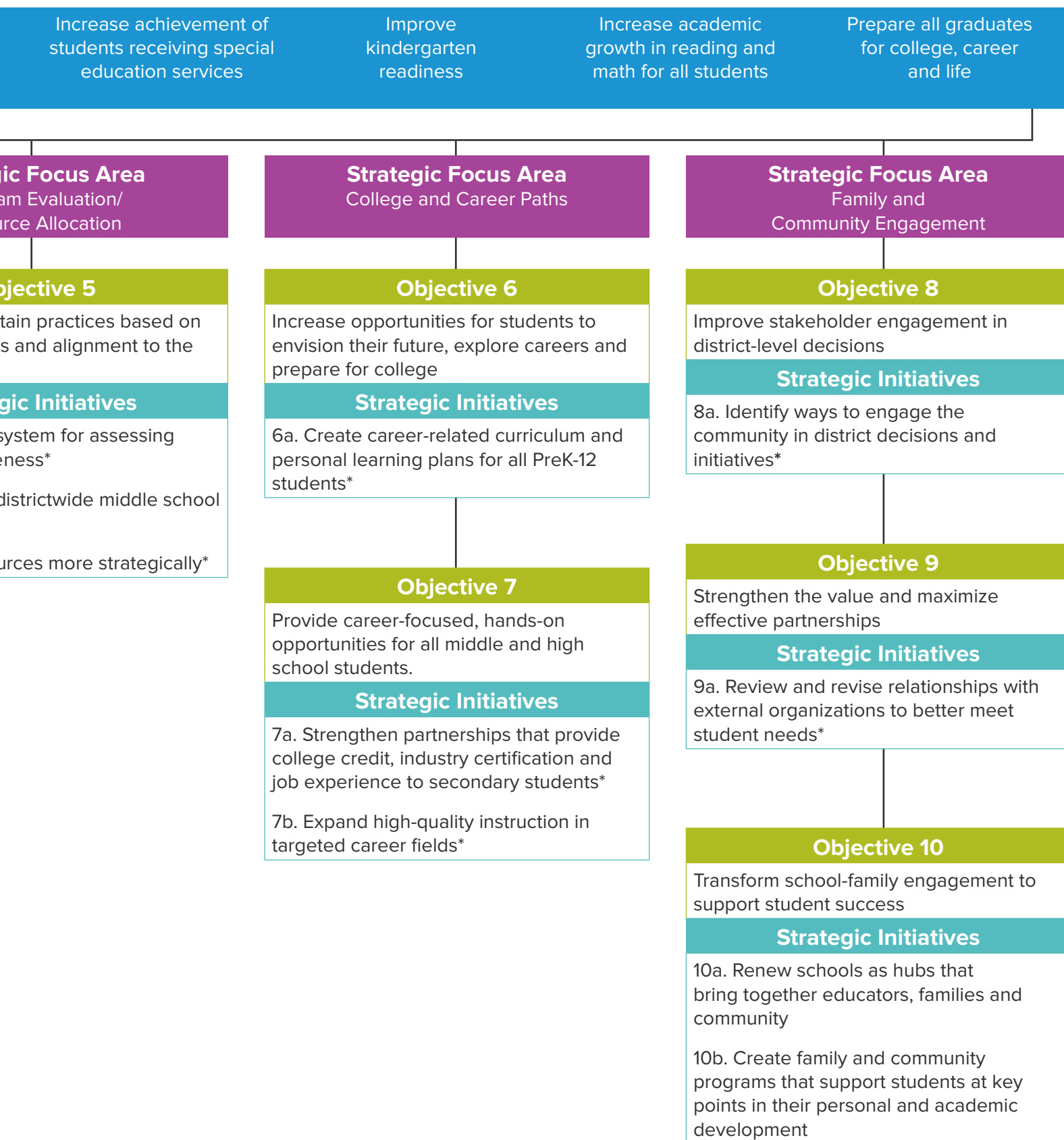
This document provides in-depth details for the strategic initiatives that are currently in progress as noted in the following chart. Unmarked initiatives represent additional work that will happen during the five-year strategic plan. **Strategic initiatives were prioritized based on several factors including:**

- Align with what we are already doing
- Urgency of work
- Resources available
- Staff workload

For detailed action plans for each strategic initiative, please visit spps.org/strategicplan.

SPPS Achieves Strategic Plan





* Strategic initiatives that are currently in progress

Strategic Initiative Progress and Planning (2018-20)

New this year: Planning is underway for Strategic Initiative 5C: Allocate resources more strategically. Strategic Initiative 7B has been incorporated into Strategic Initiative 7A due to their shared alignment with the College and Career focus area.

Focus Area: Positive School and District Culture

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

Oversight: Dr. Kate Wilcox-Harris, Chief of Academics

School Year 2019-20	
Key Actions Steps	Target Date
Develop a multi-year district action plan based on the results of the Collaborative for Academic, Social and Emotional Learning (CASEL) assessment and analysis	November 2019
Review standards for collecting and monitoring district and school-level PBIS/SEL data to inform decisions; update data collection and analysis process	December 2019
Build and support school capacity to implement and monitor a PBIS framework that integrates social-emotional learning, restorative practices and trauma-informed practices using data to inform decisions.	June 2020
Implement culturally relevant best practices for multi-tier PBIS that integrate social-emotional learning, restorative practices and trauma-informed practices.	June 2020
Pilot social-emotional learning curriculum at 12 middle school sites and use the results in planning for additional sites next year.	June 2020
Support social-emotional learning for adults as outlined in the CASEL assessment	June 2020
Completed 2018-19	
- Created districtwide leadership team to guide implementation of PBIS integration with social-emotional learning - Clarified work, rationale and measurements for success with the Board of Education, district leadership, administrators and department heads to ensure support, advocacy and success of the initiative - Conducted assessment with Collaborative for Academic, Social and Emotional Learning (CASEL) to analyze district social-emotional learning programming - Developed a staffing and coaching model that supports school sites and departments - Completed assessments of programming and reviewed data to establish the current status (baseline) to monitor future progress - Created a data dashboard to gather data for schools to review regularly - Developed a communications plan	

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

Oversight: Kenyatta McCarty, Interim Executive Director Human Resources

School Year 2019-20	
Key Actions Steps	Target Date
Publish and translate one-page publication describing positive SPPS culture	November 2019
Develop a communications plan for recognizing and sharing stories about positive culture (and changes being made), including adopting a toolkit for employee recognition	November 2019
Incorporate positive culture description into coaching and support for principals and department leaders	December 2019
Administer staff cultural index survey at selected pilot sites	December 2019
Determine the frequency of staff cultural index survey administration, or a rotation of survey administration, in order to support improvement planning	December 2019
Develop and implement a plan to improve culture as identified in the data from pilot sites	April 2020
Select or develop SPPS cultural index survey for students and families and plan for administration in 2020-21	June 2020
Inform development and provide support for the use of a manager's handbook with positive culture findings and training	June 2020
Completed 2018-19	
- Reviewed stakeholder input from multiple sources to identify trends, possible metrics and challenges that may help improve culture - Created one-page publication describing positive SPPS culture based on input - Engaged with stakeholders to finalize the description of "positive culture" in SPPS - Developed a survey to measure culture in collaboration with the University of Minnesota - Identified and reported challenges to improve culture - Recommended changes to improve culture in alignment with the Fiscal Year 2020 budget	

Focus Area: Effective and Culturally Relevant Instruction

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

Oversight: Megan Dols-Klingel, Assistant Director Office of Teaching and Learning

School Year 2019-20	
Key Actions Steps	Target Date
Develop a curriculum toolkit for Culturally Responsive Instruction (CRI)resources, including a “seed practice profile” that provides a guide to CRI in the classroom	December 2019
Recommend updates to Standards of Effective Teaching (SET) rubric to align with CRI common understanding and practices	December 2019
Provide workshops for district departments and school leadership on common understanding of CRI and expectations for aligning curriculum	January 2020
Gather CSI examples from sites to support further growth and implementation (interviews, videos, reflections from teachers and students)	May 2020
Plan for 2020-21 by evaluating successes and challenges (outcomes, activities, resources, assessment tools, communication)	May 2020
Provide CRI professional development throughout the year for school Learning Leads and their sites, per roll-out plan	June 2020
Completed 2018-19	
- Analyzed the Culturally Proficient School Systems design model and aligned to SPPS model for culturally relevant, culturally responsive and culturally proficient teaching - Developed a consistent description of culturally relevant instruction (CRI) in SPPS, reviewed and revised with input from multiple stakeholders - Developed a job description and hired a project manager to lead this strategic initiative - Constructed goals and purpose for ongoing conversations about common understanding of CRI for 2019-20 school year - Planned for 2019-20 CRI roll-out (outcomes, activities, resources, assessment tools); including options for sites without Learning Leads	

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

Oversight: Megan Dols-Klingel, Assistant Director Office of Teaching and Learning

School Year 2019-20	
Key Actions Steps	Target Date
Collect data to identify reasons for achievement gaps and barriers to a well-rounded education	September 2019
Consider options and make recommendations for addressing specific barriers to provide a well-rounded education	October 2019
Set resource priorities, curriculum support, and timelines to adopt changes that will increase access to a well-rounded education	November 2019
Develop and implement a resource plan for providing access to a well-rounded education	July 2020
Completed 2018-19	
- Established an annual process for conducting Academic Programming Questionnaire - Collected academic programming data for 2018-2019	

Focus Area: Program Evaluation/Resource Allocation

Strategic Initiative 5A: Implement a system for assessing program effectiveness

Oversight: Cedrick Baker, Chief of Staff

School Year 2019-20	
Key Actions Steps	Target Date
Provide professional development and support implementation for a group of district staff to process and analyze data collected to determine program effectiveness (cohort model)	June 2019
Define the protocols for data analysis in support of determining program effectiveness	October 2019
Define the process for data collection in support of determining program effectiveness, including types of data to collect, standards and protocols for data collection	November 2019
Define the process for data reporting in support of determining program effectiveness, including reporting standards, protocols, audiences and format	November 2019
Create infrastructure for data repository for data collection, analysis and reporting	June 2020
Completed 2018-19	
• Determined resources needed for collecting, analyzing and reporting on program effectiveness • Documented the purpose of driving the collection, analysis and reporting process • Completed an environmental scan of existing district commitments to review • Reorganized REA to support the work of the initiative • Determined schedule for a complete collection, analysis, reporting cycle and implementation of the cohort model cycle • Researched models of evaluation processes in education and business • Considered existing tools and processes that relate to collecting, analyzing and reporting data	

Continued →

Focus Area: Program Evaluation/Resource Allocation

Strategic Initiative 5B: Determine districtwide middle school model

Oversight: David Watkins, Chief of Schools

School Year 2019-20	
Key Actions Steps	Target Date
Develop a long-term middle school funding model for all SPPS middle schools	November 2019
Review and refine class schedules that support the middle school model and its seven-period day	February 2020
Support pilot program at select sites for Personal Learning Plans as developed through Strategic Initiative 6A	June 2020
Implement and monitor new Foundations curriculum for students, and relationship-building professional development for Foundations teachers	June 2020
Implement and monitor 6th grade English language arts curriculum and instruction	June 2020
Support implementation of job-embedded Professional Learning Community (PLC) time for teachers	June 2020
Implement a positive and supportive learning environment with systems that incorporate social-emotional learning and Positive Behavioral Interventions and Supports (PBIS)	June 2020
6-8 and K-8 middle schools utilize individualized site plans for implementation of the middle school model	June 2020
Establish the organizational structure for supporting grade-level transitions for students between grades 4-5, 5-6, 6-7, 7-8 and 8-9	June 2020
Investigate and make recommendations for structures and logistics that organize middle schools with houses (students grouped together to form a community) and/or cross-disciplinary staff teams (including support staff)	June 2020
Provide opportunities for parents/families to be informed in Middle School topics such as young adolescent development.	June 2020
Completed 2018-19	
• Provided opportunities and support for leaders to develop a shared vision for middle school education • Strengthened school-based leadership teams use of middle school best practices relating to the vision • Finalized middle school funding model for select sites for the 2019-20 school year • Measured the current state of middle school in SPPS • Created a Middle School Model Advisory Group that focuses on middle school programming • Implemented seven-period day to support the middle school model at 6-8 and K-8 sites • Developed and launched a communication plan for the Middle School Model • Reviewed and updated the Foundations advisory class curriculum • Redesigned 6th grade literacy to include Readers and Writers Workshops • Established district-level coaching and leadership support for staff who focus on middle school education • Worked with school leadership teams at 6-8 and K-8 sites to develop plans for leadership, organization staffing curriculum, instruction, and assessment of culture and community • Developed and implemented a plan for job-embedded professional development and other training opportunities in support of the middle school model	

Strategic Initiative 5C: Allocate resources more effectively

Oversight: Marie Schrul, Chief Financial Officer

School Year 2019-20	
Key Actions Steps	Target Date
Determine design model for priority-based budgeting in SPPS	August 2019
Set timeline for development of priority-based budget process, including three levels of implementation FY21-FY23	September 2019
Align with Initiative 5A process to collect, analyze, and report data on district program effectiveness to support resource allocation	September 2019
Plan and prepare for Level 1 FY21 priority-based budget process implementation by establishing governance, budget principles and policies, analyzing student learning, setting communications strategy, and planning for stakeholder engagement	September 2019
Recommend Level 1 systems for making decisions on what to stop, start, and sustain	November 2019
Support the development of FY21 budget following at Level 1 of the process	May 2020
Plan for and support Level 2 FY22 priority-based budgeting	June 2020

Focus Area: College and Career Paths

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

Oversight: Darren Ginther, Director Office of College and Career Readiness

School Year 2019-20	
Key Actions Steps	Target Date
Design and implement communications for internal and external stakeholders at pilot sites	November 2019
Develop a document for families at pilot sites that communicates student learning plan and progress toward goals	January 2020
Based on first-year progress, design an implementation plan for the second year that encompasses career-related curriculum and Personal Learning Plans	February 2020
Determine role for community partners in helping develop and implement career awareness programming for all students in grades PreK-5, and career exploration for students in grades 6-8	May 2020
Implement a pilot program for K-12 Personal Learning Plans at 14 pilot sites, providing professional development for site staff	June 2020
Revise the K-12 scope and sequence for college and career curriculum	June 2020
Develop benchmarks to help identify how well students understand the career-related curriculum	June 2020
Create second-year pilot for Personal Learning Plan format, curriculum and software based on the results of the first-year pilot	August 2020
Create and implement a staff professional development plan for the second-year pilot sites that supports a successful launch of Personal Learning Plans and career-related curriculum	August 2020
Develop an educator toolkit of resources for Personal Learning Plans and career-related curriculum	August 2020
Develop and implement a communications plan for internal and external stakeholders for expanded Personal Learning Plans and career-related curriculum for second-year pilot	September 2020
Completed 2018-19	
- Created job description and hired a program manager to oversee the initiative and to support counselors at pilot sites - Conducted analysis of current K-12 staffing and structures to support Personal Learning Plan implementation at the district level and school levels - Conducted an analysis of current K-12 Personal Learning Plans - Researched effective Personal Learning Plans from other sources - Reviewed current K-12 career-related curriculum and experiences - Identified 14 sites to pilot K-12 Personal Learning Plans in 2019-20 and engaged with site staff to plan implementation - Drafted a first-year pilot for a Personal Learning Plan framework that aligns with and exceeds state statute that requires a Personal Learning Plan no later than ninth grade - Developed first-year pilot for Personal Learning Plan implementation guides and lessons with input from pilot site counselors and student focus groups - Researched and selected software platform to use for first-year pilot Personal Learning Plans within SPPS	

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

Strategic Initiative 7B: Expand high-quality instruction in targeted career fields

Oversight: Darren Ginther, Director Office of College and Career Readiness

School Year 2019-20	
Key Actions Steps	Target Date
Document what a complete career pathway includes and the steps to take in developing one	October 2019
Create a districtwide overview of the pathways projected for each comprehensive high school	October 2019
Create school-level career pathway development plans	October 2019
Develop marketing resources and communications regarding available 2020-21 career fields and career pathways	October 2019
Develop family-friendly guides and student expectations for 2020-21 career pathways at each site	November 2019
Determine structure and curriculum for career experiences for all 9th grade students	November 2019
Plan for integration of career pathways into high school core courses	February 2020
Establish resources and funding required to implement 2020-21 career pathways	April 2020
Pilot SPPS High School Career Pathway Centers at Central Senior High, Como Park Senior High, Creative Arts Secondary and Humboldt High School	June 2020
Expand Career Pathway Centers to additional SPPS High Schools, informed by pilot results	August 2020
Completed 2018-19	
- Defined college and career-ready indicators for SPPS based on Redefining Ready! initiative. - Established expectation that all comprehensive high schools have career pathways organized into four broad fields - Career fields and pathways are defined in one-page overview - Provided work-based learning for teachers/site coordinators at each comprehensive high school - Confirmed the relationship with Saint Paul College where pathways at the college, and not available through SPPS, are accessible to all SPPS high school students - Partnered with Saint Paul College to create summer coursework opportunities allowing students to advance into higher developmental or college-level coursework upon enrolling at Saint Paul College	

Focus Area: Family and Community Engagement

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

Oversight: Heather Kilgore, Director Office of Family Engagement and Community Partnerships

School Year 2019-20	
Key Actions Steps	Target Date
Hire a full-time American Indian cultural specialist for the Office of Family Engagement and Community Partnerships	September 2019
Develop a toolkit of public engagement strategies for use by SPPS programs and departments	November 2019
Publish district engagement guidelines in 5 main languages for the public	December 2019
Establish a routine for identifying and publicizing district engagement opportunities for families	December 2019
Establish a process to monitor implementation of community engagement guide	January 2020
Provide training to district leadership and frontline staff on community engagement	June 2020
Completed 2018-19	
Developed guidelines on when to engage the public for decision-making opportunities that affect SPPS	

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

Oversight: Heather Kilgore, Director Office of Family Engagement and Community Partnerships

School Year 2019-20	
Key Actions Steps	Target Date
Document all district-level partnerships (what partners are doing where, with what supports)	November 2019
Design communications plan for internal and external audiences to increase knowledge of new system	December 2019
Identify common themes in existing district-level partnerships and gaps in partner services to advance long-term student outcomes	March 2020
Define and implement evaluation process, criteria and the timeline for district-level partnerships	March 2020
Develop a procedure for ending or changing partnerships voluntarily or involuntarily	June 2020
Monitor district-level use of partnership forms and systems	June 2020
Revise forms and systems based on district-level outcomes	August 2020
Completed 2018-19	
- Developed foundational guidelines for partnerships - Developed partnership documentation process for district-level partnerships - Identified and piloted partnership data management tool - Established and collected baseline data about current district-level partnerships	

Academic Services

In addition to the strategic initiatives described in this report, the following academic services are underway to improve long-term student outcomes.

Early Learning

- Maintain and build partnerships with home and center-based early childhood services
- Develop and implement professional development in best practices for World Class Instructional Design and Assessment (WIDA) Early Years
- Fully implement digital portfolio-based assessment of student progress in all pre-kindergarten classrooms
- Align programming in Early Childhood Family Education (ECFE), Early Childhood Special Education (ECSE), early childhood screening and pre-kindergarten to help students and their families prepare for success on the first day of kindergarten

Literacy (PreK-12)

- Deepen the instruction of phonics skills to further develop reading skills for students in grades K-5
- Use data to improve guided reading/small group instruction for students in grades K-8
- Enhance educator professional development and increase independent reading time to help students read more difficult text in different genres
- Improve participation of underrepresented students in accelerated programs

Math (PreK-12)

- Deepen the understanding of Balanced Math (math review, problem-solving, understanding of math concepts, fact fluency and data-driven instruction) for students in grades K-12
- Collaborate with educators across the district to create materials that meet the needs of our culturally diverse population
- Use data-driven instruction to monitor student progress

Multilingual Learning

- Increase access to curriculum and support for Students with Limited or Interrupted Formal Education (SLIFE)
- Provide professional development for teachers and counselors who work with English learner students
- Improve communication with families of students in high school Language Academy programs
- Provide additional after-school tutoring at high schools with Language Academy

Personalized Learning

- Embrace technology as a key strategy for schools, educators and students to enhance achievement, productivity and creativity
- Provide families with access and support to use digital tools to support their students' learning
- Provide students with learning choices and multiple ways to meet academic standards
- Encourage students to voice their perspectives, learning preferences and interests

School Improvement

- Increase achievement and decrease disparities in student outcomes through a focus on schools with the highest academic needs
- Engage all schools in a comprehensive assessment process that supports continuous academic improvement
- Standardize the instructional coaching model and provide support to school administrators and leadership teams

Specialized Services

- Obtain and retain highly qualified special education staff
- Improve direct, co-taught and supplemental literacy instruction
- Increase understanding and implementation of social-emotional learning

Measurements for Success

How We Will Know the Strategic Plan is Working

The SPPS Achieves Strategic Plan incorporates performance measurements to indicate progress toward long-term student outcomes. Our metrics of 37 data points measure the current status (baseline) and our goal at the end of the plan (five-year target). Progress will be measured annually. For a list of metrics and goals, visit spps.org/strategicplan. This year's data will be available on the strategic plan website in October 2019.



spps.org/strategicplan



spps.org/strategicplan

HUMAN RESOURCE TRANSACTIONS
August 1, 2019 – August 31, 2019
September 17, 2019

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Abdurahman, M. S.	Classroom Teacher	08/17/2019	\$32.97	American Indian Magnet
Bartel, P. K.	Classroom Teacher	08/17/2019	\$34.09	The Heights
Baxter, B. P.	Classroom Teacher	08/17/2019	\$46.84	Creative Arts Secondary
Becker, M. M.	Classroom Teacher	08/17/2019	\$30.27	Murray Middle School
Bell, E. M.	Classroom Teacher	08/17/2019	\$38.90	Creative Arts Secondary
Bester, A. L.	Classroom Teacher	08/17/2019	\$36.08	Mississippi Creative Arts
Blau, A. E.	Classroom Teacher	08/17/2019	\$29.01	The Heights
Boland, K. M.	Classroom Teacher	08/17/2019	\$51.60	Daytons Bluff
Brand, E. E.	Classroom Teacher	08/17/2019	\$28.13	Cherokee Heights
Briggs, S. K.	Classroom Teacher	08/17/2019	\$32.03	Creative Arts Secondary
Byakweli, C. A.	Classroom Teacher	08/17/2019	\$29.48	Obama Service Learning
Cavanaugh-Henry, M.	Classroom Teacher	08/17/2019	\$27.18	Central Senior High
Chen, X.	Classroom Teacher	08/17/2019	\$30.27	Jie Ming Mandarin Immr
Clepper, M. M.	Classroom Teacher	08/17/2019	\$27.18	Benjamin Mays/Museum
Connelly, M. P.	Classroom Teacher	08/17/2019	\$28.81	American Indian Magnet
Cook, E. E.	Classroom Teacher	08/17/2019	\$36.70	American Indian Magnet
Cooley, M. M.	Classroom Teacher	08/17/2019	\$27.18	Expo for Excellence
Coon, J. R.	Classroom Teacher	08/17/2019	\$35.32	Creative Arts Secondary
Curley, J. E.	Classroom Teacher	08/17/2019	\$28.13	Creative Arts Secondary
Danielson, D. P.	Classroom Teacher	08/17/2019	\$27.18	Battle Creek Middle School
Davila-Schrandt, C.	Classroom Teacher	08/17/2019	\$32.03	Highland Park Middle School
Eden, L. J.	Classroom Teacher	08/17/2019	\$54.09	Highland Park Senior High
Emmons, S. G.	Classroom Teacher	08/17/2019	\$27.18	Battle Creek Middle School
Fierst, M. K.	Classroom Teacher	08/17/2019	\$50.62	Humboldt Secondary School
Fleming, R. L.	Classroom Teacher	08/17/2019	\$31.28	Farnsworth Aerospace Lwr
Fraley Gleiter, A. S.	Classroom Teacher	08/17/2019	\$41.68	Crossroads Montessori
Ganz, A. L.	Classroom Teacher	08/17/2019	\$42.38	Daytons Bluff

HUMAN RESOURCE TRANSACTIONS
August 1, 2019 – August 31, 2019
September 17, 2019

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Garver, J. C.	Classroom Teacher	08/17/2019	\$30.27	Harding Senior High
Gifford, K. M.	Classroom Teacher	08/17/2019	\$27.18	Benjamin Mays/Museum
Gottschalk, B. E.	Classroom Teacher	08/17/2019	\$27.18	Maxfield Elementary
Gualtieri, B. V.	Classroom Teacher	08/17/2019	\$27.18	Creative Arts Secondary
Haller, C.	Classroom Teacher	08/17/2019	\$24.76	Crossroads Science
Hartle, D. M.	Classroom Teacher	08/17/2019	\$30.65	Chelsea Heights Elementary
Henson, M. R.	Classroom Teacher	08/17/2019	\$27.18	Adams Spanish Immersion
Hicks Christopher, R.	Classroom Teacher	08/17/2019	\$33.94	Battle Creek Elementary
Hirthe, S. W.	Classroom Teacher	08/17/2019	\$30.27	Murray Middle School
Hodapp, M. P.	Classroom Teacher	08/17/2019	\$42.16	Humboldt Secondary School
Holsten, K. M.	Classroom Teacher	08/17/2019	\$42.16	Obama Service Learning
Hughesdon, J. J.	Classroom Teacher	08/17/2019	\$48.37	The Heights
Hussain, S.	Classroom Teacher	08/17/2019	\$53.09	Farnsworth Aerospace Upr
Kidd, A. P.	Classroom Teacher	08/17/2019	\$35.32	Hamline Elementary
Klas, K. J.	Classroom Teacher	08/17/2019	\$34.42	Ronald M Hubbs Center
Krisetya, K. M.	Classroom Teacher	08/17/2019	\$39.17	Global Arts Plus - Upper
Lindberg, A. J.	Classroom Teacher	08/17/2019	\$35.32	Battle Creek Middle School
Lund, H. M.	Classroom Teacher	08/17/2019	\$27.56	Parkway Montessori / Middle
Maczuga, A. T.	Classroom Teacher	09/09/2019	\$53.09	271 Belvidere Bldg
Manor, A. M.	Classroom Teacher	08/17/2019	\$35.32	Benjamin Mays/Museum
Mensen, J. L.	Classroom Teacher	08/17/2019	\$36.70	Humboldt Secondary School
Michalski, M. K.	Classroom Teacher	08/17/2019	\$27.18	Benjamin Mays/Museum
Moe, M. M.	Classroom Teacher	08/03/2019	\$44.18	Humboldt Secondary School
Moore, J. L.	Classroom Teacher	08/17/2019	\$34.42	271 Belvidere Bldg
Moua, J.	Classroom Teacher	08/03/2019	\$30.27	E-STEM Middle School
Munsen, D. J.	Classroom Teacher	08/17/2019	\$27.18	Galtier Elementary
Myers, M. A.	Classroom Teacher	08/17/2019	\$28.81	Bruce F Vento Elementary

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Nauschutz, Z. P.	Classroom Teacher	08/17/2019	\$32.77	Capitol Hill Magnet
Nelsen, L. A.	Classroom Teacher	08/17/2019	\$37.81	Riverview School
Palmatier, J. L.	Classroom Teacher	08/17/2019	\$28.13	Daytons Bluff
Potthoff, K. L.	Classroom Teacher	08/17/2019	\$50.04	Farnsworth Aerospace Upr
Renschen, N. R.	Classroom Teacher	08/17/2019	\$29.01	Mississippi Creative Arts
Rink, D. J.	Classroom Teacher	08/29/2019	\$54.09	Battle Creek Middle School
Ruth-Jarmon, K. R.	Classroom Teacher	08/17/2019	\$38.68	Farnsworth Aerospace Upr
Ryberg, J. A.	Classroom Teacher	08/17/2019	\$31.28	Highwood Hills Elementary
Salt, A. E.	Classroom Teacher	08/17/2019	\$51.80	Daytons Bluff
Sattervall, M. J.	Classroom Teacher	08/17/2019	\$30.27	Obama Service Learning
Schneider, T. M.	Classroom Teacher	08/17/2019	\$34.42	The Heights
Seeger, E. E.	Classroom Teacher	08/17/2019	\$34.32	Parkway Montessori / Middle
Shoberg, C. P.	Classroom Teacher	08/17/2019	\$32.58	Eastern Heights Elementary
Sinjem, S. M.	Classroom Teacher	08/17/2019	\$32.21	Nokomis Montessori South
Smith, C. I.	Classroom Teacher	08/29/2019	\$27.18	Four Seasons A+
Stiff, C. M.	Classroom Teacher	08/17/2019	\$39.17	JJ Hill Montessori
Stocker, J. L.	Classroom Teacher	08/17/2019	\$36.31	Farnsworth Aerospace Upr
Teich, J. A.	Classroom Teacher	08/17/2019	\$24.88	Crossroads Montessori
Thielen, A. L.	Classroom Teacher	08/17/2019	\$50.80	Benjamin Mays/Museum
Tronnes, E. M.	Classroom Teacher	08/17/2019	\$43.06	Highland Park Elementary
Vojtech, D. M.	Classroom Teacher	08/17/2019	\$42.38	Ramsey Middle School
Wendelboe, Z. D.	Classroom Teacher	09/03/2019	\$27.18	Washington Tech
Wheeler, J. K.	Classroom Teacher	08/17/2019	\$30.80	Benjamin Mays/Museum
Williams, A. Q.	Classroom Teacher	08/03/2019	\$35.32	Groveland Park Elementary
Windsor, N. T.	Classroom Teacher	08/17/2019	\$30.27	Battle Creek Middle School
Wright, K. D.	Classroom Teacher	08/17/2019	\$32.67	Wellstone Elementary
Xiong, K.	Classroom Teacher	08/17/2019	\$35.43	Washington Tech

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Xiong, P.	Classroom Teacher	08/03/2019	\$27.18	Jackson Preparatory
Yang, B. C.	Classroom Teacher	08/17/2019	\$27.18	Harding Senior High
Zhang, H.	Classroom Teacher	08/17/2019	\$29.01	Jie Ming Mandarin Immr
Zhang, J.	Classroom Teacher	08/17/2019	\$46.00	Highland Park Middle School
Brown, M. J.	Classroom Teacher	08/17/2019	\$49.35	Hamline Elementary
Burkstrand, M. A.	Classroom Teacher	08/17/2019	\$31.58	Highland Park Senior High
Ellefson, S. L.	Classroom Teacher	08/17/2019	\$30.27	Humboldt Secondary School
Jorgenson, S. A.	Classroom Teacher	08/17/2019	\$30.27	Harding Senior High
Lee, S. K.	Classroom Teacher	08/17/2019	\$30.27	Murray Middle School
Perrault, E. M.	Classroom Teacher	08/03/2019	\$28.13	Maxfield Elementary
Sherwood, A. N.	Classroom Teacher	08/03/2019	\$44.71	Wellstone Elementary
Theisen, T. M.	Classroom Teacher	08/17/2019	\$32.58	Humboldt Secondary School
Yang, M.	Classroom Teacher	08/17/2019	\$30.27	Humboldt Secondary School
Manor, E. A.	Classroom Teacher	08/17/2019	\$38.22	The Heights
Schlieu, B. R.	Classroom Teacher	08/17/2019	\$38.22	Student Placement Center
Barrett, M. E.	Classroom Teacher	08/17/2019	\$45.11	271 Belvidere Bldg
Crancer, R. A.	Classroom Teacher	08/17/2019	\$36.43	Mississippi Creative Arts
Hyland, M. R.	Classroom Teacher	08/17/2019	\$36.43	Como Park Elementary
Zibble, A. S.	Classroom Teacher	08/17/2019	\$34.09	Como Park Elementary
Bonello, K. S.	Classroom Teacher	08/17/2019	\$41.41	Bruce F Vento Elementary
Heisel, K. E.	Classroom Teacher	09/18/2019	\$37.06	St. Paul Music Academy
Hitchcock, S. R.	Classroom Teacher	08/17/2019	\$36.70	The Heights
Lor, G.	Classroom Teacher	08/17/2019	\$47.62	Riverview School
Derrickson, C. B.	Classroom Teacher	08/17/2019	\$47.62	Creative Arts Secondary
Ensch, K. E.	Classroom Teacher	08/17/2019	\$30.80	271 Belvidere Bldg
Ficker, K. E.	Classroom Teacher	08/17/2019	\$27.18	Humboldt Secondary School
Grothe, K. M.	Classroom Teacher	08/17/2019	\$54.09	Johnson Achievement Plus

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Harper, G.	Classroom Teacher	08/17/2019	\$54.09	Hazel Park Preparatory
Ibrahim, M. K.	Classroom Teacher	08/17/2019	\$27.18	Cherokee Heights
Johnson, K. L.	Classroom Teacher	08/17/2019	\$27.18	Benjamin Mays/Museum
Lindman, K. C.	Classroom Teacher	08/17/2019	\$27.18	271 Belvidere Bldg
Lingel, J.	Classroom Teacher	08/17/2019	\$29.64	Journey's Secondary
Lor, M.	Classroom Teacher	08/17/2019	\$33.92	Nokomis Montessori South
Lubinski, B. E.	Classroom Teacher	08/17/2019	\$28.13	Hazel Park Preparatory
Poer, J. E.	Classroom Teacher	08/17/2019	\$28.13	Journey's Secondary
Shepard, N. C.	Classroom Teacher	08/17/2019	\$35.32	Journey's Secondary
Zuerlein, G.	Classroom Teacher	08/17/2019	\$28.13	Highland Park Middle School
Bourret, C. V.	Classroom Teacher	08/17/2019	\$33.34	271 Belvidere Bldg
Gress, K. C.	Classroom Teacher	08/17/2019	\$32.58	Capitol Hill Magnet
Dunnett, S. T.	School/Community Professional	08/12/2019	\$22.13	Johnson Senior High
Moua, R. V.	School/Community Professional	08/03/2019	\$21.38	Como Park Senior High
Parks, D. M.	School/Community Professional	08/08/2019	\$21.03	Highland Park Senior High
Allen, R. L.	School/Community Professional	08/26/2019	\$24.52	Creative Arts Secondary
Cook, B. F.	School/Community Professional	08/26/2019	\$25.80	Journey's Secondary
Dopson, T.	School/Community Professional	08/26/2019	\$30.02	Mississippi Creative Arts
Ess, J. L.	School/Community Professional	08/17/2019	\$26.70	Ronald M Hubbs Center
Rosen, M. G.	School/Community Professional	08/19/2019	\$32.25	1780 W. 7th Street
Thor, M.	Education Assistant	08/26/2019	\$19.85	Student Placement Center
Williams, S. Y.	Education Assistant	08/03/2019	\$24.33	Creative Arts Secondary
Willprecht, K. M.	Education Assistant	07/20/2019	\$23.09	1780 W 7th Street

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Blustein, J. T.	Teaching Assistant	09/03/2019	\$15.00	Daytons Bluff
Brooks, S. A.	Teaching Assistant	09/03/2019	\$15.00	JJ Hill Montessori
Coleman, I. L.	Teaching Assistant	09/03/2019	\$15.00	The Heights
Crowley, D. K.	Teaching Assistant	09/03/2019	\$15.00	Galtier Elementary
English, C. E.	Teaching Assistant	08/03/2019	\$15.00	E-STEM Middle School
Erickson, B. W.	Teaching Assistant	09/03/2019	\$16.00	Daytons Bluff
Faciana, J. L.	Teaching Assistant	09/03/2019	\$15.00	American Indian Magnet
Farah, Z. H.	Teaching Assistant	09/03/2019	\$16.00	Battle Creek Elementary
Foster Walters, N. J.	Teaching Assistant	09/03/2019	\$15.00	Galtier Elementary
Gabrick, K. A.	Teaching Assistant	09/03/2019	\$15.00	L'Etoile du Nord Upper
Garcia, A. S.	Teaching Assistant	09/03/2019	\$15.00	The Heights
Griffin, W. J.	Teaching Assistant	09/03/2019	\$15.00	Crossroads Montessori
Guled, G. A.	Teaching Assistant	09/03/2019	\$15.00	Eastern Heights Elementary
Handford, A. R.	Teaching Assistant	09/03/2019	\$16.00	Farnsworth Aerospace Upr
Haug Osen, K. A.	Teaching Assistant	09/03/2019	\$15.00	Eastern Heights Elementary
Herrera, G.	Teaching Assistant	09/03/2019	\$16.00	Mississippi Creative Arts
Johnson, C. L.	Teaching Assistant	09/03/2019	\$15.00	Hazel Park Preparatory
Jones, S. D.	Teaching Assistant	09/03/2019	\$15.00	The Heights
Jonnes, G. R.	Teaching Assistant	09/03/2019	\$16.00	Battle Creek Middle School
Kelly, L. L.	Teaching Assistant	09/03/2019	\$15.00	Mississippi Creative Arts
Lira Perez, M. G.	Teaching Assistant	09/03/2019	\$16.00	The Heights
Lor, B.	Teaching Assistant	09/03/2019	\$16.00	Battle Creek Elementary
Lor, P. K.	Teaching Assistant	09/03/2019	\$15.00	Jackson Preparatory
Meggitt, C. M.	Teaching Assistant	09/03/2019	\$15.00	St Anthony Park Elementary
Meuers, A. A.	Teaching Assistant	09/03/2019	\$15.00	Nokomis Montessori North
Mohamed, M. A.	Teaching Assistant	09/03/2019	\$16.00	Como Park Elementary
Moore, S. M.	Teaching Assistant	09/03/2019	\$16.00	Farnsworth Aerospace Upr

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<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Olive, S. E.	Teaching Assistant	09/03/2019	\$15.00	L'Etoile du Nord Lower
Oropeza, E. A.	Teaching Assistant	09/03/2019	\$15.00	Nokomis Montessori South
Pack, F.	Teaching Assistant	09/03/2019	\$15.00	Jackson Preparatory
Peterson, K. L.	Teaching Assistant	09/03/2019	\$16.00	Hamline Elementary
Porter, K. G.	Teaching Assistant	09/03/2019	\$16.00	Hazel Park Preparatory
Reyenga, M. R.	Teaching Assistant	09/03/2019	\$16.00	Hamline Elementary
Sandoval, I. S.	Teaching Assistant	09/03/2019	\$16.00	Daytons Bluff
Seffrood, A. T.	Teaching Assistant	09/03/2019	\$16.00	Bridge View
Silas, L. A.	Teaching Assistant	09/03/2019	\$16.00	Battle Creek Middle School
Stubbs, J. P.	Teaching Assistant	09/03/2019	\$15.00	Adams Spanish Immersion
Thu, K.	Teaching Assistant	09/03/2019	\$15.00	Crossroads Montessori
Vang, S.	Teaching Assistant	09/03/2019	\$16.00	Farnsworth Aerospace Upr
Villar Rosell, A. M.	Teaching Assistant	09/03/2019	\$15.00	Adams Spanish Immersion
Williams, C. I.	Teaching Assistant	09/03/2019	\$15.00	Hazel Park Preparatory
Willson, C. E.	Teaching Assistant	09/03/2019	\$16.00	RiverEast Elem/Secondary
Xiong, C.	Teaching Assistant	09/03/2019	\$16.00	Bridge View
Lee, D.	Clerical	08/17/2019	\$19.98	Harding Senior High
Pha, K. C.	Clerical	07/30/2019	\$22.45	Colborne Admin Offices
Xiong, N.	Clerical	08/03/2019	\$19.73	Frost Lake Elementary
Nordstrom, R. C.	Custodian	08/19/2019	\$25.45	Highland Park Elementary
Piorek, B. V.	Custodian	08/19/2019	\$25.45	The Heights
Xiong, P. F.	Custodian	08/12/2019	\$16.38	Global Arts Plus - Upper
Alicea, N.	Nutrition Services	08/26/2019	\$15.00	Bruce F Vento Elementary
Jacobson, R. S.	Nutrition Services	08/26/2019	\$15.00	Four Seasons A+
Oehrlein, M. M.	Nutrition Services	08/19/2019	\$17.97	Johnson Achievement Plus
Rivera, C.	Nutrition Services	08/26/2019	\$15.00	Phalen Lake Hmong Studies
Silva, P. C.	Nutrition Services	08/26/2019	\$15.00	Daytons Bluff

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Vang, S.	Nutrition Services	08/26/2019	\$15.00	Harding Senior High
Lee, J. B.	Operations	08/17/2019	\$24.84	Como Service Center
Thao, K.	ASAP	10/07/2019	\$53.53	Colborne Admin Offices
Horner, A. E.	Professional Employee	08/03/2019	\$22.88	Colborne Admin Offices
Quinn, J. M.	Professional Employee	08/12/2019	\$22.88	Colborne Admin Offices

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Schmidt de Carranza, S. L.	Central Administrator From: Classroom Teacher	08/26/2019	\$56.61	Colborne Admin Offices
Zielinski, S. N.	Central Administrator From: Classroom Teacher	08/26/2019	\$52.48	271 Belvidere Bldg
Ali, K. A.	Classroom Teacher From: Education Assistant	08/17/2019	\$30.80	Highwood Hills Elementary
Bu, N. D.	Classroom Teacher From: Education Assistant	08/17/2019	\$27.18	Wellstone Elementary
Furlong, A. I.	Classroom Teacher From: Teaching Assistant	08/17/2019	\$27.18	Johnson Achievement Plus
Garcia, J. A.	Classroom Teacher From: Temporary Employee	08/17/2019	\$28.81	Parkway Montessori / Middle
Gould, A. P.	Classroom Teacher From: Teaching Assistant	08/17/2019	\$27.18	The Heights
Her, V.	Classroom Teacher From: Teaching Assistant	08/17/2019	\$27.18	Parkway Montessori / Middle
Junker, L. J.	Classroom Teacher From: Temporary Employee	08/03/2019	\$32.67	Maxfield Elementary
Lo, V.	Classroom Teacher From: School/Community Professional	08/17/2019	\$40.27	Harding Senior High
Mahasongkham, T. J.	Classroom Teacher From: Temporary Employee	08/03/2019	\$27.18	Harding Senior High
March, Z. S.	Classroom Teacher From: Teaching Assistant	08/17/2019	\$27.18	Farnsworth Aerospace Up
McCluske, A. I.	Classroom Teacher From: Temporary Employee	08/03/2019	\$27.18	Benjamin Mays/Museum
McDermott, J. K.	Classroom Teacher From: Temporary Employee	08/17/2019	\$27.18	American Indian Magnet

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Vang, K.	Classroom Teacher From: Teaching Assistant	08/17/2019	\$27.18	Parkway Montessori / Middle
Vedder, S. L.	Classroom Teacher From: Temporary Employee	08/03/2019	\$27.18	Benjamin Mays/Museum
Ross, L. S.	Classroom Teacher From: Teaching Assistant	08/03/2019	\$27.18	Rondo Education Center
Cherek, E. A.	Principal From: Teacher on Special Assignment	08/03/2019	\$47.28	Johnson Achievement Plus
Vang, P.	Classroom Teacher From: Temporary Employee	08/17/2019	\$27.18	Harding Senior High
Weekes-Stephens, J.	Classroom Teacher From: Temporary Employee	08/03/2019	\$28.81	Global Arts Plus - Upper
Wiechmann, M. L.	Classroom Teacher From: Temporary Employee	08/03/2019	\$27.18	Central Senior High
Williams, M. D.	Classroom Teacher From: Temporary Employee	08/03/2019	\$27.18	Farnsworth Aerospace Up
Meyers, G. T.	School/Community Professional From: Teaching Assistant	08/03/2019	\$21.03	Harding Senior High
Vang, N. S.	School/Community Professional From: Clerical	08/03/2019	\$30.02	Colborne Admin Offices
Davis, A. M.	Education Assistant From: Teaching Assistant	08/26/2019	\$22.45	St. Paul Music Academy
Neubauer, M.	Education Assistant From: Teaching Assistant	08/26/2019	\$22.03	Focus Beyond
Pike, S. J.	Education Assistant From: Teaching Assistant	08/26/2019	\$23.09	Bridge View
Rahn, D. A.	Education Assistant From: Teaching Assistant	08/26/2019	\$17.21	Focus Beyond
Smith, E. W.	Education Assistant From: Teaching Assistant	08/17/2019	\$17.66	Bridge View
Durkin, L. P.	Teaching Assistant Career Progression	09/03/2019	\$20.67	Nokomis Montessori North
Yang, M.	Clerical Career Progression	07/20/2019	\$22.53	Rondo Education Center

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bohmer, R. M.	Nutrition Services Career Progression	08/17/2019	\$26.16	Como Service Center
Bryant, D. A.	Nutrition Services Career Progression	08/17/2019	\$16.18	Journey's Secondary
Dupez, M. J.	Nutrition Services Career Progression	08/17/2019	\$16.62	Hazel Park Preparatory
Jubran, S.	Nutrition Services Career Progression	08/17/2019	\$26.16	Como Service Center
Koch, S. L.	Nutrition Services Career Progression	08/17/2019	\$17.11	Expo for Excellence
Novosad, M.	Nutrition Services Career Progression	07/22/2019	\$45.89	Como Service Center
Schuna, J. A.	Nutrition Services Career Progression	08/03/2019	\$19.34	Randolph Heights
Torres, C. C.	Nutrition Services Career Progression	08/17/2019	\$19.26	JJ Hill Montessori
Weir, C. L.	Nutrition Services Career Progression	07/20/2019	\$34.30	Como Service Center
Corey, A. E.	Professional Employee From: Clerical	07/20/2019	\$30.34	Colborne Admin Offices
Kumela, M.	Professional Employee From: Clerical	06/22/2019	\$26.50	Colborne Admin Offices
Rishel, M.	Professional Employee Career Progression	08/17/2019	\$46.81	Colborne Admin Offices
Roth, L. E.	Professional Employee Career Progression	08/17/2019	\$46.81	Colborne Admin Offices
Yang, A. P.	Professional Employee Career Progression	08/17/2019	\$46.81	Colborne Admin Offices
Gbolo, B. Z.	Supervisory From: Nutrition Services	07/20/2019	\$39.56	Como Service Center

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Addy, M. M.	Classroom Teacher	08/17/2019	\$29.01	Jie Ming Mandarin Immr
Bonfitto, M. T.	Classroom Teacher	08/17/2019	\$33.94	Humboldt Secondary School
Breen, J. H.	Classroom Teacher	08/17/2019	\$27.18	Hazel Park Preparatory

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TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Brissett, C. B.	Classroom Teacher	08/18/2019	\$24.25	Crossroads Science
Buck, I. R.	Classroom Teacher	08/17/2019	\$30.80	Harding Senior High
Johnson, D. R.	Classroom Teacher	08/17/2019	\$30.80	Hazel Park Preparatory
Johnson, K. L.	Classroom Teacher	08/17/2019	\$28.13	Bridge View
Johnson, L. L.	Classroom Teacher	08/17/2019	\$28.13	Humboldt Secondary School
Lawton, K. E.	Classroom Teacher	08/17/2019	\$36.31	Creative Arts Secondary
Lee, L.	Classroom Teacher	08/17/2019	\$27.18	Battle Creek Middle School
Noble, K. R.	Classroom Teacher	08/17/2019	\$32.67	Creative Arts Secondary
Payia Yang, R. L.	Classroom Teacher	08/17/2019	\$32.79	Harding Senior High
Sasse, C. K.	Classroom Teacher	08/17/2019	\$21.95	Crossroads Montessori
Sha, H.	Classroom Teacher	08/17/2019	\$28.13	Jie Ming Mandarin Immr
Tian, Y.	Classroom Teacher	08/17/2019	\$31.58	Jie Ming Mandarin Immr
Wang, M.	Classroom Teacher	08/17/2019	\$29.01	Jie Ming Mandarin Immr
Wu, H.	Classroom Teacher	08/17/2019	\$36.31	Jie Ming Mandarin Immr
Xie, N.	Classroom Teacher	08/17/2019	\$31.58	Jie Ming Mandarin Immr
Yankton, L. J.	Classroom Teacher	08/17/2019	\$27.18	American Indian Magnet
Zong, X.	Classroom Teacher	08/17/2019	\$31.58	Jie Ming Mandarin Immr
Womsi Fotso Epse Tchoffo , M. N.	Classroom Teacher	08/17/2019	\$27.18	L'Etoile du Nord Lower
Foutts, S. L.	Classroom Teacher	08/29/2019	\$30.65	Farnsworth Aerospace Up
Sandifer-Howze, S. R.	Classroom Teacher	08/17/2019	\$33.29	RiverEast Elem/Secondary
Stoffel, M. K.	Classroom Teacher	08/17/2019	\$27.18	271 Belvidere Bldg
Williams, D. M.	Classroom Teacher	08/17/2019	\$28.13	RiverEast Elem/Secondary

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Appel, A. C.	Classroom Teacher	08/17/2019	Farnsworth Aerospace Up
Bijoch, S. A.	Classroom Teacher	08/17/2019	Parkway Montessori / Middle
Christenson, K. M.	Classroom Teacher	08/17/2019	St. Anthony Park Elementary

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Edlund, M.	Classroom Teacher	08/17/2019	Mississippi Creative Arts
Gagnaire, A.	Classroom Teacher	08/17/2019	L'Etoile du Nord Upper
Huberty, A. M.	Classroom Teacher	08/17/2019	Benjamin Mays/Museum
Jacobs, A. T.	Classroom Teacher	08/17/2019	Central Senior High School
Lentz, K.	Classroom Teacher	08/17/2019	Int'l Academy - LEAP
Lincoln, D. A.	Classroom Teacher	08/17/2019	Highwood Hills Elementary
Moerke, C.	Classroom Teacher	08/17/2019	Nokomis Montessori North
Nabil, C. L.	Classroom Teacher	08/17/2019	Frost Lake Elementary
Richardson, A. O.	Classroom Teacher	08/17/2019	Capitol Hill Magnet
Sparks, A.	Classroom Teacher	07/31/2019	Crossroads Science
Thao, S.	Classroom Teacher	08/17/2019	Randolph Heights
Walker, J.	Classroom Teacher	08/17/2019	Washington Tech
Wulf, S. B.	Classroom Teacher	09/03/2019	Battle Creek Middle School
Wyman-Grothem, E.	Classroom Teacher	07/31/2019	Crossroads Science
Xy, M.	Classroom Teacher	08/31/2019	Eastern Heights Elementary
Leiter, J. A.	Classroom Teacher	08/17/2019	Wellstone Elementary
Khosravani, F.	Classroom Teacher	08/17/2019	Nokomis Montessori North
O'Brien, M. A.	Classroom Teacher	08/17/2019	Como Park Elementary
Deschaine, D. A.	Classroom Teacher	08/17/2019	Bridge View
Hansen, J.	Classroom Teacher	08/17/2019	Murray Middle School
Xiong, M.	School/Community Professional	08/26/2019	Phalen Lake Hmong Studies
Greene, S. L.	Education Assistant	08/28/2019	Belwin Outdoor Science
Jackson, T. S.	Education Assistant	08/29/2019	Hazel Park Preparatory
Aung, L.	Teaching Assistant	09/03/2019	St. Paul Music Academy
Cox, A. L.	Teaching Assistant	09/05/2019	Bridge View
Nguyen, K. T.	Teaching Assistant	09/03/2019	Global Arts Plus - Lower

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Ravi, E. E.	Teaching Assistant	09/03/2019	Mississippi Creative Arts
Sanchez Rivera, E. Z.	Teaching Assistant	09/03/2019	Riverview School
Xiong, M.	Teaching Assistant	09/03/2019	St. Paul Music Academy
Vinson, L. T.	School Bus Driver	07/24/2019	Transportation Services
Rivera, D. M.	Clerical	08/14/2019	St. Paul Music Academy

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
T., N.	Classroom Teacher	08/03/2019
F., T.	School/Community Professional	08/26/2019

MILITARY LEAVE OF ABSENCE (WITHOUT PAY)

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Lyden, T. A.	Supervisory	08/01/2019	Colborne Admin Offices

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
McWhorter, C. L.	Professional Employee	08/26/2019	\$23.30	1780 W. 7th Street
Franco, J.	School/Community Professional	08/26/2019	\$29.08	Humboldt Secondary School
Neurer, J. M.	School/Community Professional	08/03/2019	\$26.10	American Indian Magnet
Vang, B.	Technical	08/17/2019	\$24.65	Como Service Center

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Dowdal, M. J.	Classroom Teacher	08/17/2019	\$53.68	Humboldt Secondary School
Edwards, A. J.	Classroom Teacher	08/17/2019	\$28.13	Ramsey Middle School
Glaser, J. L.	Classroom Teacher	08/17/2019	\$54.09	Obama Service Learning
Hoverson, S. R.	Classroom Teacher	08/17/2019	\$49.74	Creative Arts Secondary
Iliff, J.	Classroom Teacher	08/27/2019	\$50.62	1780 W. 7th Street
Jensen, D. C.	Classroom Teacher	08/17/2019	\$51.60	271 Belvidere Bldg
Johnson, T. L.	Classroom Teacher	08/17/2019	\$54.39	Harding Senior High
Kleinmeyer, K. J.	Classroom Teacher	08/17/2019	\$38.53	E-STEM Middle School
Kluxdal, S. A.	Classroom Teacher	08/17/2019	\$50.04	Farnsworth Aerospace Lwr

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<u>REHIRE</u>				
<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kvitrud, Z. C.	Classroom Teacher	08/17/2019	\$31.58	Jie Ming Mandarin Immr
Littler, C. L.	Classroom Teacher	08/17/2019	\$28.13	American Indian Magnet
Mattner, S. T.	Classroom Teacher	08/17/2019	\$44.00	Humboldt Secondary School
Maveus, K. K.	Classroom Teacher	08/17/2019	\$31.47	Farnsworth Aerospace Up
Merritt, M. J.	Classroom Teacher	08/17/2019	\$34.42	1780 W. 7th Street
Mulhern, B. M.	Classroom Teacher	08/17/2019	\$43.06	Global Arts Plus - Upper
Munkholm, M. M.	Classroom Teacher	08/17/2019	\$54.09	Frost Lake Elementary
Muro LaMere, D. M.	Classroom Teacher	08/17/2019	\$44.18	Central Senior High
Pierson, Z. A.	Classroom Teacher	08/17/2019	\$29.48	Como Service Center
Schumacher, C. R.	Classroom Teacher	08/17/2019	\$33.94	Nokomis Montessori North
Thavis, R. K.	Classroom Teacher	08/17/2019	\$27.18	Nokomis Montessori North
Vang Ku, C.	Classroom Teacher	08/17/2019	\$27.18	Bruce F Vento Elementary
Moga, M. L.	Classroom Teacher	08/17/2019	\$39.20	Central Senior High
Vang, L.	Classroom Teacher	08/17/2019	\$37.81	Como Park Elementary
Adair, L. M.	Classroom Teacher	08/17/2019	\$45.64	JJ Hill Montessori
Keenan, A. R.	Classroom Teacher	08/17/2019	\$43.06	271 Belvidere Bldg
Lindgren, K. M.	Classroom Teacher	08/17/2019	\$50.04	Creative Arts Secondary
Sanvik, S. H.	Classroom Teacher	08/17/2019	\$46.00	271 Belvidere Bldg
Pucci, J. W.	School/Community Professional	08/26/2019	\$26.70	Humboldt Secondary School
Khang, P. J.	Education Assistant	09/03/2019	\$17.82	Colborne Admin Offices
Knox, A.	Education Assistant	09/03/2019	\$29.14	Daytons Bluff
Olson, K. E.	Teaching Assistant	09/03/2019	\$15.00	Highwood Hills Elementary
Vang, M. M.	Teaching Assistant	09/03/2019	\$21.55	Bruce F Vento Elementary
Wolff, A. M.	Teaching Assistant	09/03/2019	\$16.00	Expo for Excellence
Xiong, M.	Teaching Assistant	09/03/2019	\$15.00	Nokomis Montessori North
Christnach, G. M.	Custodian	08/26/2019	\$25.45	Journey's Secondary

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REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lachowitzer, S.	Nutrition Services	08/26/2019	\$15.00	Washington Tech
Macioch, S. L.	Nutrition Services	08/19/2019	\$16.18	Int'l Academy - LEAP
Marshall, P.	Nutrition Services	07/15/2019	\$15.00	Murray Middle School

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Belsito, S. F.	Classroom Teacher	08/17/2019	Wellstone Elementary
Cullen, A. K.	Classroom Teacher	08/15/2019	E-STEM Middle School
Erickson, J. L.	Classroom Teacher	08/21/2019	Parkway Montessori / Middle
Glad, J. K.	Classroom Teacher	08/17/2019	Crossroads Science
Hagberg, A. J.	Classroom Teacher	08/07/2019	E-STEM Middle School
Hastad, M. S.	Classroom Teacher	08/17/2019	Mississippi Creative Arts
Lacey, J.	Classroom Teacher	08/17/2019	L'Etoile du Nord Upper
Lowry, M. K.	Classroom Teacher	08/17/2019	Battle Creek Middle School
Lowther, L. M.	Classroom Teacher	08/07/2019	E-STEM Middle School
Mailatyar, K. A.	Classroom Teacher	08/01/2019	271 Belvidere Bldg
Meyers, K.	Classroom Teacher	08/17/2019	Global Arts Plus - Upper
Rademacher, B. J.	Classroom Teacher	08/17/2019	Randolph Heights
Rawlings, M. C.	Classroom Teacher	08/17/2019	Washington Tech
Rekow, S. C.	Classroom Teacher	08/17/2019	JJ Hill Montessori
Richardson, C.	Classroom Teacher	08/17/2019	271 Belvidere Bldg
Ross, M.	Classroom Teacher	08/17/2019	Murray Middle School
Simmonds, M.	Classroom Teacher	08/17/2019	Nokomis Montessori North
Thanghe, D. L.	Classroom Teacher	08/17/2019	American Indian Magnet
Weilbacher, J. A.	Classroom Teacher	08/17/2019	Highwood Hills Elementary
Xiong, S.	Classroom Teacher	08/17/2019	Daytons Bluff
Yang, G. G.	Classroom Teacher	08/17/2019	Benjamin Mays/Museum
Xiong, M. L.	Classroom Teacher	08/17/2019	Mississippi Creative Arts
Lilja, L. A.	Classroom Teacher	08/17/2019	Maxfield Elementary

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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Zuke, G. K.	Classroom Teacher	08/17/2019	Benjamin Mays/Museum
Huhn, C. J.	Classroom Teacher	08/17/2019	Cherokee Heights
Sack, A. E.	Classroom Teacher	08/17/2019	Global Arts Plus - Lower
Truso, M. C.	Education Assistant	09/03/2019	1780 W 7th Street
Cervantes, M. J.	Teaching Assistant	07/08/2019	Bruce F Vento Elementary
Sandbeck, S.	Teaching Assistant	09/03/2019	Humboldt Secondary School
Santoro, J. A.	Teaching Assistant	09/03/2019	Bridge View
White, C.	Teaching Assistant	09/03/2019	Harding Senior High
Yang, A. G.	Teaching Assistant	09/03/2019	Battle Creek Elementary
Vinson, L. T.	School Bus Driver	08/12/2019	Transportation Services
Rivera, D. M.	Clerical	09/03/2019	St. Paul Music Academy
Mroszak, T. S.	Custodian	08/06/2019	Galtier Elementary
Devaney, M. A.	Nutrition Services	08/13/2019	Daytons Bluff
Lewis, V. R.	Nutrition Services	08/26/2019	Como Service Center
Perkins, T. L.	Nutrition Services	08/26/2019	Rondo Education Center
Roy, D. L.	Nutrition Services	08/29/2019	Rondo Education Center
Coleman, A. W.	Plumber	08/05/2019	Como Service Center

RECISION OF RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Mergens, D. J.	Classroom Teacher	08/04/2019	\$50.58	Humboldt Secondary School
Tschida, C. R.	Teaching Assistant	08/17/2019	\$20.67	Como Park Elementary
Grundmeier, C. M.	Clerical	08/04/2019	\$30.25	Highland Park Senior High

REHIRE AFTER TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lao, W.	Classroom Teacher	08/04/2019	\$32.67	Bruce F Vento Elementary

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Davis, T. L.	Teaching Assistant	09/03/2019	\$15.00	Horace Mann School
Dino, M. E.	Teaching Assistant	09/03/2019	\$15.00	Farnsworth Aerospace Lwr
Forseen, R. M.	Nutrition Services	08/17/2019	\$19.34	L'Etoile du Nord Lower

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RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Mergens, D. J.	Classroom Teacher	08/24/2019	Humboldt Secondary School
Mohamud, A.	Education Assistant	08/02/2019	Harding Senior High
Anderson, S.	School Bus Driver	09/14/2019	Transportation Services

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Anderson, C. O.	Classroom Teacher	08/17/2019	Washington Tech
Boland, K. M.	Classroom Teacher	08/18/2019	Daytons Bluff
Clark, J. M.	Classroom Teacher	08/17/2019	Global Arts Plus - Upper
Holle, D. P.	Classroom Teacher	08/01/2019	Battle Creek Middle School
Joy, J. M.	Classroom Teacher	08/06/2019	The Heights
Lao, W.	Classroom Teacher	08/17/2019	Bruce F Vento Elementary
Lestock, J. M.	Classroom Teacher	08/17/2019	Humboldt Secondary School
Lowe-Krause, T. E.	Classroom Teacher	07/01/2019	Crossroads Montessori
Miller, S.	Classroom Teacher	08/03/2019	Murray Middle School
Morin, M. J.	Classroom Teacher	08/03/2019	Four Seasons A+
Ouverson, K. G.	Classroom Teacher	08/03/2019	Como Park Senior High
Stevenson, A. M.	Classroom Teacher	08/03/2019	Humboldt Secondary School
Teske, J. L.	Classroom Teacher	08/03/2019	Highland Park Elementary
Texidor, J. L.	Classroom Teacher	08/11/2019	Como Park Senior High
Tretter, A. J.	Classroom Teacher	08/03/2019	American Indian Magnet
Williams, E. M.	Classroom Teacher	08/03/2019	Washington Tech
Xiong, M.	Classroom Teacher	08/03/2019	Maxfield Elementary
Yang, N.	Classroom Teacher	08/01/2019	Jackson Preparatory
Lothamer, G. M.	Classroom Teacher	08/03/2019	American Indian Magnet
Flaten, C. L.	Classroom Teacher	08/04/2019	Benjamin Mays/Museum
Ross, C. A.	Classroom Teacher	08/03/2019	St. Paul Music Academy
Long, R. T.	Classroom Teacher	08/17/2019	Ramsey Middle School

HUMAN RESOURCE TRANSACTIONS
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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Mediger, A. J.	School/Community Professional	08/03/2019	E-STEM Middle School
Reddinger-Adams, T.	School/Community Professional	09/07/2019	1780 W. 7th Street
Yang, C. V.	School/Community Professional	08/02/2019	Nokomis Montessori North
Battaglia, S. M.	Teaching Assistant	08/17/2019	Rondo Education Center
Dimapelis, F. M.	Teaching Assistant	06/08/2019	Nokomis Montessori North
James, J.	Teaching Assistant	07/30/2019	Bridge View
Mackey, N.	Teaching Assistant	07/12/2019	Galtier Elementary
Mathialagan, N.	Teaching Assistant	08/20/2019	Battle Creek Middle School
McElree, T. F.	Teaching Assistant	08/08/2019	Como Park Elementary
Ortiz, A.	Teaching Assistant	08/03/2019	Crossroads Montessori
Phillips, M. A.	Teaching Assistant	08/21/2019	Ramsey Middle School
Rupp, M. P.	Teaching Assistant	08/03/2019	Global Arts Plus - Lower
Santithanyaroj, R.	Teaching Assistant	08/13/2019	271 Belvidere Bldg
Singhal, Y. R.	Teaching Assistant	08/03/2019	Eastern Heights Elementary
Southwick, H. J.	Teaching Assistant	08/03/2019	L'Etoile du Nord Lower
Tschida, C. R.	Teaching Assistant	08/17/2019	Como Park Elementary
Vankirk, A. M.	Teaching Assistant	08/03/2019	Como Park Senior High
White, S.	Teaching Assistant	08/08/2019	Eastern Heights Elementary
Wunrow, M. F.	Teaching Assistant	08/30/2019	Eastern Heights Elementary
Yarbrough, M. C.	Teaching Assistant	08/03/2019	Chelsea Heights Elementary
Tangen, P. T.	Clerical	08/24/2019	Colborne Admin Offices
Williams, A. M.	Clerical	08/10/2019	Ronald M Hubbs Center
Johnson, D. M.	Nutrition Services	08/26/2019	Central Senior High
Burnside, A. T.	Professional Employee	08/15/2019	E-STEM Middle School

HUMAN RESOURCE TRANSACTIONS
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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Martinez, J.	Technical	08/15/2019	Colborne Admin Offices
Norberg, I. J.	Technical	12/01/2019	Colborne Admin Offices

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
W., K. A.	Custodian	07/23/2019

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

DATE: September 17, 2019

TOPIC: Acceptance of Gift from MN United and Element Electronics

A. PERTINENT FACTS:

1. Our partners at MN United and Element Electronics are supporting SPPS high school athletics with a gift of seven (7) large televisions to be used as displays for athletics information. The partners are also providing a gift of \$5000 to support the installation of these displays in seven (7) SPPS high schools. This gift will be highlighted at the Element title night game on September 29, 2019, where 20 student athletes from Central will be guests.
2. This project will meet the District strategic plan focus area(s) of Family and Community Engagement and Well-rounded Education.
3. This item is submitted by Heather Kilgore, Office of Family Engagement and Community Partnerships, Dr. Joshua Delich, Assistant Superintendent, Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: September 17, 2019

TOPIC: Acceptance of Gift from the Saint Anthony Park Community Foundation

A. PERTINENT FACTS:

1. Murray Middle School prepared an application and received a gift for \$8,850 to fund music folders for Band, Wolf Ridge, Pilot 1-on-1 Tutoring Program, and the University of Minnesota Raptor Center.
2. This project will meet the District strategic plan focus area(s) 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 (or Designee) to accept the funds from the Saint Anthony Park Community Foundation and to implement the project as specified in the award documents.

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

DATE: September 17, 2019

TOPIC: Request for Permission to Accept a Grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program

A. PERTINENT FACTS:

1. The Minnesota Office of Higher Education's Get Ready/GEAR UP Program utilizes a systems-level approach that helps it deliver a high-impact college and career readiness program.
2. SPPS Office of College and Career Readiness applied to be a Get Ready/GEAR UP Program partner, and received a grant for approximately \$30,000 to provide services to support full program implementation at E-STEM Middle School during the 2019-2020 school year. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator, Darren Ginther, Director, Office of College and Career Readiness; Kate Wilcox-Harris, Chief Academic Officer; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept funds from Minnesota Office of Higher Education's Get Ready/GEAR UP Program to fund a college and career readiness program at E-STEM Middle School; and to implement the project as specified in the award documents.

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

DATE: September 17, 2019

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

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that increase and diversify the teacher workforce in Minnesota. The Department is accepting applications for two pathways. Pathway 1 is to provide tuition scholarships or stipends to enable school district employees or community members who seek an education license to participate in a PELSB approved nonconventional teacher residency program. Pathway 2 is to develop innovative programs that encourage secondary students to pursue teaching careers.
2. Saint Paul Public Schools Office of College and Career Readiness and Human Resources have prepared applications for funds to provide SUTR resident stipends and develop a high school education career pathway. The goal of this project is to increase the number of teachers of color and American Indian teachers in SPPS. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$500,000. The project will affect 25 SUTR residents and students from all SPPS high schools who are interested in education careers.
4. This project aligns with the District strategic plan initiatives to recruit and retain more employees who look like our students and expand high-quality instruction in targeted career fields.
5. Pathway 1 is a recurring grant-funded project. Pathway 2 is a new grant-funded project. The project period is 6 months. SUTR has trained 74 teacher candidates in four years; SPPS has hired 69 candidates from the program.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Darren Ginther, Director, Office of College and Career Readiness; Laurin Cathey, Executive Director, Human Resources; Dr. Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for funds to provide SUTR resident stipends and develop a high school education career pathway; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: September 17, 2019

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

A. PERTINENT FACTS:

1. The Minnesota Historical Society accepts applications for transportation reimbursement to Minnesota Historical Society museums and sites.
2. Multiple Saint Paul Public Schools applied for a grant to cover the cost of buses for student field trips to MNHS sites and museums. The goal of this project is to provide an opportunity for children to learn outside the classroom setting.
3. Saint Paul Public Schools will serve as fiscal agent for the project. Each grant is for approximately \$120.
4. This project aligns with the District strategic plan focus area of Effective and Culturally Relevant Instruction by providing a learning experience that extends beyond the classroom.
5. These are new grant-funded projects.
6. This item is submitted by Rebekah Doyle, Grant Management Coordinator; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit multiple grants to the Minnesota Historical Society for funds to cover the cost of field trip transportation; to accept funds if awarded; and to implement the projects as specified in the award documents.

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

DATE: September 17, 2019

TOPIC: Contract between SPPS and Hamline University

A. PERTINENT FACTS:

1. Roles and Responsibilities of SPPS:
 - a. SPPS will provide opportunities for University students to observe classroom lessons and provide support to SPPS students that is aligned with SPPS curriculum, to the extent determined appropriate exclusively by SPPS
 - b. SPPS teachers will provide direction, support, and training to University students placed in SPPS classrooms
 - c. SPPS may conduct background checks of University students referred to SPPS as set forth
 - d. SPPS is authorized to refuse to place any University student in its schools, provided that such SPPS action is in compliance with applicable laws
 - e. SPPS staff will attend relevant professional development with University staff
 - f. SPPS will provide information and materials to the University for University students regarding SPPS policies and procedures
2. Roles and Responsibilities of Hamline University
 - a. University staff will assist SPPS in the development of professional development sessions regarding Literacy, STEM, Personalized Learning, and ELL; as necessary to satisfy the requirements established by SPPS
 - b. University staff will attend professional development as detailed
 - c. University will select and refer to SPPS only University students that have successfully completed the training course developed by SPPS
 - d. University will select and refer to SPPS only University students
 - e. University will notify University students participating under this MOU that SPPS may conduct background checks of University students referred to SPPS, as permitted by law
 - f. University students are responsible for understanding and following all SPPS policies and procedures
3. This contract is for August 15, 2019 to June 9, 2020.
4. This item aligns to the Strategic Plan focus areas of Effective and Culturally Relevant Instruction, Family and Community Engagement and College and Career Paths.
5. This item is submitted by Dr. Joshua Delich, Assistant Superintendent; Dr. Efe Agbamu, Assistant Superintendent; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the contract between SPPS and Hamline University.

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

DATE: September 17, 2019

TOPIC: Request Permission to Enter into a Two-Year Contract with Santander Leasing to Lease Three Multi-Functional School Activity Buses for Early Childhood Family Education (ECFE) for 2019 - 2021

A. PERTINENT FACTS:

1. Permission to enter into a lease agreement with Santander Leasing LLC (as assigned by Hoglund Bus and Truck).
2. This will be a two-year lease for three Multi-Functional School Activity Busses with the total cost being \$68,570 (ECFE Referendum Funding). ECFE provides transportation for Family Literacy and culturally specific classes. ECFE recently completed a four-year lease for three Multi-Functional School Activity Busses with Santander Leasing.
3. Funding for the lease will come out of the Early Childhood Family Education Referendum Budget.
4. This project will meet the district strategic plan focus area of Effective and Culturally Relevant Instruction by increasing our capacity to meet the instructional needs of each learner (insuring students have access to education) and eliminating barriers to learning among a racially, culturally and linguistically diverse population.
5. This item is submitted by Monica Potter, Supervisor, Early Childhood Family Education; Anthony Walker, Director, Department of Community Education; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into a Lease Agreement with Santander Leasing LLC (as assigned by Hoglund Bus and Truck) for Early Childhood Family Education for a total of \$68,570 over a two-year lease.

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

DATE: September 17, 2019

TOPIC: Approval of an Employment Agreement with Bricklayers and Allied Craftworkers Local Union No. 1 of Minnesota to Establish Terms and Conditions of Employment for 2019-2022

A. PERTINENT FACTS:

1. New Agreement is for the three-year period May 1, 2019 through April 30, 2022.
2. Contract changes are as follows:

Wage and benefit changes reflect prevailing wage for the industry. Year one reflects a \$1.98 total increase. The second year reflects \$2.10 total increase and third year total increase is \$2.05.
3. The remaining language provisions of the previous contract remain essentially unchanged, except for necessary changes to dates and outdated references.
4. The District has two regular F.T.E. in this bargaining unit.
5. The estimated total of all new costs (including wage adjustment, insurance, pension adjustments and non-taxable costs) for this agreement has been calculated as follows:
 - in the 2018-19 budget year (May 1, 2019-June 30, 2019): \$1,272
 - in the 2019-20 budget year (July 1, 2019-June 30, 2020): \$11,615
 - in the 2020-21 budget year (July 1, 2020-June 30, 2021): \$31,496
 - in the 2021-22 budget year (July 1, 2021-June 30, 2022): \$26,042
6. This item will meet the District's strategic plan focus areas of Program Evaluation and Resource Allocation.
7. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Jim Vollmer, Assistant Director of Employee/Labor Relations; Laurin J. Cathey, Executive Director of Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Bricklayers and Allied Craftworkers Local Union No. 1 of Minnesota, is the exclusive representative; duration of said Agreement is for the period of May 1, 2019 through April 30, 2022.

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

DATE: September 17, 2019

TOPIC: Approval of Memorandum of Agreement with Twin City Glaziers, Architectural Metals and Glass Workers, Local 1324, to Establish Terms and Conditions of Employment for 2016-2017

A. PERTINENT FACTS:

1. The Memorandum of Agreement is for a one-year period, June 1, 2016, through May 31, 2017.
2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix C (Salary) and Appendix D (Benefits).
3. The District has two regular FTE in this bargaining unit.
4. Wage and benefits changes reflect prevailing wage.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
 - in the 2015-2016 budget year (June 1, 2016 – June 30, 2016): \$715
 - in the 2016-2017 budget year (July 1, 2016 – May 31, 2017): \$7,864
6. This item will meet the District's strategic plan focus areas of Program Evaluation and Resource Allocation.
7. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Jim Vollmer, Assistant Director of Employee/Labor Relations; Laurin J. Cathey, Executive Director of Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom Twin City Glaziers, Architectural Metals and Glass Workers, Local 1324, is the exclusive representative; duration of said agreement is for the period of June 1, 2016 through May 31, 2017.

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

DATE: September 17, 2019

TOPIC: Approval of Memorandum of Agreement with Twin City Glaziers, Architectural Metals and Glass Workers, Local 1324, to Establish Terms and Conditions of Employment for 2017-2018

A. PERTINENT FACTS:

1. The Memorandum of Agreement is for a one-year period, June 1, 2017, through May 31, 2018.
2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix C (Salary) and Appendix D (Benefits).
3. The District has two regular FTE in this bargaining unit.
4. Wage and benefits changes reflect prevailing wage.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
 - in the 2016-2017 budget year (June 1, 2017 – June 30, 2017): \$697
 - in the 2017-2018 budget year (July 1, 2017 – May 31, 2018): \$7,672
6. This item will meet the District's strategic plan focus areas of Program Evaluation and Resource Allocation.
7. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Jim Vollmer, Assistant Director of Employee/Labor Relations; Laurin J. Cathey, Executive Director of Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom Twin City Glaziers, Architectural Metals and Glass Workers, Local 1324, is the exclusive representative; duration of said agreement is for the period of June 1, 2017 through May 31, 2018.

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

DATE: September 17, 2019

TOPIC: Approval of an Employment Agreement with Twin City Glaziers, Architectural Metals and Glass Workers, Local No. 1324, to Establish Terms and Conditions of Employment for 2018-2019

A. PERTINENT FACTS:

1. New Agreement is for a one-year period, June 1, 2018, through May 31, 2019.
2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix C (Salary) and Appendix D (Benefits).
3. The District has 2 regular FTE in this bargaining unit.
4. This contract agreement reflect wage and benefit changes that reflect prevailing wage for the industry. The total cost increase is \$1.95.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
 - in the 2017-2018 budget year (June 1, 2018 – June 30, 2018): \$545
 - in the 2018-2019 budget year (July 1, 2018 – May 30, 2019): \$5,995
6. This item will meet the District's strategic plan focus areas of Program Evaluation and Resource Allocation.
7. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Jim Vollmer, Assistant Director of Employee/Labor Relations; Laurin J. Cathey, Executive Director of Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Employment Agreement concerning the terms and conditions of employment of those employees in this school district for whom Twin City Glaziers, Architectural Metals and Glass Workers, Local No. 1324, is the exclusive representative; duration of said agreement is for the period of June 1, 2018 through May 31, 2019.

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

DATE: September 17, 2019

TOPIC: Approval of an Employment Agreement With International Union of Painters & Allied Trades District Council 82 to Establish Terms and Conditions of Employment for 2019-2022

A. PERTINENT FACTS:

1. New Agreement is for the three-year period May 1, 2019 through April 30, 2022.
2. Contract changes are as follows:

Wage and benefit changes reflect prevailing wage for the industry. Year one reflects a \$2.00 total increase; the second and third year total increase is \$2.00 total increase each year.
3. The remaining language provisions of the previous contract remain essentially unchanged, except for necessary changes to dates.
4. The District has eight regular FTE in this bargaining unit.
5. The estimated total of all new costs (including wage adjustment, insurance, pension adjustments and non-taxable costs) for this agreement has been calculated as follows:
 - in the 2018-19 budget year (May 1, 2019-June 30, 2019): \$2,716
 - in the 2019-20 budget year (July 1, 2019-June 30, 2020): \$16,294
 - in the 2020-21 budget year (July 1, 2020-June 30, 2021): \$27,505
 - in the 2021-22 budget year (July 1, 2021-June 30, 2022): \$27,505
6. This item will meet the District's strategic plan focus area of Program Evaluation and Resource Allocation.
7. This request is submitted by;; Joyce Victor, Negotiations/Employee Relations Assistant Manager; Jim Vollmer, Assistant Director of Employee/Labor Relations; Laurin J. Cathey, Executive Director of Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom International Union of Painters & Allied Trades District Council 82, is the exclusive representative; duration of said Agreement is for the period of May 1, 2019 through April 30, 2022.

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

DATE: September 17, 2019

TOPIC: Community Action Partnership Head Start and St. Paul Public Schools
Memorandum of Understanding

A. PERTINENT FACTS:

1. Community Action Partnership Head Start and the St. Paul Public Schools will enter into a partnership that spans across student enrollment, early childhood screening, early childhood special education and kindergarten transition.
2. Community Action Partnership Head Start and the St. Paul Public Schools have a long history of partnership. The Memorandum of Understanding will facilitate ongoing partnership.
3. The Memorandum of Understanding will be in effect for two years.
4. See attached Executive Summary.
5. This project will meet the District strategic plan long term outcome of improving kindergarten readiness.
6. This item is submitted by Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into this partnership.

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

DATE: September 17, 2019

TOPIC: Memorandum of Understanding between Saint Paul Public Schools and Xcel Energy

A. PERTINENT FACTS:

1. Partners in Energy provides communities in Minnesota free services to develop an energy plan and assistance with implementing that plan.
2. Xcel Energy will provide experts in community planning, energy consulting and facilitation to assist in developing an energy assistance plan that will establish energy objectives and strategies designed to help achieve energy goals.
3. This is a two-year program that can pave the way for on-going community involvement.
4. This item meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
5. This item is presented by Jeff Connell, Assistant Director of Facilities, Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to execute a Memorandum of Understanding between Xcel Energy and Independent School District No. 625 in order for the District to participate in the Partners in Energy Community Collaboration.

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

DATE: September 17, 2019

TOPIC: Request Permission to Enter into an Agreement with Hennepin Healthcare System, Inc. to Provide Flu Shot Clinics

A. PERTINENT FACTS:

1. Hennepin Healthcare System, Inc. (HHSI) and the Saint Paul Independent School District #625 intend to provide influenza clinics at school sponsored events with 200 or more people attending.
2. HHSI, formerly Metropolitan Visiting Nurse Association (MVNA), has provided flu shot clinics in SPPS and Minneapolis Public Schools since a collaborative partnership in 2010.
3. This project will meet the District strategic plan focus area of Family and Community Engagement.
4. Requested by Mary Yackley, Supervisor, Student Health and Wellness; Marcy Doud, Assistant Superintendent of Specialized Services; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to enter into an agreement with Hennepin Healthcare System, Inc. to provide flu shot clinics.

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

DATE: September 17, 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 July 1 – July 31, 2019.

(a) General Account	#713930-715102	\$55,357,243.09
	#0003413-3459	
	#7003386-7003415	
	#0003730-0003818	
(b) Debt Service	-0-	<u>\$7,554,466.65</u>
(c) Construction	-0-	<u>\$2,982,633.81</u>
		<u>\$65,894,343.55</u>

Included in the above disbursements are two payrolls in the amount of \$11,516,577.28 and overtime of \$58,715.29 or 0.51% 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 December 31, 2019.

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

DATE: September 17, 2019

TOPIC: Active Employee and Early Retiree Health Insurance

A. PERTINENT FACTS:

1. The District is in the second year of a two-year contract with HealthPartners. The current contract has a rate cap guarantee of 7% for the 2020 plan year.
2. The School District provides health insurance coverage through HealthPartners for approximately 4942 active employees and 500 early retirees. The District's current cost is approximately \$52,383,900 for active employees and \$6,100,000 for early retirees.
3. The District currently offers active employees and early retirees, who are not yet Medicare eligible, six HealthPartners plan options. The plan offerings and monthly premiums for 2020 are shown below:

Open Access*	Single	Single Plus One	Family
CoPay (formerly Distinctions) Plan	\$803.00	\$1808.00	\$2097.00
HRA Deductible Plan	\$690.00	\$1518.00	\$1771.00
HSA High Deductible Plan	\$570.00	\$1282.00	\$1487.00

SmartCare*	Single	Single Plus One	Family
Co-Pay Plan	\$723.00	\$1627.00	\$1888.00
HRA Deductible Plan	\$626.00	\$1372.00	\$1603.00
HSA High Deductible Plan	\$513.00	\$1154.00	\$1338.00

* Premium rates include the commissions, administrative fees and dollar value of the account

4. The District's Benefit Labor Management Committee recommends acceptance of this renewal contract at the proposed rates.
5. This agreement supports the District's strategic plan focus area of Program Evaluation and Resource Allocation.
6. This item is submitted by Joyce Victor, Benefits Manager; Laurin Cathey, Executive Director, Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education approve a contract for active employee and early retiree health insurance coverage with HealthPartners, effective January 1, 2020, at the proposed premium renewal rates.

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

DATE: September 17, 2019

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

A. PERTINENT FACTS:

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

Vendor	Description	Amount	State Contract ID Or Bid Number
Becker	Snow Removal	\$20,000	RFP #A218180
TK Outdoors	Snow Removal	\$20,000	RFP #A218180
Remackle	Snow Removal	\$75,000	RFP #A218180
Iceman	Snow Removal	\$90,000	RFP #A218180
Prescription	Snow Removal	\$120,000	RFP #A218180
	Total	\$325,000	

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

B. RECOMMENDATION:

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

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

DATE: September 17, 2019

TOPIC: Parking Memorandum of Understanding between Saint Paul Public Schools and The Boys and Girls Club Twin Cities at 271 Belvidere Street East

A. PERTINENT FACTS:

1. The purpose of this Memorandum is to formalize the parking agreement between SPPS at 271 Belvidere E and the Boys and Girls Club Twin Cities (BGCTC), 291 Belvidere St E.
2. In order to provide more parking spaces for staff, the BGCTC parking lot will be available for parking for SPPS staff from 6:00 a.m. to 1:00 pm on Monday through Friday during the traditional school year calendar.
3. Since SPPS staff do not need the parking lot in the summer months after the last teacher work day in June, the parking lot shall be available starting the Monday of the week before school starts, in late August.
4. This agreement is for SPPS staff only, and not for families or other SPPS building visitors.
5. There will be no charge to SPPS for the use of the BGCTC parking lot.
6. This item meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
7. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to execute the Parking Memorandum of Understanding between The Boys and Girls Club Twin Cities and Independent School District No. 625 in order to formalize the parking agreement at 271 Belvidere Street East.

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

DATE: September 17, 2019

TOPIC: Settlement of a Partially Insured Claim

A. PERTINENT FACTS:

1. On or about May 11, 2017, the School District was served a lawsuit regarding an employment matter which was partially insured.
2. The matter can be settled for a payment of \$525,000 by the District and/or its insurer.
3. This settlement supports the District's strategic plan focus area of Program Evaluation and Resource Allocation.
4. This item is submitted by Kenyatta McCarty, Interim Executive Director of Human Resources; Charles Long, General Counsel; and Dr. Joe Gothard, Superintendent.

B. RECOMMENDATION:

That the Board of Education approve the payment in the above referenced suit and authorize School District administration to issue payment in the amount of \$50,000, and direct its insurer to issue payment in the amount of \$475,000, which includes the School District's \$100,000 deductible.

Salary Comparison (Board Positions)

Kenyatta McCarty
Interim Executive Director,
Human Resources
9.17.19



Data Points

Local comparables were selected by their relative proximity to SPPS

All of the selected local comparables use a periodic review approach (Frequency ranges from 2-5 yrs).

- Mpls calls for a 2yr review but has not conducted one since 2015

- 113 • Anoka calls for a 3 yr review

National Comparables were selected because of their similarity to SPPS in size and student demographics.

- Des Moines and Portland are volunteer positions.



Data Points, cont.

Ramsey County Commissioners

- Annual Budget \$738.12 million
- Chair salary: \$95,313
- Commissioner salary: \$92, 493

City of Saint Paul Council Members

- Annual Budget \$714.62 million
- Council Member salary: \$66,372

Saint Paul Public Schools

- Annual Budget \$794 million



BOE Comp Review

Baseline

St. Paul \$10,800 \$10,800 \$10,800 \$10,800

District	Chair		Vice Chair		Clerk		Director/Member	
Comparables		SPPS%		SPPS%		SPPS%		SPPS%
Anoka	\$15,600	0.69	\$14,400	0.75	\$14,400	0.75	\$14,400	0.75
MPLS	\$22,000	0.49	\$22,000	0.49	\$20,000	0.54	\$20,000	0.54
Bloomington	\$7,200	1.50	\$7,200	1.50	\$7,200	1.50	\$7,200	1.50
Brooklyn Center	\$5,000	2.16	\$5,000	2.16	\$5,000	2.16	\$5,000	2.16
Osseo	\$10,200	1.06	\$9,000	1.20	\$9,300	1.16	\$9,000	1.20
St. Cloud	\$8,316	1.30	\$7,236	1.49	\$7,236	1.49	\$7,236	1.49
(Nat'l)								
Des Moines	Volunteer position							
Portland	Volunteer position							
Rochester (NY)	No Data							

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Options

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Option A	Option B
Age salaries 2% each year from 1988 (last year of a documented increase) & continue with a set periodic review.	Increase wages to requested salary and eliminate district contribution.
Chair: \$20,000/yr	Chair: \$20,000/yr; to include an additional \$150/mo business allowance
Vice Chair/Directors: \$18,000/yr	Vice Chair/Directors: \$20,000/yr

- Recommended options meet or slightly surpass MPS and Anoka
- Accounts for appropriate aging of salaries
- Salaries are competitive with local comparables
- MPS and Anoka do not have district contributions
- Option A includes district contribution. Leads the market





Saint Paul
PUBLIC SCHOOLS

Proposed Pay20 Levy

Marie Schrul, Chief Financial Officer

September 17, 2019

Purpose

- To provide preliminary estimates to the Board of Education regarding the Pay20 levy calculation

The Basics

- School levy authority is established in law
- School budgets are a combination of state, federal and local funding.
- Unlike cities and counties, the Pay20 school levy funds the 2020-21 school year
- Levies contribute to approximately 20% of SPPS budget
- Levy can only move down after October 1

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Planning Assumptions (staff estimates)

- All figures in this report are based on Administration's best estimates, using the statutory authorized amounts
- MDE provided updated Pay20 levy calculations on September 13
- MDE will continue to make adjustments to the SPPS numbers through September

Factors Impacting 2020 School Levies

- Changes in tax base
- Legislative changes to education formulas
- Referendum inflationary increase
- Pension contribution changes required by law
- 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

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Proposed Pay20 Levy Ceiling

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Levy Category	Certified Pay19 Levy	SPPS Estimated Pay20 Levy limitation as of 9/13/19	Difference
Operating	\$ 71,112,468	\$71,690,325	\$577,857
Pension/OPEB/Contractual	39,544,458	37,860,071	(1,684,387)
Facilities	64,258,911	74,393,597	10,134,686
Community Service	<u>3,779,160</u>	<u>3,685,754</u>	<u>(93,406)</u>
Total - All Levy Categories	\$ 178,694,998	\$187,629,747	\$8,934,749
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 4.6% Ceiling	Estimated Change at 5.0% Ceiling
\$ 75,000	(\$20.62)	(\$19.46)
100,000	(26.91)	(25.07)
199,800	(51.91)	(47.28)
300,000	(77.00)	(69.57)
400,000	(102.05)	(91.84)
500,000	(127.48)	(114.67)

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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 4.6% Ceiling	Estimated Change at 5.0% Ceiling
\$ 75,000	\$1.51	\$2.67
100,000	15.15	16.99
199,800	31.47	36.10
300,000	48.43	55.86
400,000	65.08	75.29
500,000	66.42	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)

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Estimated Commercial/Industrial Market Value	Estimated Change at 4.6% Ceiling	Estimated Change at 5.0% Ceiling
\$ 200,000	(\$57.63)	(\$52.07)
500,000	(150.83)	(135.00)
525,000	(158.72)	(142.05)
1,000,000	(306.60)	(273.68)

Source: Ramsey County

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

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 Worksession
	September 17	BOE Meeting: Present proposed Pay20 Levy
	September 23	JPTAC (Joint Property Tax Advisory Committee) adopts joint advisory joint levy resolution
126	September 24	SPPS sets Pay20 levy ceiling at special BOE
	October 1	SPPS provides Pay20 levy ceiling data to Ramsey County and MDE. Cities and Counties also certify by this date.
	October 1 – November 10	Ramsey County calculates taxes and prepares tax statements
	November 12	Anticipated Ramsey County mailing of tax statements
	December 3	Proposed date for Truth in Taxation Public Hearing
	December 17	BOE certifies Pay20 levy
	December 30	SPPS certifies Pay20 levy to Ramsey County

Requested Action

- Accept as information, preliminary levy for purposes of estimating joint levy for JPTAC meeting Monday, September 23
- Approve a Special BOE meeting on 9/24/19 at 6pm to certify the Pay20 Levy ceiling
- Set the date for the Taxation and Budget Hearing for December 3rd at 6pm (COB meeting that evening)

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Questions?

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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