



Saint Paul Public Schools

Regular Meeting

Tuesday, August 20, 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

August 20, 2019
6:05 PM

A G E N D A

I. CALL TO ORDER	
II. ROLL CALL	
III. APPROVAL OF THE ORDER OF THE MAIN AGENDA	
IV. RECOGNITIONS	
A. Acknowledgement of Staff	6
V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA	
VI. APPROVAL OF THE MINUTES	
A. Minutes of the Regular Meeting of the Board of Education of July 23, 2019	7
B. Minutes of the Special Meeting of the Board of Education of August 13, 2019	28
C. Minutes of the Special Meeting of the Board of Education of August 15, 2019	30
VII. COMMITTEE REPORTS	
A. Committee of the Board Meeting of August 7, 2019	32
VIII. SUPERINTENDENT'S REPORT	
A. Resolution to Form Equity Committee	42
B. Back to School Report	44
C. FMP External Review Team Update	67
D. Human Resource Transactions	75
IX. CONSENT AGENDA	
The Consent Agenda items below fall under one or more of the SPPS Achieves Strategic Plan Focus Areas.	
A. Gifts	
1. Acceptance of Gift from Lynn and Gloria Johnson Family Foundation	87
B. Grants	
1. Request for Permission to Accept a Grant from the Minnesota	88

Department of Human Services	
2. Request for Permission to Accept a Grant from the University of Minnesota Bell Museum of Natural History	89
3. Request for Permission to Accept a Grant from the US Soccer Foundation	90
4. Request for Permission to Submit a Grant to Blue Cross Blue Shield Minnesota	91
5. Request for Permission to Submit a Grant to the Minnesota Indian Affairs Council - Dakota and Ojibwe Language Programs	92
6. Request for Permission to Submit a Grant to the St. Paul and Minnesota Foundations	93
7. Request for Permission to Submit a Grant to the St. Paul Children's Collaborative	94
C. Contracts	
1. Contract with Metro Transit	95
2. Request for Permission to Contract with SELBI (Social, Emotional, Learning, Behavior Intervention) for Behavior Intervention Specialist Support SY 2019-20	96
3. Request for Permission to Contract with St Paul Youth Services for Behavior Specialist Program Support SY 2019-20	97
4. Sanneh Foundation Dreamline Program SY 2019-20	98
D. Agreements	
1. Approval of Employment Agreement Between Independent School District No. 625 and International Union of Operating Engineers, Local No. 70, Exclusive Representative for Custodians	99
2. Lease Agreement with Community Action Partnership of Ramsey & Washington County - Head Start	100
3. EL Education Cooperation Agreement for 2019-20 SY	101
4. MOU between Hamline U and Hamline Elementary	
E. Administrative Items	
1. Monthly Operating Authority	102
2. 2019 Facilities Radon Testing Results	103
3. Settlement Agreement	106
F. Bids	
1. Classroom Audio Visual Upgrades at Maxfield, Bridge View, Focus Beyond, and Wheelock	107
G. Change Orders	

X. OLD BUSINESS

A. Policy Update

1. FIRST READING: 503.01 - Children & Youth Experiencing Homelessness 108

XI. NEW BUSINESS

- A. Summary of the Annual Performance Evaluation of the Superintendent 121

XII. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

C. Board of Education Reports/Communications

XIII. FUTURE MEETING SCHEDULE 122

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

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

XIV. ADJOURNMENT

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

DATE: August 20, 2019

TOPIC: Acknowledgement of Staff

A. PERTINENT FACTS:

1. 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

2. 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

July 23, 2019

I. CALL TO ORDER

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

II. ROLL CALL

Present: Mr. Marchese, Ms. Ellis, Ms. Foster (present, but missed roll call), Mr. Brodrick, Ms. Xiong, Ms. Vanderwert, Mr. Schumacher, Superintendent Gothard, Mr. Long, General Counsel, and Ms. Dahlke, Assistant Clerk

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS - None

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Consent Agenda with items the exception of B8 – Request for Permission to Submit a Grant to the McKnight Foundation, B10 – Request for Permission to Accept a Grant at Bridge View School from the Minnesota Department of Education, C2 – Fraser Contract for Early Learning Programs, and E6 – Long-Term Facilities Maintenance (LTFM) Revenue Program Submittal to Minnesota Department of Education (MDE), which were pulled for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of June 18, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of June 18, 2019 as published. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

A. Minutes of the Special Meeting of the Board of Education of June 30, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Special Meeting of the Board of Education of June 30, 2019, as published. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS - None

Because there was not a Committee of the Board Meeting in July, there was no Committee Report.

VIII. SUPERINTENDENT'S REPORT

A. District's Health and Benefits Program Update

Superintendent Gothard welcomed Executive Director of Human Resources, Laurin Cathey, to provide an update on Saint Paul Federation of Educators' and Teamsters to gather information and vote to enter into the Public Employees' Insurance Program (PEIP). There is currently another year within the contract, and we support opportunities for health care coverage that offers flexibility and is cost effective. If the District terminate the contract early, it would generate a \$4M early termination fee. He recapped the letter sent to SPFE leadership that asked them to delay the change to PEIP to January 1, 2021, which would fulfill our contract with HealthPartners and prepare for new enrollment. He also stated that when HealthPartners was selected, and the 2nd year of the contract was capped to fulfill the two years of the contract, and for us to expect them to waive the fee is quite an ask when we in good faith negotiated the contract with them.

Executive Director Cathey then provided facts relative to the RFP and decision-making. The RFP process included three finalists – HealthPartners, Medica, and PEIP. While PEIP was the lowest bid financially, the LMC process considered other factors in addition to financials, and examples were provided. He also provided details on the RFP process and timing, and intentional in the process for reflection and discussion before details on the LMC evaluation, scoring and decision. He further explained our work and implementation and continuation of our current healthcare plan, which is two years, and details on the Health Insurance Transparency Act and statutory language. He also noted past trends in the SPPS health care contract, as well as the potential effects of moving to PEIP for employees and the District.

QUESTIONS/DISCUSSION:

- For certification, the 9-7 vote to stay with HealthPartners that Executive Director Cathey mentioned, when was that? Response: That vote, both the 9-7 and subsequent decision to take a unanimous perspective forward happened in May 2018.
 - Was there a second vote of the LMC more recently? Response: There was not a second vote of the LMC. The opportunity given to them to move did happen within those bargaining units and conversations with their membership.
 - Director Schumacher noted then, that there was an opportunity and openly discussed a year ago before the contract was signed to determine the best way forward.
- Director Marchese noted his appreciation for the clarifications and understanding of the feelings around this topic, and those included in Public Comment. It's clear that the District should not be paying an additional cent to anyone as a result of this. As a member of the Board, it is his responsibility to ensure we are making decisions that are fiscally sound. We have a long way to go before any money leaves the district – especially \$4M.
- In the discussion around the Labor Management Committee (LMC), did any members of SPFE express an intent to use the statute to move to PEIP? Response: No, not during the LMC meetings. Our first notice of the intent was indicated in March 2019.
- At the time going through LMC process, no one representing SPFE discussed moving their bargaining unit to another plan at the time? Response: Correct.
- If they had something at that time, would it have made a difference in the District's decision to contract with HealthPartners? Response: We would have stepped back to reflect, because not going to the decision with the full group would have had an impact.
- It would have impacted the rates that HealthPartners negotiated? Response: Yes, it did. It would have had an impact on those rates and the contract.
- In talking about the statute and way it works, it's unclear. Executive Director Cathey then provided more details on the statute and the process to move to the PEIP insurer, including timing, when the bargaining units join the new insurer, and stipulations on notifying the state commissioner of insurance.
- At this time, there has not been a notification to the commissioner.
- In our contract with HealthPartners, and the \$4M penalty, and how it's calculated. Response: The early termination fee is a calculation used in looking at the complete population the day before the transition, and take employees and multiply the difference in standard and preferred rates, which is then multiplied by the number of months that exiting contract early – which would be a full 12 month period.
- Does the early termination fee happen if a portion of the bargaining units, or does it happen if everyone leaves? Response: If we lose more than 10% of the original population, the early termination fee is applied. If the District runs two plans, the exiting of the majority of our staff would require us to pay that early termination fee.
- What would the impact on the rates on the bargaining units remaining for the HealthPartners plan? Response: We would see a 22% increase for year 1, and unfortunately, they cannot provide rate caps for years going forward, and see a compounding impact on year after year.
- Who would pay the cost for the 22% increase? Response: It depends on the contract, but have a shared approach where the District makes contributions to each employee based on their contract. If the rates go up 22%, we would imagine at negotiations that bargaining units would ask the District to pay a portion of that, and some would be transferred to the employee as well. It is an "and" scenario – with the \$4M penalty and rates increase.
- With PEIP, there is a change in terms of the premiums. What is the difference in the premiums of those who would be moving, and what the change would be when they move to PEIP? Is there a savings they would experience? Response: For those moving to PEIP, there would be an initial savings in premium, versus what is projected for next year, and will be about 5%, because PEIP is at about 2.5%, versus the 7% at the start of the year. Dollar amounts can be provided.
- With the HealthPartners penalty provision, it suggests that some discretion that HealthPartners has to waive the penalty if it is by interest of state or federal law to make a change. Have there been conversations with HealthPartners about that? Response: Yes, we have. That provision that allows a leniency or forgiveness that speaks to legislation that is mandatory, and in this case, it is a voluntary process.

- It was noted that it is mandatory to the District to move when the bargaining units have the right under the statute to move. It is not a discretionary decision by the District, it is the operation of the state statute. There is discussion to be had with the contractor, to have a conversation about the impact of that statute with our vendor.
- When looking at the totality of the process and the LMC operations, what is the purpose of doing this through the LMC as opposed to the District making the decision. Response: There are two reasons – through the LMC, we wanted voice of all our employees represented in the decision making process. The second reason to have a LMC is to bring transparency to the process, so those who have the vote are well informed.

B. Culturally Relevant Instruction: Instruction, Curriculum and Ethnic Studies

Superintendent Gothard then introduced Hans Ott, Assistant Superintendent of the Office of Teaching and Learning, and Rebecca Biel, Social Studies Supervisor, to present.

SPPS Achieves

- Strategic Initiative 3a prioritizes culturally relevant practices
- Strategic Initiative 3b prioritizes creating a well-rounded education for all students
- In 2018, SPPS developed a continuum for culturally relevant curriculum as a guide for revising curriculum
- 8 Ethnic Studies elective courses inclusive of identity, ethnicity and ability

Culturally Relevant Instruction

- Equity: Construction and distribution of the 2019-20 professional development plan for equity
- Growth Mindset: Creation and facilitation of workshops and professional development plan for district offices, departments, and school leadership to create common understanding of effective and culturally relevant instruction
- 4Rs: Creation and distribution of Effective and Culturally Relevant Instruction (ECRI) practice protocol for consistent instruction.

Social Studies Course Revision Timeline

- The revision timeline for MN Studies 6, American Studies 7, Global Studies 8, World History, Human Geography, U.S. History, and Econ/Gov for years 2019-2023 were reviewed, including the Explore/Install phase, Initial phase, and Full phase.

Ethnic Studies

- African American
- American Indian/Indigenous
- Asian American
- Hmong
- Latinx
- Abilities
- LGBTQ
- Women

Ethnic Studies Course Offerings

- A bar graph showing the number of schools offering ethnic studies courses and the additions and increases throughout the years 13-14 to 19-20 were shown.

Next Steps

- Communication plan for students, families and schools about ethnic studies courses
- Expanding ethnic studies electives
- Implementing revised curriculum
- Culturally relevant instruction

QUESTIONS/DISCUSSION:

- For the developing curriculum is there curriculum that is based on research and evidence-tested? Do we have evidence that our curriculum works, and have we tested it and how? Response: We are using evidence-based materials based on evidence by James Bangs transformational rubric and the evidence rubric. Materials we buy need to be evidence and research based as well to support our curriculum. Purchasing materials alone does not create curriculum, but which book and set of materials is used when and implementing and depth of targets, and scaffolding the level of complexity of books. When we purchase materials, we take time to look through them and base them on the needs of the District, and move those items in the timeline.
 - It is a re-sorting of items. Are there curriculum that do move and have the same structure that you need to implement? Response: We haven't found many sets of materials that can adopt their curriculum and fits the needs of SPPS students "out of the box". Sometimes we may want subject pairs to line up, and some units might be adjusted. It depends on students' needs based on how teachers have unwrapped curriculum based on state standards and other needs of our students.
 - How do we know what we're doing works? Response: We know that we are making gains and having success with some systems, and some systems we do. We are seeing gains in classrooms and at specific schools. We use a variety of metrics, and our strategic plan calls upon a clear set of metrics and that is how we will evaluate the summative measure. We also have formative measures along the way as well. Our summative evaluation is how we are accelerating along the goals of the strategic plan. Examples of summative pieces were also detailed. We collect information along the way as well for formative data and teacher feedback and student-centered work. We need the change in practice and monitor our success through FAST and math assessments and results. Teachers are able to use tools to reinforce or reteach in small groups, and build cultural relevancy. There are formative pieces along the way.
- In talking about ethnic studies and culturally relevant instruction, it sounds more like about shaping and supporting a child's identity and how they view themselves in this world. How are we measuring that? Response: In 6a, our personalized learning plans, we are talking about self-identity and knowing our strengths is key. We will be using that personalized learning plan to develop those pieces. With our PBIS and social emotional learning, there are also components that will show us how students are seeing themselves as strengths and to their community. The strategic plan is asking us to do things differently, and initiatives will change or enhance our current work. We will also be collecting information there as well.
- Director Vanderwert noted that in her questions, she wants to highlight what is needed than curriculum is a change in culture and a way to approach children and families. That culturally relevant aspect won't show in MCAs, but in the culture of our district. Being able to measure that will be valuable.
- There was a presentation by SEAB and their recommendation was to create a new ethnic studies course that all SPPS student take in high schools, and also to embed critical ethnic studies to all curriculum in grades PreK-12. Is that the direction we are moving in? What does that look like in PreK-12? What will we be specifically doing in each level, and how long will that take? Response: We were approached with a recommendation to implement ethnic studies, and to do this in a way to offer as many opportunities, it does take time to do and do it well. In looking at ethnic studies and increasing the amount of courses from 5 in 2013-2014 to 17 in 19-20, and we have seen a rapid increase. One of the areas is are we able to say we are going to have a required ethnic studies class, and will be survey type class and meet the needs of our students, or various ethnic studies classes and offer those in as many schools as possible? We are looking to increase the amount of ethnic studies classes in every high school, revise social studies curriculum for middle schools and to holistically change the way we approach culturally relevant instruction across the district. There are some limitation to reduce ethnic studies to a survey course that is required, and seek permission from MDE, and change our policy on graduation. If that's the direction of the Board, we will plan in that way and take appropriate action to do that. In terms of changes to see in K-12, there's a deep dive into social studies curriculum, and a significant lift for all students, and continue work throughout curriculum revision, and experiences will have additive pieces around how we are engaging with topics related to curriculum that offer multiple perspectives and counter narratives. The synergy between se and cult relevant instruction – they are closely tied together and student experiences and will continue to change at an accelerated rate and student voice is centered in the room. We're supporting administration in what to look for,

and how to be collaborative and clear on expectations for dialogue and be purposeful. The whole district needs to support the educators, and the admin needs to be informed, and professional development at the building level and provide teacher time to train teachers.

- How are we addressing the recommendations from SEAB to the Board about their recommendations, and it was somewhat addressed that we do not have a definitive answer tonight to respond back to their recommendation for one ethnic studies courses for all students to take in our high schools? Response: We want something to happen at every grade level is what we're hearing, and that is the focus of our strategic plan with culturally relevant instruction, social-emotional learning, PBIS work, and personalized learning plan. That is the charge, and our job in OEL is to provide educators curriculum and materials and practices to ensure academic success, and ensure we are doing that at every grade level. We also offer those deep dives through high school career to fig into ethnic studies and our current suite of 8 courses.
- Director Xiong noted that she is glad that the discussion and recommendation from student group for ethnic studies is launching and for us to review and assess, and with the strategic plan to ensure that we also take a critical lens in our current state in regards to social studies, and glad it's happening and so needed. Wondering about who are the students that we know that are taking or enrolling in the current ethnic studies options that we currently have? Why is it that some schools seem to have some and not all? Response: We do have data on which schools are or are not. We are ensuring there are staff who are trained and courses offered across our high schools, and looking at them in cycles, so that more opportunities are available for students. Now that we have seen an increase, we need to look at who is taking those classes, or who is trying to but not able to due to other classes and pathways to higher-level classes. It is important to look at that data, and figure out what to do next to ensure they are fully being taken advantage of.
- The current ethnic studies courses are electives. When do all students get enriched and different ethnic studies knowing that these certain courses are only offered in some high schools, and knowing that it's not a course that is required, but based on interest? When do all students get the enrichment outside of social studies? Response: That happens through the culturally relevant instruction and work, so students should be aware of counter stories and absent narratives and multiple perspectives in all grades through Readers Workshop, and understanding multiple perspectives on historical events is critical. It's going to happen at each grade level in different content areas, and students will not have to wait for high school, but that is where they will be able to self-select their courses and want to go deeper in these areas. Ethnic studies needs to be part of our core curriculum, so that every student has it each year in each grade level, and that is the intent of culturally relevant instruction, and content presented, and have access to multiple perspectives. We will also continue to look at our capacity to offer or to propose a possible required class that everyone would take or have access to. That is the capacity to build in terms of teachers to teach, and to make an additional or substitute graduation requirement. We're not there yet, but have gone from 5 to 17 classes, and building a culture and community around ethnic studies. We continue to look at and to possibly make that recommendation.
 - There is that logistical piece to ensure we do it and do it well. When talking about relevant, and to whom? To our students or ideologies of adults? Are we listening to or hearing our students? Through conversations with students and SEAB, the whole intent to push for ethnic studies, is not just to have ethnic studies, and to have cultural relevant teaching for all grade levels, and that we change our culture in our school district, and that starts with affirming where we need to go and every student has enrichment, and in the age of the current political arena, that is the urgency of why our students and SEAB they want to see it now. This is so long overdue because all students need enrichment to learn about each other, themselves, and people in our city and state. Ethnic studies is not only an opportunity for students to learn about themselves and each other, and in studying other districts, and survey and we talk to students about their experiences, it's about how they all are able to build community together, and that's key. Our students are needing to be relevant right now for them. Plans and people change, but our students are asking for a long-term permanent idea that could address relevancy for our students today. Excited and glad to hear about changes in current courses, but think not doing enough for current students and have not truly heard our students.
- What is the experience that we want students to leave our classes and ethnic studies classes with? Response: We will continue to take and engage our stakeholders where students and teachers, and community voices are coming to gather to provide a rich curriculum that recognizes that ethnicity and

who it represents. That work is creating an opportunity for us to know and accelerate what goes into our core classwork. Our strategic plan is offering us to go more narrow and deep in critical pedagogy and culturally relevant instruction. We do need to continue to listen to transform our work, and it is being modeled and an elementary lead will help to accelerate the work at the elementary level to see students leaving classrooms having learned different narratives, and using multiple perspectives and absent narratives to be a catalyst for the discussion amongst the multiple ethnicities and identities in our classrooms. We want that to be core and critical in our coursework. We also want students to show up as their authentic selves. We want authentic relationships between students and educators.

- Director Xiong emphasized that right now with the current ethnic studies – only those students are getting the enrichment, and seeing the timeline by 2023 is when social studies courses will be implementing cultural relevancy and that is three years from now, and we will see three graduating classes leave our district without the enrichment. Response: We will have 11th graders next year who will be experiencing their U.S. History class in a different way than the previous class. That will happen next year. In middle schools, our 7th graders will experience their work differently than the 8th graders in the same building. That is happening and has been happening, and have been preparing for it through training over the summer and PD throughout the year for teachers. We are also adding those pieces on culturally-relevant instruction during Opening Week and educators engaging and learning around SPPS Achieves and particularly our EL students how it coalesces in the classroom. Plans have been made and we are implementing this fall and learning from and growing to further implementation and to collect data that we are doing things differently, and feedback from students and families is also key. It will be the work of all of us to get us there, and will be a big lift.
- In focusing on curriculum, curriculum and content go hand in hand. In the transformative approach, what are some concrete examples of how curriculum and content can satisfy the purpose for studies courses. Meet SPPS policy, also purpose to educate students to understand systems of power and authority, and empower students to understand and challenge systems of oppression. What are some examples of that implementation of curriculum and content will align to those three purposes? Response: In using the transformative approach for revising our current curriculum. We have taken the benchmarks and standards, and determined the learning outcomes. As we're looking at the ethnic studies courses, there may be two separate conversations. Core content courses – every student takes and they need to take it to graduate determined by MDE and state legislature. With the timeline, what's happening in each unwrapped units, and that curriculum. This takes us through where the capacity is to do the work – through teachers. It takes a year to do some of the explore and install, and then move to initial, and start over with others. This will be ongoing, and social studies standards revisions starting in 2021, and do another cycle of review. (Suggest all three objectives for core classes also.) In going through the process for transformative and moving from additive, as move through different approaches, they are not skipped. As moving through different approaches, and instruction grows, vet materials, and pedagogy grows. We are moving from additive approach towards bringing counter narratives, and examples were provided with the example of Westward Expansion, which in the additive method would include so many narratives and absent narratives of what Westward Expansion meant; as move towards transformative approach, it's not Westward Expansion, it's about United States colonialism. In talking about systems of power, it was very deliberate actions from those who have power to set forth policies to extend economic, political or social power.
- James Banks has been mentioned several times and his book. What is the work of the Oakland Unified School District, and make sure we are looking to see what fits SPPS particularly because of the uniqueness in terms of degree of diversity? What's Oakland doing that's so good? Response: California has been one of the leaders in looking at ethnic studies courses. These school districts of Oakland, San Francisco have been working for a few years to determine how they will do it. SPPS is actually ahead because we are also working on core content courses. As we look at with the Twin Cities area, and meeting with counterparts from Minneapolis Public Schools, they are also doing some of this work, and bring teachers together and working smarter with each other, and also bringing Anoka into conversations as well. MPS is looking what we have been doing for core content and history versus studies courses, which studies courses have units about identity, systems and power, resistance and resilience, transformation, continuity and change. MPS will be moving to what SPPS is doing, and how it fits their students and critical analysis of today's students with broad access to information, and are aware of there are other narratives and perspectives in looking at social studies topics.

- In talking about as we set up ethnic studies groups as electives, and things that we want to teach in those classes that we're also teaching in our core classes. There is that conflict that we need to live to state requirements, and movement to emphasize civics. How can we reconcile some of that? We need to talk of this a lot more, and suggest to talk more at a Committee of the Board. What about the conflict in state requirements? The benchmarks and standards for the MS state standards are in core content courses. Our electives, we can bring in standards from other disciplines. There are common core standards for social studies in reading and writing, which we use in core courses, and also in ethnic studies courses. In ethnic studies, it's not a full breadth survey of US History, and might have different perspectives and counter narratives. To take a deeper dive to one counter narrative, then those would be in an ethnic studies course. How do we ensure all students have access to take deeper dives to something they were introduced to in a core content course? That's part of the communication plan, and part of the work for this year to communicate to schools, families, and students about the courses.
- In reference to our SPPS policies, our curriculum and content must reflect the values and intent of our policies. The fact that those are the three references to the three policies, the next two are Oakland and James Banks. What are they doing? Response: There are policies and our end goal, and how we get there and the process. The research based practices for the processes of how to get to the end point. The policies are at the end, and how we get there in a way that is research based. James Banks and how do we get to these pieces, and school districts that have started this process 2-3 years before SPPS and their body of work that they have used in working with research arms in universities, or in collaboration with their community. Research for ethnic studies has come from universities, and California universities were one of the first to start ethnic studies programs. They have a history of partnerships with higher educations in ethnic studies courses. It is also looking at other school districts and what they have done as well as part of the research-base for this process.
- Director Brodrick noted that the Ethnic Studies framework from Oakland – what has happened there in the past 2-3 years? What are they doing that we should be doing? Response: In looking at key concepts and themes in a studies course, and looking at deeper dives and curriculum and units of study, including identity. What are questions students are asking as they learn? In looking at what makes an ethnic studies course and not a history course, those school districts have been looking at the key concepts and themes.
- In curriculum and content in regard to purpose, and asking about how to plug in these references, particular in Oakland and with James Banks, a board member noted that they fail to see the urgency addressed in previous comments in how to do this as soon as possible, in talking about 2021 and 2022. Searching for concrete examples about what to do differently inside the classroom that will satisfy our values and policies that we have written. How are we actually going to do that and how does it work? Response: James Banks is the pioneer of multicultural education, and the first to put the idea of multiple perspectives into curriculum. Oakland has what it means to be in an ethnic studies class, and to provide background knowledge to folks, and having teachers that want to teach it but may not know how, and it's starting from the ground and building it up from there to learn on critical pedagogical steps to be an effective ethnic studies teacher.
- Director Brodrick noted uneasiness we're talking about addressing mindset, and in academic freedom and individualized instruction, and teaching as an art, and uneasy with "mindset" used. Want to commend on communication with students, parents, families, and schools to get feedback. Most uneasiness with this is our curriculum and content we present in teaching must reflect our values and our policies. Concerned about much of terminology goes beyond what would be considered social studies curriculum, and borders on being social and political ideology, and that's where make sure understand the ideology that we are trying to promote. We must make sure there is a balance.
- Director Brodrick noted that we need to talk more about this before unveil what we intend to do and true motivations to our families and community, and to our stakeholders.
- Director Foster stated that in her two years and seven months on the board, this conversation began around ethnic studies and is really about race in our district, and we need to talk about race because the disparities happening in our district to our kids. We need to talk about that. Representation matters, and there is an urgency in ensuring our students show up and feel valued, and see themselves throughout the building. Kids get an education based on relevant, real events, curriculum is adaptable to community; that our children see themselves in books that represent them, and not tokenized to marginalized people and their voices are raised. We talk about pedagogy, and not just about

curriculum. We need to move forward, and know it's a process and takes time, but every day we waste not making concrete intentional decision for students is a day we have failed our kids. This is very personal, and take into consideration everybody, and there is a process. She hopes our city leaders and state leaders who are making decisions, mandating things, that we all need to uphold and take responsibility on what our community needs. We're waiting to do the work we need to be doing right now. We can't continue to keep doing what we have been doing because that is not working for the majority of our kids. We need to be accountable, and the urgency, and things need to move faster. Feeling discouraged with our ability what has to be done, and necessary, and promised to do. Representation matters.

- Director Schumacher noted that he appreciates in saying where our demographics with our teachers and our community, and that the community needs to be involved because we won't change from 80% white teachers to a very diverse working overnight, but need to have plans in place how we do that. Training is important, because there are examples where people of good will want to tackle it using what they believe to be common sense, and find the art of speaking about race, and intelligence and training is critical. That training and community, along with the curriculum, all need to be well-considered because there isn't time to fail. Appreciate work and the sense of urgency around it, but we are on the razor's edge to get done as soon as possible and needing to do it right. The communities and passion around the weight will increase. We don't live in a time of patience, and need to have a sustainable plan in place and conversations and honesty in the reactions and what we're doing. Go back to a desire for that urgency that is felt to be, and to continue to build a sustainable plan that will make a permanent difference and new world for our kids, and understanding the urgency felt by the community. Also means communicating in detail, transparent ways about what we are doing, a timeframe, and how we are working with the communities so it doesn't feel like waiting to hear, and all involved together in it. Thanks for this work and we need to be talking about race. We're all in it together, and comes down to our kids. Thanks to everyone for what they bring to the table.
- Does ethnic studies fall under social studies? Response: Yes, it falls under social studies and the Office of Teaching and Learning as electives.
- Chair Ellis noted that in looking through the SEAB presentation and the meaning of ethnic studies as one of her majors, is that it stands alone, and not just incorporated into everything we're doing. In talking about these are the courses we offer, and are electives, that means they stand alone, and not fits into social studies. It's enough on its own to be its own subject matter. An ethnic studies course would fit under ethnic studies, and not part of social studies.
- Director Xiong thanked Director Foster for her words and feelings. She also clarified that we know our students want to see a commitment that is system and permanent, regardless of tenure on the board or strategic plan, or superintendent. We are not hearing them. We listen to their presentation, but did not hear them. Discussion with superintendent is about race, and glad it was brought up. When it comes to push about race through ethnic studies, felt it was shrugged aside the importance of ethnic studies. It's important that we implement, assess, and the work we need to do for social studies, and now encompassed our conversation. Yet when students came before us it was talking about THE ethnic studies class. Multiple things need to happen. We need to move in the direction presented, and also address the here and now. She encouraged Administration to explore what it will look like for SPPS to not be mandated by the State, like in California, take the bold stance what it looks like for all students to graduate with an ethnic studies course, what that looks like, and what is the timeline. That plan needs to be discussed and shared with us. When it comes to race, it is set aside to be talked about in a bigger umbrella. We need to talk about race right now. Response: Chief of Staff Baker provided more information being the project manager on this, and given SEAB's recommendations and moving forward, we said we would provide a potential way forward. Direction was given. Context on this because team has worked hard and contemplate and try to deal with questions asked and thanked them for their work. We understand there is a concern, and hear, and say that we hear the Board and understand where coming from. Direction was given to staff to provide a way forward given current state and how to move forward with ethnic studies courses. Staff also dealt with what has been brought up concerning a required class. If something comes into the system, what potentially leaves? There are conversations on that and passion on both sides, and strong ideas on what should be replaced. This team grappled with that, and provide context and way forward, we are still committed to ethnic studies, and every child to have an infusion in their curriculum for core classes – dealing with how, given timeframe and urgency. Will take back urgency that put forward and that we are not meeting the

mark. Do want to highlight this team struggled hard. We did think through items and ensuring students have strong educational experience with studies experience in all classes. He provided context because ultimately this team will go back to the drawing board to make a timeline content fit within this. We hear you and are planning to bring back what you have said.

- Director Xiong noted the work of the team and their great job. We need all of it together to do this work. The importance and urgency of this, and the political arena that we are currently in, and that students who are born in this country have been told to go back to their country – that is one evidence of our urgency. We don't want to get to the point to create a resolution as other districts have and administration to take the lead to do this work. Our hearts are in the right place, but that is an option. We may need to explore a resolution. The work we all do is hard work, and thanks for the work and time in leading this challenging work.
- Director Marchese thanked his colleagues for articulating and bringing forward issues, and appreciate how they brought them forward. He appreciates the work being done on the curriculum. This isn't a conversation about courses – it's a conversation about the culture of our district and what we're about focused through the lens of these courses. Everything we teach is political, and everything we talk about in the classroom, being in front of students, and how we organize what we say and do and accept is political. We are having a conversation to reorient how we do this to respect and elevate the experience, knowledge, and expertise and lived experiences of our students and make those the center, and center around the needs of our students. This is who we are today and need to reflect that. The frustration part was to see the discussion boiled down to courses, and it's not just about that. SEAB was talking about so much more and that is what we need to see to put into the broader context. Transformational about this will reverberate all over the place. Thanks for the work, and beyond what it needs to be and involved others.
- Director Brodrick thanked the Board, and would like to see that we have extensive conversations, continued discussion about this, and that we are talking about 2 things – ethnic studies classes and also race. We need to have continuing discussion to continue to talk about both of those – plans for coursework, and also plans for connection to the issue of race. Think we have a wonderful opportunity, and such relationships with the Board, wonderful opportunity to have serious discussion that was called for, and staff will come into play in translating that serious discussion of values and policy into what actually happens in the classroom for all of our kids.
- Director Foster noted her respect for strengths and skills in this work, and we have more work to do and more timely. She thanked staff, and this is a challenge in race-work, and in buildings, and challenge folks to break down silos and break down hierarchy, talking to one another. We learn best from each other, and people need to feel they can be their authentic selves, and will be addressed. To know we have work to do, and challenge one another in our spaces. Everyone has something to contribute and we need to start bringing folks into that and intentional spaces to do that in buildings.

C. Facilities Master Plan (FMP) Update

Superintendent Gothard then introduced Chief of Staff Cedrick Baker to provide an update on the Facilities Master Plan – External Review Process, and the District's plans to assess the construction and fiscal procedures and practices related to the FMP, and to inform on the progress of the external review process.

Review and Assessment Framework

- Board of Education/Board Representative
 - Oversight of FMP review process
 - Directs External Review Team
- FMP External Review Team
 - Determines fact-finding parameters, processes, and outputs
 - Directs Internal Technical Workgroup in fact finding and data gathering
 - Reports back to BOE/Representative
- Internal Technical Workgroup
 - Data gathering > Provides information to External Review Team

FMP External Review Team

- Historical review of the FMP along with related fiscal, budget, and construction procedures to ensure fidelity to industry standards
- Determine the assessment's fact-finding parameters and outputs
- Direct and monitor fact-finding process of Internal Technical Workgroup
- Provide Superintendent and Board of Education with regular progress updates
- Produce final report with key recommendations based on findings

Preliminary FMP External Review Team

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

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

FMP External Review Web Page

- www.spps.org/fmp > External Review Team
- FMP External Review Team
- Option to sign up for FMP review updates
- FMP background/history
- Glossary of terms
- FAQ – coming soon
- Facts sheets – to be developed

QUESTIONS/DISCUSSION:

- In future updates, what can be expect will the types of things discussed? Response: Currently, the external team is looking into fact-finding and with the next few weeks, there will be data gathering. Our goal is to provide things that we are beginning to find, and not necessarily wait for all the information until the end. We want to be as transparent as possible with information.
- It seems that through this process, we will determine what happened, were there mistakes made, and if so, what were they, where we are right now in terms of our process, and where are we going and how to proceed? Think we do need answers on each of those questions. Response: That information will be coming to the Board in the form of a report at the end of this external review process. The goal is to provide findings on what happened, how did we get here, and recommendations for moving forward given their expert judgment. The goal is to have that in the final report in from this external review team.
- In the timeline, there will be final report? When does that happen? Response: The final report is designated for the Fall. One of the reasons is that hesitant to put specific timeline, because team is finding things, may have questions, and not want to have the report for a specific date. Our goal is for the Fall, around the beginning of this school year to know what happened, where are we right now, and what's the plan to move forward.
- Director Xiong shared that it was great to be in the setting to meet the team, and they are experts from all different experiences. She noted there are folks from people from different background, each with their area of expertise. It was exciting to see the experts come together and the team to have this initial conversation about understanding what we know now and the scope of work. Look forward to the recommendations as well. They meet weekly checking with team members, and the work is a lot, but tight group of people coming together to check in. Response: We meet weekly to check in and status

update. The purpose is to ensure what is happening in the field, the plan for that week, and also to remove barriers to receive information for their work, and to ensure there is clarity on scope of work and answer questions. Dr. Gothard also a part to provide insight and expectations. Excited and believe solid team and they are pushing forward.

D. Human Resource Transactions

Superintendent Gothard also noted the personnel recommendations to the Board to establish the following Superintendent positions of Director, Office of College and Career Readiness and Director, Office of School Supports, and to appoint the following individuals to the following Superintendent positions effective July 1, 2019:

Director, Office of College and Career Readiness – Darren Ginther
Director, Office of Schools Supports – Kathleen Kimani

He also welcomed Billy Chan, Assistant Superintendent, and Dr. Josh Delich, Assistant Superintendent. It is exciting to have both here and to work together as a team.

MOTION: Ms. Ellis moved approval of the HR Transactions for the period June 1, 2019 – June 30, 2019, including the personnel recommendations referenced. Ms. Xiong and Mr. Schumacher seconded the motion.

The motion was approved with the following roll call vote:

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

IX. **CONSENT AGENDA**

MOTION: Ms. Ellis moved approval of all items within the Consent Agenda with items the exception of B8 – Request for Permission to Submit a Grant to the McKnight Foundation, B10 – Request for Permission to Accept a Grant at Bridge View School from the Minnesota Department of Education, C2 – Fraser Contract for Early Learning Programs, and E6 – Long-Term Facilities Maintenance (LTFM) Revenue Program Submittal to Minnesota Department of Education (MDE), which were pulled for separate consideration. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31745 Gift Acceptance for Como Park Senior High School

That the Board of Education authorize the Superintendent (designee) to accept the \$6,000 gift from North Star Marine Veterans Corp and provide a letter expressing appreciation for the gift.

BF 31746 Gift Acceptance from SAPSA for St. Anthony Park Elementary

That the Board of Education authorize the Superintendent (designee) to accept the \$5,002.52 gift from SAPSA and provide a letter expressing appreciation for the gift.

B. Grants

BF 31747 Request for Permission to Accept Grants from Assistance League of Minneapolis/St. Paul

That the Board of Education authorize the Superintendent (designee) to accept a grant from Assistance League of Minneapolis/St. Paul for the funds to purchase school uniforms and winter gear for students; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31748 Request for Permission to Accept a Grant from Generation Next

That the Board of Education authorize the Superintendent (designee) to accept funds from Generation Next to support Early Childhood Screening Evaluation in the district; and to implement the project as specified in the award documents.

BF 31749 Request for Permission to Accept Grant at Highland Park Senior High from Minnesota Agricultural Education Leadership Council (MAELC)

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Agricultural Education Leadership Council to supplement the agricultural studies pathway in animal science and to implement the project as specified in the award documents.

BF 31750 Request for Permission to Accept a Grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program

That the Board of Education authorize the Superintendent (designee) to accept funds from Minnesota Office of Higher Education's Get Ready/GEAR UP to fund college and career readiness programs in SPPS; and to implement the project as specified in the award documents.

BF 31751 Request for Permission to Accept a Grant from the North Star Ski Touring Club

That the Board of Education authorize the Superintendent (designee) to accept a grant from the North Star Ski Touring Club for the funds to purchase cross-country ski equipment for use in Physical Education classes at E-STEM Middle School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31752 Request for Permission to Accept Two Subawarded Grants from Goodwill Easter Seals of Minnesota

That the Board of Education authorize the Superintendent (designee) to accept two subawards from Goodwill Easter Seals of Minnesota for funds to support college and career services; to accept funds; and to implement the projects as specified in the award documents.

BF 31753 Request for Permission to Submit a Grant Application to Kaboom!

That the Board of Education authorize the Superintendent (designee) to submit a grant application to Kaboom! for a Rigamajig® creative play set at L'Etoile du Nord French Immersion -- Upper Campus; and to implement the project as specified in the award documents.

BF 31754 Request for Permission to Submit a Grant to the Minnesota Department of Employment and Economic Development – Pathways to Prosperity Competitive Grant

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Employment and Economic Development for the funds to start a coffee cart and provide related instruction and training; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 31755 Contract for Legislative Services

That the Board of Education enter into a contract with Mary Dougherty Gilbert to provide legislative services to the District for a period of twenty-four (24) months beginning July 1, 2019 and ending June 30, 2021.

D. Agreements

BF 31756 Agreement between Saint Paul Independent School District #625 and Young Men's Christian Association (YMCA) of the Greater Twin Cities for Child Care Services at AGAPE (Revised Contract)

That the Board of Education authorize the Superintendent to enter into an agreement with the YMCA of the Greater Twin Cities to reimburse the YMCA for providing direct child care services in an amount not to exceed \$573,872.00 from August 1, 2019, to July 31, 2020..

BF 31757 Approval of an Employment Agreement with United Union of Roofers, Waterproofers and Allied Workers, Local Union No. 96, to Establish Terms and Conditions of Employment for 2019-2022

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Union of Roofers, Waterproofers and Allied Workers, Local Union No. 96, is the exclusive representative; duration of said Agreement is for the period of May 1, 2019 through April 30, 2022.

BF 31758 Oracle Database Cloud Services Agreement with Collier

That the Board of Education authorize administration to enter into a Cloud renewal services agreement with Collier for a service period of 12 months in the amount of \$409,973.67.

E. Administrative Items

BF 31759 Monthly Operating Authority

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

(a) General Account	#711147-712581 #0003348-0003388 #7003302-7003342 #0003534-0003622	\$57,928,234.73
(b) Debt Service	-0-	<u>\$2,000.00</u>
(c) Construction	-0-	<u>\$3,225,590.08</u>

\$61,155,824.81

Included in the above disbursements are two payrolls in the amount of \$39,544,257.31 and overtime of \$192,685.06 or 0.49% of payroll.

(d) Collateral Changes

Released:

None

Additions:

None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending October 31, 2019.

BF 31760 Approval of Renewal of Membership in the Minnesota State High School League

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

BF 31761 Request for University of St. Thomas Staff Member to Travel with SUTR Coordinator and Specialists to Attend the TQP Summit Event in Alexandria, Virginia

That the Board of Education authorize the Superintendent (designee) to approve travel for the UST partner, Laura Medwitz, to attend the TQP Summit Conference August 7-9, 2019 by using the TQP grant funds.

BF 31762 Employee Life and AD&D Insurance Renewal

That the Board of Education approve a contract for employee life and AD&D insurance with Securian, effective January 1, 2020.

BF 31763 Employee Long-Term Disability Insurance Annual Renewal

That the Board of Education approve a contract for employee long-term disability insurance with Madison National, effective January 1, 2020.

F. Bids

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31764 Request for Permission to Submit a Grant to the McKnight Foundation

The Board requested more information on this item. Director of the Office of College and Career Readiness, Darren Ginther, provided more information. This item aligns to SPPS Achieves through College and Career Paths (7a) to provide college partnerships for our students. This will help to support students in

becoming teachers. The main role for the project coordinator is to build capacity over 2 years to support education pathways in our high schools. In thinking about structures for work based opportunities, they are in our high schools currently. It is also like SUTR to diversify our teachers, and will continue to evolve and reflect the students in our classrooms.

- The main objective is trying to increase the number of students to become educators? Response: That is one of the objectives. With all career pathways, and those skills they learned like teamwork and interviewing; all are part of career pathways. We want to expose students to career pathways that align closely to their strengths and interests. One of the outcomes will be that understand the educator role, and the outcomes will be more SPPS students becoming educators.
- We've been doing this work, and formally, had group of future educators and organizations. Who has the plan for the project coordinator? We do. It's one of the key pieces is growing partnerships with college partners, and students accessing college-level coursework, and aligning their graduation plan to a potential education pathway. It's more than experiential learning opportunities, and more taking college level coursework, and understanding what it will look like in college. We want students to have a concrete plan to understand what they like and also don't like. Experiences and coursework will help students to understand their education pathway and their future.
- It looks like we're going to spend \$200,000 for two years, and hire a project coordinator? Response: Yes, that is the investment. The big piece is the capacity building. There is a job assignment constructed for this project coordinator. We're wanting to grow education pathways, and the project coordinator would be the main coordinator of this work to support our schools and teachers. They will be building capacity for core sequences for students and coursework plan, building partnerships with colleges, and teachers credentialed to teach college classes, many of which are. More details were requested to be sent to the Board. One of the main pieces we don't want to do is put more on the shoulders of our existing teachers and staff to build partnerships with colleges and partners to help students explore these opportunities. This person will create capacity for our teachers to step in and deliver a course without going through that process by themselves. Concerns were noted about one of our teachers becoming a project coordinator, which likely won't be the case.
- Director Vanderwert also wanted to ensure early childhood is also in the list of options and working with the early childhood colleges. Response: Yes, absolutely, MLL, special education and early education – we want it to be broad, and want students to understand their career pathway and expose them to a breadth of career pathways.

MOTION: Mr. Brodrick moved that the Board of Education authorize the Superintendent (designee) to submit a grant to the McKnight Foundation for the funds to hire a project coordinator; to accept funds, if awarded; and to implement the project as specified in the award documents. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

BF 31765 Request for Permission to Accept a Grant at Bridge View School from the Minnesota Department of Education

The Board requested more information on this item. Assistant Superintendent of Specialized Services Marcy Doud provided more information. This is an excellent grant for \$4000. The Olmstead Plan is a plan to ensure adults and children in special education have a voice in their choices, and activating their voice. As a pilot, SPPS was asked to apply and awarded to build systems that support interagency work, because we can't do it all ourselves, and thinking about transition plans, we are working together with other public agencies for a smooth transition for our students as they age-out of SPPS for other public agencies to

support their work in employment, life, choice, college, or living. It is to build the capacity of our teachers and to bring together public agencies to meet and talk about how to write better transition plans for students, sharing resources to ensure strengths and interests are met between the agencies, and look at our transition process to ensure student voice is in the forefront of choices and decisions.

MOTION: Ms. Ellis moved that the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Department of Education to implement a two-year pilot for a person-centered interagency Individualized Education Program; to accept funds, if awarded; and to implement the project as specified in the award documents. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

BF 31766 Fraser Contract for Early Learning Programs

The Board requested further information on this item. Assistant Director of the Office of Early Learning, Lori Erickson, and Chief of Operations, Jackie Turner, provided more information. We are thrilled to announce the opportunity to partner with Fraser. To bring onsite, exclusive, up to 16 seats with Fraser, Minnesota's largest, strongest mental health institution for our students in a therapeutic setting. In partnership with the Facilities department and Academics, it will be located at Rondo. We have been partnering with Fraser for 3 years through professional development, and need services to touch our families and children. Last year, we had 8 students on the wait list for Fraser services, and we are now at the point where we will be partnering with SPPS.

- It's only for one year – what happens after that? Response: This agreement and it's one-year because we want to find what we're doing well and internally decide to check in. Once we establish what is working, we will build it bigger. What's not working will be redirected. The point of the one-year agreement is to build it stronger each year. It's a safety guard on our side as well as Fraser's. We anticipate it to go on year after year, and view it as a strong investment in our children and families.
- It is up to 8 children in the morning, and 8 children in the afternoon - for a total of 16.
- How will children be referred? Response: We've defined an internal process, and value the Fraser partnership. In short, we have two PBIS coaches on the OEL team – they will be the first group to support the teacher in Tier 1. It will be a truly identified need that the teacher feels is there, and the parents has to be involved as well, and go through the pyramid process, where Fraser is the last resort at Tier 3.
- Will it be Fraser teachers or SPPS teachers as well? Response: It will be Fraser staff this year.
- How will we learn from that? We will be heavily involved and monitoring. This is an amazing opportunity at how we have evolved with Fraser, this is the natural step. They are eager to hire staff and we will be a part of, as well as monitoring and check along the way. We will not have 16 children right away, and will take time to build capacity.
- Is there a plan to use Fraser staff ot build SPPS staff? We want to get base first, and year two and beyond is professional development for team and also for the teachers. In thinking early childhood, it is also ECFE, ECSE, and PreK.
- Will they also work with the parents? How? Response: With the therapeutic program is parent consent, and component to this program. Part of their day would be in Fraser, and part will be in the PreK program. The other layer is family, and family therapy and family support along the way. That may vary and be dependent on the children.
- Who will pay for that? Response: It is a part of the package that the family agrees to, and the way the family supports that payment is through insurance and others.

- Director Xiong notes she is familiar with Fraser and thinks it's a great program. The Rondo site will be the first with Fraser? Response: It will be housed at the Rondo complex, but a program wide opportunity.
- Is there a pathway to our ECSE or PreK programs? Response: We're envisioning, to have information sessions to families at the Rondo complex because of the intensity of programming at that site. We're thinking of how to make it bigger and advertise it to more and opportunities community-wide. One component working through the details, it's not exclusive to ECSE children. In order to gain access, there does need to be a diagnosed medical condition, which does not equate to an IEP. We're broadening to a hybrid program looking to reduce the number of children going into special education.
- Will Fraser be accepting students from out-of-district? Response: This will be exclusive to SPSS students, and is included in the contract.

MOTION: Ms. Ellis moved that the Board of Education authorize the Superintendent (designee) to enter into the contract with Fraser to support the mental health needs of students in Saint Paul Public Schools early learning programs. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

BF 31767 Long-Term Facilities Maintenance (LTFM) Revenue Program Submittal to Minnesota Department of Education (MDE)

The Board requested more information on this item. Chief of Finance, Marie Schrul, provided more details. This is the FY21 Long Term Facilities Maintenance Application. The state has a statute that establishes the LTFM program, and to qualify, school districts are required to annually update their 10-year LTFM plan, submit an application prior to July 31 that must be board approved, and also send to the commissioner. This sets the stage for the levy process that begins in the summer months. It also includes supporting documentation. This allows us and the State to start planning and establishing data for the Pay20 levy process, to produce the first levy presentation report, which is then used in September and start deriving number for levy ceiling that will be set in December. This is key to the levy process that we begin. It also correlates to the FMP budget in itself that it sets the revenue piece for deferred maintenance. The LTFM is funding is a portion of the FMP budget – that budget over the past couple years has ranged from \$26M-\$27M. At this time, we project out 10 years, and use actual projections for current fiscal year. The State uses three years of data for calculations for revenue, and will be coming back to the Board to refine and revise as necessary. This is the beginning stage of the levy.

- Chair Ellis noted that she pulled this item because it deals with the levy and wanted information to be shared with board members.
- Because it was mentioned there is a connection between LTFM funding and the Facilities Master Plan – talk more about that? One of things troubling is that it seems like we have more difficulty levied monies for maintenance, rather than building projects, and is there any way working through this and with the FMP and LTFM, can we relieve the fact that we have a difficult time using levied monies for maintenance? Response: The key here is the levy process and there are multiple components to the levy, and in any given year, there could be components that are increasing or decreasing. We must strategically plan for mandates going on in the District, and requirements by Facilities team and projections seeing in the future years. In this case, last year, we had different increases in the levy including pension and teachers retirement, which added up with the referendum, look at the impacts overall in the District and strategically plan to issue bonds or use LTFM funding. We're looking at the projections that have been provided and seeing the increase is in the deferred maintenance area. That itself shows less of a need to do more COP funding, and more deferred maintenance. It's a balancing of strategy in any fiscal year, and must plan ahead – whether levying dollars for deferred maintenance

versus debt service. The other area to look at in planning is within the general fund as far as planning overall structure. It all comes together when starting to plan right now with the levy. Any given fiscal year can look completely different, and that's why we want projections in advance, and we also look at actuals and trends seen within areas and plans for future projects.

- Director Brodrick thanks Chief Schrul for her insights, and recognized the Financial team throughout his years on the Board for their insights on school finance.
- As we look at the work of the External Review Team and the FMP, will this be part of their conversation? Response: Yes, we hope that will be part of their conversation as they dive into the details.
 - This balance between building and building what's best for our kids, and also the proper maintenance of the facilities we do have – that's part of the whole mosaic that Chief Baker's committee will be doing.
 - Is this all part of the same puzzle? School finance and levying to raise monies is one of the most complicated thing, and thanked folks like Mary Gilbert and Marie Schrul for their help. Will we be working on that with this review team – between deferred maintenance and FMP, which deals with new building expenditures? Response: Yes, that is a part of the scope and have had conversations about that. We are talking about ensuring building new and better buildings and educational spaces for our students, and also maintain them, and that we have a sustainable process to make sure we can build new buildings and maintain the builds we have built.
 - Board members will leave a legacy, and the FMP and maintenance is part of the legacy to leave behind.
 - We will be looking into it, and ultimately, the team's task is to say how we move forward with recommendations so it is sustainable, and one of the items that has been raised is maintenance, and how we ensure we are, and our model, is keeping up with demand that we have in our buildings and making sure not putting off maintenance that needs to happen sooner rather than later and upkeep for the life of the building. It is within the scope.
 - Director Brodrick thanked Chair Ellis for pulling this item because it is an area that is so important to all.
- These are projections, and are revisited every year, and prove what is going forward for the next year, and that gives us wiggle-room, we're not establishing ceilings or floors – we're saying this is the best estimate, and if it's reasonable, the State accepts it and understand it might be off a little and we have explained it? Response: Yes, that is correct.
- Chief Turner also noted that it's important to note that LTFM revenue cannot be used for general maintenance.

MOTION: Ms. Ellis moved that the Board of Education approve the ten-year Long-Term Facilities Maintenance Plan documentation for submission to the Minnesota Department of Education. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

- A. Resolution Authorizing Execution of a Ground Lease, Lease Purchase Agreement, and Declaration of Trust, and Ratifying the Purchase and Sale of \$22,145,000 Certificates of Participation, Series 2019B and \$40,260,000 Taxable Certificates of Participation, Series 2019C

Superintendent Gothard then introduced Chief Schrul and Kelly Smith from Baker Tilly to present this resolution. The resolution is authorizing the award to RBC Municipal Advisors, who were selected through

a RFP process and was a negotiated sale. We had 8 underwriters submit proposals, and are quality proposals; RBC was selected based on the interest rates projected for these bonds and for both the B and C series. We worked with RBC through the process as markets changed, and markets changed in a good way for the District, and dropped approximately 25 basis points over the time of the RFP to the actual sale date, and ended with good results. We estimated a true interest cost of 3.05% on the 2019B issue, and ended with 2.7%. For the 2019C issues, we estimated a month prior 3.46%, and ended at 3.08%. The levy for paying back these bonds is already in the 2019 levy, and has been planned – just the method has changed.

Chief Schrul also acknowledged the work of Kelly Smith and Arleen Schilling for this unique sale, and on behalf of the District, it's important to have good results like this for long-term benefit.

BF 31744 Resolution Authorizing Execution of a Ground Lease, Lease Purchase Agreement, and Declaration of Trust, and Ratifying the Purchase and Sale of \$22,145,000 Certificates of Participation, Series 2019B and \$40,260,000 Taxable Certificates of Participation, Series 2019C

MOTION: Ms. Ellis moved that the Board of Education approve the Resolution Authorizing Execution of a Ground Lease, Lease Purchase Agreement, and Declaration of Trust, and Ratifying the Purchase and Sale of \$22,145,000 Certificates of Participation, Series 2019B and \$40,260,000 Taxable Certificates of Participation, Series 2019C. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

XI. NEW BUSINESS - None

XII. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

- Ms. Foster noted that as we are five weeks out from the start of the new school year, and requested a report on enrollment and hearing more about the effects of start times.
- Director Brodrick noted the robust discussion about ethnic studies and the major issue of race, and the Executive Committee to talk about how to continue that discussion as a Board.
- Director Vanderwert stated that she would like to know what it would take to ban single use plastics in our buildings, and a report on that for potential action.
- Director Xiong stated that she would like to know more about the District's plan on recycling.
- Director Xiong also stated that she would like to hear an update on solar panel use in our school district.

C. Board of Education Reports/Communications

- Director Foster noted that she has seen the SPPS food truck traveling across the city, and such a great sense of pride of what we're doing for our students and young folks in our community. She thanked the team and staff and District for making sure our young folks are fed in our community.
- Chair Ellis also shared that MSBA Summer Seminar is August 4th and 5th.

- Chair Ellis also shared that she attended Freedom Schools at Hazel Park and Rondo, and it was amazing and really great staff at both sites, and kids excited to be there, and families watching their kids, and it was wonderful to be there. That's amazing work, and was great to be with staff and students.

XIII. FUTURE MEETING SCHEDULE

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

- August 20
- September 17
- October 22
- November 19
- December 17
- January 7, 2020 (Annual)
- January 21
- February 18
- March 24
- April 14

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

- August 7 (Wed.)
- September 10
- October 15
- November 12
- December 3
- January 7, 2020
- February 11
- March 10
- April 7

XIV. ADJOURNMENT

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

The meeting adjourned at 9:30 p.m.

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

Prepared and submitted by

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

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

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

August 13, 2019

4:30 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order by Steve Marchese, Vice Chair, at 4:40 p.m.

II. ROLL CALL

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

Mr. Schumacher was absent (pre-planned trip).

Staff: Superintendent Gothard; Sarah Dahlke, Secretary to the Board

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. Xiong.

It passed by acclaim.

MOTION: Mr. Marchese moved to close the special meeting and conduct the remainder of this meeting as a closed meeting for the purpose of considering the annual performance evaluation of Superintendent Joe Gothard, as is permitted by Minnesota Statutes Section 13D.05, subdivision 3(a). It was seconded by Mr. Brodrick.

The motion passed by acclaim.

IV. ANNUAL PERFORMANCE EVALUATION OF THE SUPERINTENDENT

The meeting continued as a closed meeting to evaluate the performance of individual who is subject to its authority.

MOTION: It was moved by Mr. Marchese to conduct the remainder of the meeting as an open meeting. It was seconded by Ms. Xiong, Ms. Vanderwert, and Mr. Brodrick

It passed by acclaim.

V. **ADJOURNMENT**

MOTION: It was moved by Mr. Marchese to adjourn the meeting. It was seconded by Mr. Brodrick.

The motion passed by acclaim.

The meeting adjourned at 10:26 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**

August 15, 2019

4:30 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order by Zuki Ellis, Chair, at 4:36 p.m.

II. ROLL CALL

Present: **Board of Education:** Ms. Ellis, Ms. Foster, Mr. Brodrick, Ms. Vanderwert, Ms. Xiong, Mr. Schumacher (via phone)

Mr. Marchese arrived at 4:43 p.m.

Staff: Superintendent Gothard, Cedrick Baker, Kevin Burns,
Laurin Cathey, Will Forbes, Chuck Long, Sarah Dahlke,
Secretary to the Board

III. APPROVAL OF THE AGENDA

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

It passed by acclaim.

MOTION: Ms. Ellis moved to close the special meeting and conduct the remainder of this meeting as a closed meeting to discuss attorney-client privileged information regarding threatened litigation and litigation strategy concerning the School District's health insurance contract with HealthPartners, as is provided for by Minnesota Statutes Section 13D.05, subd. 3(b). It was seconded by Ms. Xiong.

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.

The motion passed by acclaim.

The meeting adjourned at 6:30 p.m.

Prepared and submitted by
Sarah Dahlke, Assistant Clerk

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
August 7, 2019**

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

S. Marchese arrived at 4:35 p.m.

Staff: Superintendent Gothard, M. Hoerth, N. Paez, M. Pope, K. Kimani, A. Schilling, H. Kilgore, A. Collins, J. Delich, B. Chan, H. Ott, C. Long, D. Watkins, C. Baker, E. Agbamu, M. Doud, M. Schrul, K. Burns, L. Cathey, M. Yackley, C. Grady, S. Dahlke

Other: T. Lonetree, J. Verges, F. Simer

I. CALL TO ORDER

The meeting was called to order at 4:30 p.m.

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard welcomed everyone to the meeting, and shared his time in the community for National Night Out on August 6th. There was great community engagement, with the Placement Center at sites to welcome families to SPSS and engage families for school placement options.

Admin Academy began today, with 200 leaders in the District, and a great day of learning and meeting with staff. It was a great day to ground ourselves in the strategic plan and what we know will lead to successful implementation. He thanked staff and the collaborative way we shared in an adaptive and engaging way with energy in the room, and great learning, and people seemed excited to be back. There will also be another day of learning tomorrow (Friday), at the University of St. Thomas, who are great hosts.

He also shared that one of the favorite events is next week and he will be canoeing with our American Indian incoming 9th grade students. It was memorable to do the first time, and he ensured he was able to attend this year, and it will take place next week. It's a great way to get to know our students, and fun to learn from them, their worries, excitement, and to learn about our rich American Indian culture, and to be on the river and seeing the city skyline and it's very special.

He also shared that at the August 20th Regular meeting, he will be preparing a formal resolution within Policy 211.02 – Board of Education Committees, and the appointment of a committee. He has made the determination that he will bring the recommendation of a standing Equity committee. Right now, that committee proposal would be a tri-chair leadership, which would consist of a board member, Superintendent Gothard, and Myla Pope from the Office of Equity. We will formalize the number of members, and from which group they represent in the weeks to come with more information as we near the resolution. A standing committee means there will be a secretary present, it will be posted and open to the public. We will look at it as a way to look at our policies, practices, results and strategic plan through the lens of equity to ensure our work is leading to systems changes that we want to see. It is an important way to ensure equity helps to energize and guide us as we move through the sequence of the school year, and what we want to do system-wide to produce a system that can better prepare our students for their

futures. Many district have Equity committees. It shows our community and staff that as a Board we are committed to the work of Equity in our District. This is a place for us to address and look at our work when measuring outcomes for our students and practices. In looking through past resolutions, these are not elaborate reports, it mainly gives the charge of the committee and sets the next steps. That could be the direction and work to come.

- Have we figured out a way to identify board member to sit on this, and whether it will be discussed on an annual basis, such as other committees? Response: That is to be determined.
- It will be important to have clear goals and purpose statement for that committee, and the guiding principles of what we believe for children and families and education systems, and how that will guide the work. It needs to be explicit. Response: Yes, the purpose is incredibly important. We would like the committee to have input on the guiding values as well and what those will look like. The board member designee to the committee will also be able to help to construct those guiding values and solicit feedback.
- Director Brodrick noted that he would be very desirous to be the representative on the committee.

Cedrick Baker, Chief of Staff, then provided an update on the FMP External Review Team. They have been working with and having meetings with staff members in Facilities and Finance. We are working ensure there are no barriers for them in reaching the goal of the report with findings and recommendations for the Fall – we are trying to reach the Board in October as the goal of the roll-out for the report. One of the items that will be coming up is more specificity around the findings, and answers to questions from the Board. We will be keeping the Board updated.

- Is it too later to consider additions to the committee? There have been questions from community about the independent nature of the members, and whether we should be going to the Department of Education for memberships, and diversity questions on gender or ethnic diversity. Do we feel comfortable with the membership, particularly the diversity and the independence of the current committee? Response: Director Xiong noted the team from the first meeting and requested more information of others involved in the work. The team consists of a retired assistant superintendent from South Washington, who is experienced in capital improvement campaigns and led building efforts. Also Steve Torggrimson, a retiree of Minneapolis Public Schools, who has experience in finance and capital improvement areas, and facilities. Kelly Smith, from Baker Tilly, is our financial advisor to the District and is also a member. Chappell Jordan is from Jacobs, a firm from Texas, and has a team of people and support, and has experience in supporting multiple efforts on capital improvements, and smaller school districts, with a variance in scale, and is leading a team of 2-3 people in supporting that effort. Don Mullin, from Saint Paul Building Trades, is also a member and has been having conversations with board members, and brings experience and perspective with his union role, and also as a White Bear Lake school board member. There is also a communications component of the team with Lynn Brun, who is supporting efforts, and has been instrumental with the website and key points, and current happenings, and has been on all weekly calls, as well as Kevin Burns, SPPS Director of Communications. There are between 7-10 people on the weekly calls, and 2-3 with Jacobs specifically.
- There were questions on representation from Finance. Response: Kelly Smith works for Baker Tilly, our financial advisor, and attends all our meetings. We specifically don't have anyone from Facilities and Finance to ensure there is an outside perspective to provide with a different look, and the team is considered a technical work group and working with the external team to provide information, data, and documents to make their findings and recommendations. It was an intentional effort to provide external perspective on what is happening.
- Director Schumacher noted the priority is to have people on the team that have experience in these different areas and at these levels and this capacity, and variety of different backgrounds, and it sounds like we have that. That is the most important criteria for evaluating what has been done and what will be done is folks who have that experience, and credibility in that on the basis of the descriptions and backgrounds.
- Wondering about the investigative process that's being followed by members? Expectation is that in the Fall, we would have a clear picture of how we got to where we are, exactly where we are, and where we're going to go forward. How are they going about investigating? Are they interviewing staff even

though they're not on the team? Originally our budget committee suggested an audit of our FMP and we turned to this independent leadership and review team, and they were going to do the same thing as an independent audit. Concerned about make-up of the team and how they will go about giving us those three answers. Response: In their scope of work, we discussed that – audit vs. review. We are looking at how we go here – this team is investigating specifically within Jacobs with different elements in their scope, and specifically with the firm, their goal is to provide a report out on how we got here. That is planning to be a part of the report, findings and recommendations to a solution. In looking at this as a system, the approach is and still is that we are in situation where something is not working correctly, and to do that with an outside perspective would be helpful. We believe we have talented people with expertise and experience to provide that perspective for us in this, and started the process of interviewing staff, information and documentation, and understanding systems, and goals is to look at best practices and experience and provide recommendations for changes. We will get there and the recommendations and findings will be helpful for the Board to see.

- Director Xiong clarified that based on the conversation at the first meeting, it's not that the team is working independent of the Facilities and Finance teams but alongside and with them to assess where we are as a District. It is this team that is external and will provide that lens from the outside looking in to the District. She noted that the folks started talking about the work right away and project planning. We have a lot of expertise in the room and credentials and experience. If we are not satisfied with the report in October, is there space for the Board to talk about how to move forward after that report back? Response: This external review team is not doing it in a silo, but working with staff members as well. The report out is to say what did we find, and how did we get here will be a part of the report out, and understanding that with their expertise and best practices and knowledge to ensure we are not in this situation again, and to fix a system with a lack of confidence, and to build that confidence back.
 - At the October report back, if the Board gives another direction or charge in the type of report back, will there be an opportunity to look at the team differently? Response: We have designed a purpose and identified a scope of work and asked people to join the team based on that. If we want to add individuals, it may feel as though we are changing the charge and direction, since they would have purpose with a distinct purpose separate from the current charge, and feel like we have it covered. As we continue on with a new direction is developed, we could come back and say the changes and reasons. In terms of independent and dependent, we do feel as if there is enough space in between from the calls involved in – they are outside our departments and working with our partners and vendors – this is a wide net in terms of who they are reaching out to gather information. The weekly check in calls are mainly for the team to get together to provide updates and what they will be working on, and the goal is to remove barriers to their work. Right now, they have a scope of work and a charge to look into the findings and recommendations.
- Director Brodrick noted that when this team comes forward with their findings, it will be a public event and the credibility of the team will be so important. That's why he stressed is the Board is comfortable with the makeup and diversity of the team right now, because the report receive in October will be important. We need to be prepared ahead of time for that. Director Brodrick noted that he is uneasy. Response: Administration can provide more information about the backgrounds on the team members, and if needed more detailed timeline.
- Director Marchese noted that the people participating should be able to do the work they have been asked to do. They seem to be given the charge that we've asked them to do, and we know a timeframe, and know the makeup of their background, and give them the opportunity to provide with the input and guidance, and when we get to the report, the Board can ask questions and assess; leave them in the space to allow they the work they need to do, and trust they are getting support and participation from Administration they need in their goal. There is a point where we can ask for updates based on need and timing; they are skilled and have the tools for the work.
- Director Brodrick noted that once the committee announces their findings, and we accept those findings, then the Board owns them. The main concern is that everyone feels assured that the committee has the charge, the membership, and diversity, so that when the Board accepts the report, that we are comfortable with that.
- Chief Baker then noted that within the diversity question, as of right now, there are mainly white males on the team, in speaking to diversity. That could be something, and that point is heard, but overall feels the team is doing good work, and confidence in their ability to produce, and feeling optimistic, and do hear the point about the diversity.

B. Salary Comparisons (Board Positions)

Superintendent Gothard then introduced Laurin Cathey, Executive Director of Human Resources, to provide information on Salary Comparisons for Board positions, a request from the Executive Committee.

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 years).
 - Minneapolis Public Schools calls for a 2-year review but has not conducted one since 2015.
 - Anoka-Hennepin Public Schools calls for a 3-year review.
- National comparables were selected because of their similarity to SPPS in size and student demographics.
- Des Moines and Portland are volunteer positions.

Board of Education Compensation Review

- Figures were then presented by board member title showing the baseline for SPPS, and compared to Anoka, Minneapolis, Bloomington, Brooklyn Center, Osseo, and Saint Cloud, as well as Des Moines, Portland, and Rochester (NY).

QUESTIONS/DISCUSSION:

- In looking at how board members were determined to be on the school board in those cities where they are volunteer position, did we look at how they came to be on the school board? Are they appointed or did they run a campaign? Response: They are elected positions.
- The one point to note is the benefits compensation – do all school district mention something in a health plan? Response: From feedback from MPS and Anoka, they do not offer health plans to board members, and only mileage reimbursement to meetings.
- It would be helpful to understand in terms of the calendar on budget, what makes sense if we decide to move this forward, where does it fit in? Response: We can take the directive from the Board, and a matter of ensuring to cover, and to discuss the amount and determination on the most feasible time. Depending on the amount, that would be key, and depending on carryover in the fund balance from the Board budget and current vacancy with the board administrator position, and any dollars could be applied from the current budget to the request for the change in wage, and re-appropriate dollars. Also, separately from the recommendation made, that we encourage the Board to look at a regular process of review – it's an important topic and have understanding of how compared and assessed. It's uncommon for a district as large as SPPS to not have this conversation on a regular basis.
 - The last year that board salary was reviewed was 1988, and has been over 30 years since an examination in the Board's salary.
- Do you have information on the salaries of the city council or Ramsey County commissioners? Response: That information can be provided to the Board.
- With the research on the comparative study between practices and other districts, was there a sense of the 2-year or 3-year review cycle, what has worked and the benefits? Response: Anoka-Hennepin is the only district that is really implementing that with fidelity, and they speak to it as an easy process, that aligns with how they look at salaries across the district. The benefits are the transparency, with no downsides other than timing perspectives in terms of folks joining or leaving the board.
- Do any other districts use the raises or the wage or salaries negotiated with unions as the determination of the board salaries raised? Response: We have heard there is not a direct correlation, but is a factor of consideration.
- Chief Schrul provided more information on the fund balance within the Board budget, with a vacant position, and while we are still closing our year, at the time about 2 months ago in looking at the fund balance, there was approximately \$90,000 at the time, that would carryover as part of re-appropriation of fund balance and no additional resources would be pulled from the current budget, in addition to any current year budget for the vacant position. It was noted it is the board administrator position, which is active, but not filled yet, and at least 2 months of vacancy in the budget.

- Director Schumacher noted that this role does take a fair amount of time, and is city-wide. It's important to have people who have the time to service, because this is an important job, and the future of the city relies on having good people be able to afford to spend the time it takes to understand the issues and to make important decision, and partner with staff to ensure our kids get what they need. In looking at also no raise since 1988 and the comparative studies, he feels strongly that this is something where there does need to be an increase to ensure we have people who have passion, expertise, and who aren't going to feel that serving on the board will make it impossible to meet their financial needs. Also, in thinking about in ways of the amount in looking at the comparative figures and the amount in the budget, there wouldn't be an impact for 2-3 years to help mitigate that concerns. Think it's important thing to do and should make a recommendation at an upcoming Board meeting, and fill out specifics for the review process.
- Director Foster noted the health compensation package, and looking at MPS, and working to align ourselves, and include that as part of the recommendation overall.
- In adding the benefits to the salaries, how do they compare to MPS? Response: SPPS' is based on a percentage of the highest health care plan, so the Board received 41% of our most expensive health plan, and that number would be multiplied by 12 and rolled into the salary. We can look more into that formula.
- Director Vanderwert noted that she thinks it is time for us to do this, and that is why she recommended the Board to look into this.. This is important position for our kids, and the Board positions need to be attractive, and proposed at least a \$5,000 increase, maybe more, with regular review, and maybe tie it to our negotiations with our unions.
- There would need to be proposal brought to the Regular Board of Education Meeting to bring it back to an upcoming Regular meeting for formal action. Ask the Executive Committee to develop a recommendation and bring it before the Board at an upcoming meeting with a specific proposal, and a review process on a regular basis, and calculation of makes sense of the change. There is a Board policy on compensation, but is very minimal, and we would need to amend the board policy to require an interval of 2 or 3 years. Any proposal would be change in compensation and change to policy to happen to make the regular review happen.
- Director Vanderwert noted that tie to union percentages due to the hesitancy of the Board to determine their own compensation, and it would then be automatic and within the system, it would be systemic and happen, and be comparable and fair to other employees.
- The Executive Committee will make a recommendation and bring before the Board at a Regular Meeting.

C. Saint Paul Safe Routes to Schools

Superintendent Gothard then introduced Mary Yackley, Licensed School Nurse, Supervisor, Student Health and Wellness; Carol Grady, Licensed School Nurse, SHIP Grant Coordinator, Student Health & Wellness; and Fay Simer, Pedestrian Safety Advocate, Department of Public Works, City of Saint Paul to present on Safe Routes to Schools.

Solving Multiple Objectives

- Benefits to the City
 - Advance the Saint Paul Bicycle Plan and Saint Paul Pedestrian Plan
 - Proactively address traffic complaints
- Benefits to SPPS
 - Reduce busing costs
 - Improve student readiness to learn: physical activity, air quality
- Benefits to Students
 - Boost physical and mental health
 - Arrive at school ready to learn
- A graph was shown that details the percentage of children walking or biking to school has dropped from 48% in 1969 to 13% in 2009. It also shared that most kids are not getting enough physical activity. Roads near schools are congested, decreasing safety and air quality for children.

The 6Es of Safe Routes to Schools

- Engineering: creating safe, connected, and comfortable places for bicycling and walking
- Encouragement: fostering a culture that supports and encourages active transportation
- Evaluation: monitoring efforts to active transportation and planning for the future
- Education: equipping people with the knowledge, skills, and confidence to bike and walk
- Enforcement: building safe and responsible behaviors on the road and building respect among all road users
- Equity: increasing access and opportunity for all residents, including disadvantaged, minority, and low-income populations

Safe Routes to School Implementation

- Partnership between Saint Paul initiatives and funding programs, including federal, state, and local.

SRTS Plans

- Schools with completed SRTS Plans: Maxfield, Rondo Complex, Washington Tech, Ran-Ham schools, Farnsworth, Bruce Vento, Chelsea Heights
- Core components of a school SRTS plan:
 - Baseline info: student tallies and parent surveys
 - Identify walking/bicycling routes to campus
 - Recommendations for programs and infrastructure that support students walking and bicycling

SPPS Initiatives

- Activities and staff time funded by the Statewide Health Improvement Partnership (SHIP) and MN GreenCorps (2018-2019)
 - Walk to School Day
 - Bike Fleet
 - Walk! Bike! Fun!

SRTS Steering Committee

- Multi-agency committee formed in 2015; meets bi-monthly
- Regular attendees were reviewed, and included members from the City of Saint Paul, Ramsey County, and Bicycle Alliance of Minnesota
- Recent successes include:
 - 2017 Safe Routes to School Policy Plan
 - Application for MnDOT-funded Local SRTS Coordinator Position for 2019-2021
 - Application for GreenCorps member support in 2018-2019 and 2019-2020
 - Federal and state infrastructure funding awarded near: Bruce Vento, Washington Tech, Expo Elementary

Safe Routes to School Policy Plan

- Completed in 2017; funded by MnDOT
- Recommends city, county and school district policies to support walking and bicycling to school
- Recommends ways to integrate SRTS into agency operations
- Highlighted action items:
 - Support coordination through a Steering Committee
 - Create a city-wide walking routes for youth map
 - Designate a SRTS Coordinator in each agency to champion program growth

Safe Routes to School Funding

- Federal Funding – Federal Transportation Alternative program
 - Up to \$1 M federal dollars with 20% local match
 - Funds can be spent within 2 miles of school campus
 - Saint Paul has been successful applicant:
 - Washington Tech SRTS Improvements - \$800,000 (construction planned 2019)
 - Expo Elementary Sidewalk Gap Infill - \$400,000 (constructed 2018)

- Bruce Vento sidewalk, curb extensions, bikeway - \$800,000 (construction planned 2023)
- Scoring criteria:
 - SRTS Plan
 - School participates in 6Es
- State Funding
 - MnDOT distributes annual funding to complete SRTS Plans. Past recipients:
 - Bruce Vento, Chelsea Heights, Farnsworth (2016)
 - Maxfield Elementary, Rondo Complex (2017)
 - Policy Plan (2017)
 - MnDOT distributes periodic funding for infrastructure investments
 - Up to \$300,000 capital projects
 - Funded by state bonds - no match required
 - Can provide match to federal grants
- City Funding - Saint Paul Public Works Five-Year Plan
 - \$125,000 in 2017, 2020, 2021, 2022
 - Past uses:
 - Implementation of school plan infrastructure recommendations (cross-walk restriping, bumpouts)
 - Local match to federal projects

QUESTIONS/DISCUSSION:

- Do the grants include signage around the schools, as well as possible funds for bike racks? Response: Signage and bike racks are looked at in the Safe Routes to Schools plan. It also depends on the engineering recommendation. For example, the new crosswalk near Bruce Vento would have signage included as a part of that plan. Bike racks have been provided with SHIP funding that comes to us with discretion from Facilities, and knowing that as buildings are changing that bike racks are taken out of storage and placed in areas of use. We have also done an audit and inventory with areas that don't have bike racks, and where it is best situated for observation.
- Is plowing a part of this? Is there alignment with the City that once these Safe Routes are constructed to ensure bike lanes and such are plowed with priority around school start and end times? Response: We work with the engineer from the City for bump outs and structures. Plowing is always a concern, especially for students who are disabled and for bicycle riders, and we also watch for idling time for cars and buses because of the impact to our students, especially those with asthma.
- Director Vanderwert noted that as a walker, she sees sidewalk hazards. What in enforcement like to keep the sidewalks clear? What do we as citizens need to do to keep our sidewalks safe? Response: City ordinance requires adjacent property owners to keep their sidewalks clear of snow and debris. All of those are enforced through Department of Safety and Inspections and respond as needed. The first notification is to send a letter to the property owner of the complaint, and then has 48 hours to remedy. In many cases, they receive the letter and resolve the issue. If not resolved, the Department would remedy the issue and chargeback the property owner.
- Are streets designated as Safe Routes to Schools and monitor the sidewalks more closely, or all sidewalks? Response: If a school has a plan (the District has a plan, as well as individual schools have plans), they can make a recommendation for the safest route to walking. Families are provided information with options and maps for the preferred walking route, in terms of safety.
- How are the schools selected? Response: There are various ways, including assessment of District and City, self-selected, and have a plan because they feel strongly about it. The first three were selected based on concerns on behalf of Administration or families, and building. There are also schools that were driven by a group in the community wanting to do the work. Some schools do a Walk to School Day, where students arrive ready to learn.
- When talking about "group walks" and having an adult as part of those groups, in the past, Safe Streets was able to pay an adult to stand at dangerous corners, rather than have kids. In thinking about early start times, can that money be used to find some key places where it is challenging and have adults form those groups? Response: In this funding, it will fund a coordinator for 10 schools. We need to look at those schools and their start times to see what can be done for those 10 schools – since the grant is limited to those schools. The coordinator can then do individual work within each programs.

Funding would need to come from the site budget or be a part of assigned bus duty, in working with safety patrol and SPPD for increased enforcement during those early hours. We have also talked about using other wellness funds to pilot it, and has come up in discussion. To draw connections, federal and state funding are all designated for capital improvements. It's a perennial struggle to identify funds for other items like maintenance or programming. It's a big reason for excitement that MnDot has these local coordinator positions available for funding to help support education within the schools that doesn't fit within the existing funding.

- Director Schumacher encouraged discussion on experience with the plows and how they cover the bump outs, and if someone isn't clearing them, the whole street and crosswalk becomes treacherous. While it is a shorter distance, the plows do put snow on them. Ensure alignment with the City and District to create safe routes to school also in winter. Response: Notes, and that's a message to carry back to engineering as well. There are also temporary bump outs as a trial, and working with the community to determine those issues, and the role of partners, such as Major League Soccer and their contributions and role. There is a neighborhood improvement fund that we could also look into. The role of the coordinator will help us to explore ways for community members to be involved, including the bike trailer, which includes bikes for students who have special needs or disabilities as well, and the role in Phy. Ed. classes and adults to help students learn to ride bikes.
 - We've looked into stipends for adults to help students to learn to ride bikes, and have gone the volunteer route with a data base, but may need to look at stipends to encourage adults to help. The bike trailer is a popular item once it's used. With a continuum of students with riding abilities, we do need as many adults as possible.
- Do we encourage or discourage riding in the winter for students on bikes? Response: We do have requests for the bike trailer in winter for inside gym class, and has gone well.
- Director Schumacher noted that encouraging students to come to school in ways other than buses, also means encouraging kids to be in the streets, and if the streets aren't safe, it's a concern. This program is wonderful though. We also have 5th grade crossing guards, and there is a different cognition around safety for that age. Like to believe that we're appreciate of schools that advocate, and we know there are dangerous intersections and streets, and to be specific with families and kids about what we're asking them to do and how safe that is for them to do, is critical. The bike lanes in the winter may be frozen over and we need to ensure the safety of our students.
- Is lighting improved on those streets for students and pedestrians? Response: If there is a infrastructure improvement that involves traffic lights or if the street is within construction, it is aligned. While it is not from Safe Routes funding, it is aligned with other street improvements, and when other streets are improved and taken to consideration. That's the importance of a multi-agency collaboration to align recommendations together and future plans.
- Which 10 schools are included in this grant? Response: With the grant coordinator, it is for 10 schools, which may not be new to Safe Routes and may already have plans and keep momentum going. They are Ben Mays, Chelsea Heights, Crossroads, Randolph Heights, Phalen Lake, Bruce Vento, Battle Creek Elementary, John A. Johnson, Highwood Hills, and Maxfield. They are mostly neighborhood schools with a higher level of walkers, and target to improve the walking. Several have plans and others do not yet have plans.
- What is the accessibility in terms of bikes and locks to students and families, and how to support families to make bikes accessible. Are there conversations around that and the strategy to encourage families to be more active in terms of biking and walking in the neighborhood? Response: We work closely with Allina Health and their Free Bikes for Kids, and they post the event at Hazel Park and the Rondo building, and families can be fitted for the bicycle and a helmet, and hundreds of bikes have been distributed after Spring Break. Another conversation is to have a lock library. Schools have wellness dollars for a wellness action plan, and if they want to use the money to purchase locks. We've heard this from experiences with bikes left unlocked, and where bike locks would be helpful.

D. Policy Update

Superintendent Gothard then introduced Cedrick Baker, Chief of Staff, to provide an update on policy.

503.01: Homeless Children and Youth

- 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: Homeless Children & Youth.
- 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
 - "Homeless children and youth"
 - "School of origin"
 - "Homeless Liaison" – Project REACH and Fostering Connections
 - School Selection and Enrollment
 - Dispute Resolution
 - Transportation

Chief Baker noted the group had questions and conversation on rationale, why these changes, and other questions around transportation and student placement as well.

RECOMMENDED MOTION: The Board approved this recommendation to move this policy, with the noted changes, to the three-reading process beginning at the August Board of Education Meeting.

QUESTIONS/DISCUSSION:

- Director Vanderwert noted concerns about the title and using person-first language throughout the policy, and a better title may be "Students Experiencing Homelessness." Is there anything that prohibits us from renaming this policy? Response: It is a matter of trying to be consistent with statute and the language used and terms used across different entities and policies. The rationale was the connection with the title with statute, but there is flexibility in renaming. If the Board is okay with that, the title would be renamed for the reading process.
- There have been conversations in community around homeless children and youth, and particularly if there are some policies create barriers, so this is aligning with state statute and also removing barriers, such as children who are missing days and get dropped, and this process, or picking up kids outside the district so they can stay in their home schools while their family works with a liaison for stability and access to resources within their school and the liaison. A lot is alignment with state statute, and looking at potential barriers within our policy, and getting feedback on those and looking at legality and addressing those.
- In understanding the reference to "school of origin", does that include our students who are currently enrolled in our school and live outside the district. Will this policy be inclusive of students in terms of "school of origin"? Response: The main goal is to say that if a student ends up moving, which in many instances of being highly mobile, that that student can still attend their school, instead of needing to be bussed to a different school with a connection to their boundary.
 - Should they move outside the school district, would this policy still apply? Response: Yes, it does. Our Project REACH team drives a lot of miles throughout the metro area, and are remarkable to

- maintain stability educationally speaking. School of origin speaks to the time of that status change, and when the family applies for the McKinney-Vento Act, that school is listed as school of origin.
- Director Foster noted that in this piece, Saint Paul is underserving its homeless population, and a lot of shelters tend to be full, and we are bussing outside.
 - Director Schumacher recounted a phone call with a parent who was staying in a hotel with three children and they were in three different schools, and trying to determine ways to have them together in one school, and we did solve it with Placement, and hope that as we understand the challenges our children and families who re experiencing homelessness, that we would be particularly sensitive in trying to arrange those things, especially with bus stops, and hope we can smooth things out and make it easier for them with the challenges they already have. Response: We have also gained insights and information from Student Placement, and in those situations or circumstances, we are working with families to make it work for them. If there are concerns of struggle, it is usually with schools in which there is a waiting list, and may be challenges with that, but we work with families around those challenges.
 - At one point, the McKinney-Vento had “highly mobile” in their language – do we still have that? Response: We do not currently. The federal department dropped that language.
 - That doesn’t mean we couldn’t have it in our policy? Response: We could, and in speaking with staff, we wanted to ensure there is a distinction between highly mobile doesn’t necessarily mean homeless, and to ensure that language in clear in this policy, and we can go back. The request is if comfortable with changes to the title and looking at that highly mobile section to provide a draft and move forward to the three-reading process.
 - Director Brodrick also noted that Director Foster spoke at the hearing at the City Council on homeless, where the active community group spoke, and in speaking with members that homeless is an important issue to address. He has noted to community members if they have feedback, they will have until October to note that feedback. It is currently available on the Board website under BoardBooks. Chair Ellis and others were also present, and gave great testimony – this is a real issue for Saint Paul.
 - These are our students that are often invisible, and it is time to bring them to the light so they are no longer invisible. There’s something like 400 beds for families in Hennepin County, and something like 65 in Ramsey County. A lot of the new spaces are for individuals, and not families, and another concern is for families to stay together.

III. ADJOURNMENT

Mr. Marchese motioned to adjourn the meeting at 6:27 p.m. Ms. Ellis seconded the motion. It passed by acclaim.

IV. WORK SESSION

The Board then conducted a work session to discuss attendees and travel for the Council of the Great City Schools Annual Fall Conference in October 2019.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION SAINT PAUL PUBLIC SCHOOLS RESOLUTION



Board File No. _____

Date _____

Board of Education Resolution

Establishment of Equity Committee

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

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

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

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

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

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

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

Adopted _____

CHAIR Board of Education

CLERK Board of Education



Saint Paul
PUBLIC SCHOOLS

Back to School Report 2019-20

Board of Education Meeting
August 20, 2019



Purpose

Provide an overview for the Board of Education on the state of readiness for the **first day of school, Tuesday, September 3, 2019.**

- Division of Schools
- Division of Academics
- Budget/Finance
- Start Time Engagement/Support
- Operations
 - Nutrition Services
 - Transportation
 - Enrollment
 - Community Education

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

47

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: Cycle of Learning

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

Meeting 1

- Area of Focus
 - Cohort opportunities
 - Critical Friends process
 - Guiding questions
 - Theory of Action

Critical Feedback

Meeting 2

- Build leader capacity
 - Distributive Leadership
 - Second-Order Change
- Skills/tools/reflection
- Foundational learning

Shared Learning

Meeting 3

- Provide a timely response and PD to support areas of focus and leadership development
- Connections to 5 Themes, SPPS Achieves, etc.

Differentiation

49

District wide Teacher Professional Development

New Educators Week

- Nearly **300** staff August 20-22

Opening Week ([District PD Webpage](#))

- 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

50

Human Resources - Staffing to be filled

Job Category	FTE
Clerical	12.00 FTE
Educational Assistants	13.08FTE
Teaching Assistants	40.07 FTE
School and Community Service Professionals	12.0 FTE
Counselors	0.00 FTE
Social Workers	3.00 FTE
Teachers (to include Classroom, Specialists, TOSA's)	52.30 FTE

51

Operations

Finance

- Training/Meetings
- Process requisitions & contracts

52

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



Nutrition Services

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



Nutrition Services

- 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

Farm to School

This fall, we will proudly serve

WHEN LOCAL GETS REAL

Nutrition Services 😊

School Year 2019-20

Introducing Chef Genny

Chef Genny Turner

From sharks to wedding cakes, Chef Genny Turner has a wealth of culinary experience that will benefit Saint Paul Public Schools (SPPS) Nutrition Services. As the newest member of our Nutrition Services team, Chef Genny says she hopes to change the perception of school food.

One of Genny's goals is to increase the variety of menu offerings to encourage kids to expand their palates.

She spent 25 years as a traveling chef for Hyatt Regency where food quality in both flavor and presentation was key. Part of her time was spent at a resort in Hilton Head, SC, where she frequently received entire sharks to prepare for a seafood buffet. From there she moved into the world of healthcare, and spent 18 years as the head chef for North Memorial Hospital. There, she developed her ability to create delicious meals within special dietary restrictions. Genny has also worked as a pastry chef, having made well over 1500 wedding cakes in her lifetime!

The depth and variety of her experiences have prepared her for her biggest challenge to date - preparing food for kids of all ages, from a wide variety of cultures while staying within school nutrition guidelines. Genny is up for the challenge. "I was very surprised by all the scratch cooking and baking we do here," said Genny. "The care we take to ensure food safety goes beyond anything I've seen."

Though we won't be serving shark or wedding cake on the menu anytime soon, we are thrilled to welcome Chef Genny to SPPS.

New Menu Items

Oven fried chicken - crispy and juicy chicken drumsticks

Spicy Black bean burger - a new vegetarian option with a southwest flavor

Fish and chips - fresh crusted Alaskan pollock white with seasoned potato wedges

Boneless wings - tender chicken pieces with a crunchy coating

Chicken alfredo - buttery rich and creamy sauce with tender chicken pieces and pasta

A New Tool for SPPS Meals

- Make lunch account payments
- Complete the Application for Educational Benefits/Free or Reduced-price Lunch
- View menus and allergen information

Visit spps.org/schoolcafe or download the MySPPS App.

Price

No charge
\$2.55
\$2.50
\$2.70
\$2.90
No charge
\$4.20

spps.org/domain/11229

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**

58

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



Enrollment/Recruitment

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



Enrollment/Recruitment

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

61



E-STEM

- Enrollment
 - 199, 200 Target
- Fully staffed
- Camp E-STEM, August 28
- Open house, August 29
- Learning Community



Community Education

ECFE

- New program - Highwood Hills

Discovery Club Increased Capacity

- 360 additional seats
- 60 new staff

3

Flipside After School Middle Level

- 2 day middle school programming
 - Battle Creek, Global Arts Upper, Hazel Park, Highland Park, Parkway

Start Time Change Engagement & 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





65

Welcome Back!

SCHOOL STARTS SEPTEMBER 3 | Pre-kindergarten and kindergarten start September 5

Thank you!



Saint Paul
PUBLIC SCHOOLS

Facilities Master Plan - External Review Process

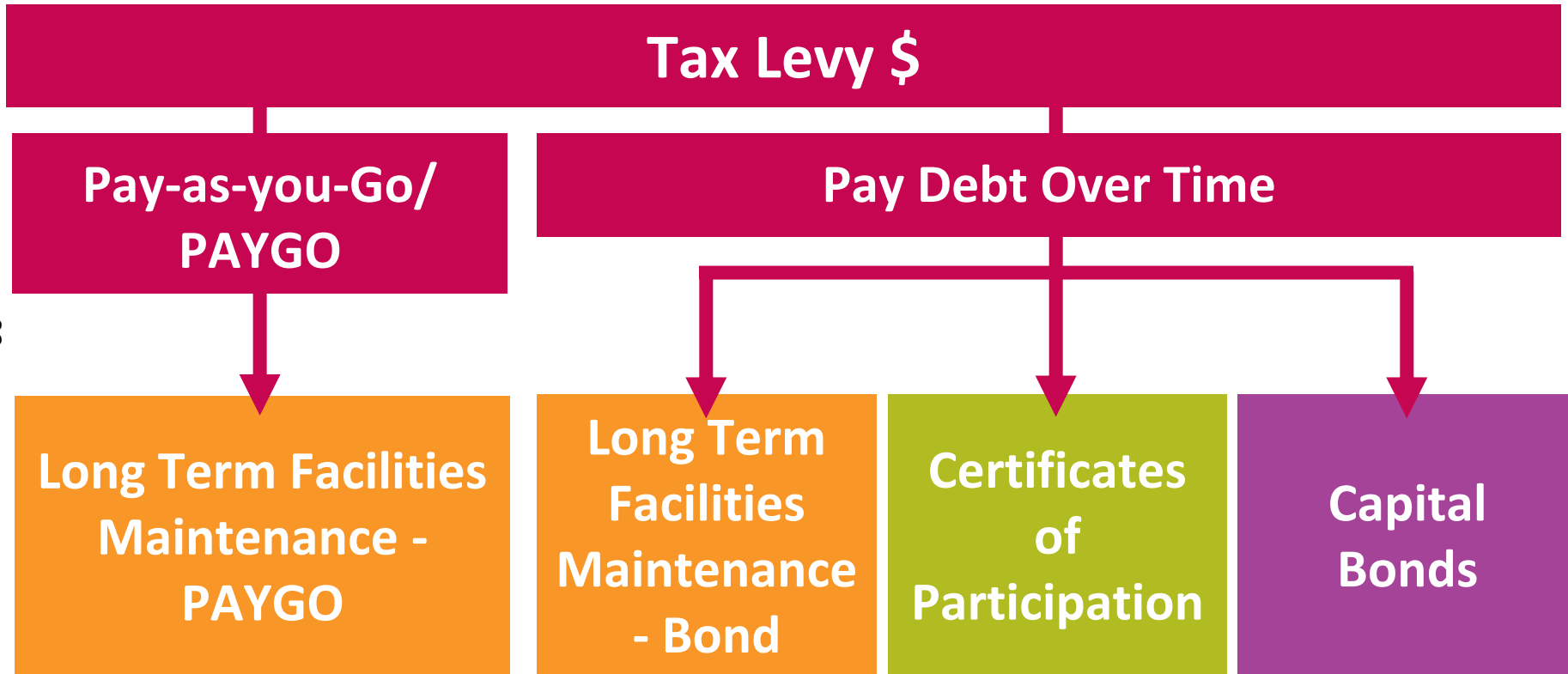
Cedrick Baker, Chief of Staff
August 20, 2019

Timeline

JULY 2	JULY/AUG/SEPT	FALL	FALL/WINTER	WINTER >
Review Team begins fact finding work	BOE receives progress updates	External Review Team reports findings / recommendations	Community engagement (inform) to communicate recommendations	Implement recommendations and Phase 2 communications plan

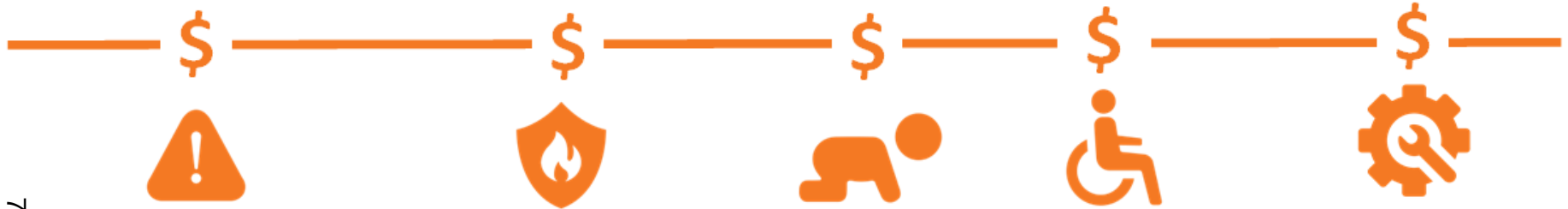
Capital Funding Structure and Options

69



How Capital Funding is Used

LONG TERM FACILITIES MAINTENANCE



CERTIFICATES OF PARTICIPATION



CAPITAL BONDS



70

Preliminary Findings

Areas of strength: Invoice protocols for architectural and engineering (A&E) contracts are consistent with industry standards

71 **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

KELLY SMITH

Baker Tilly

Tax and Assurance
Advisor

MIKE VOGEL

Facilities/Finance
Advisor

DONALD MULLIN

St. Paul Building and
Construction Trades Council

STEVE TORGRIMSON

Facilities/Finance
Advisor

CHAPPELL JORDAN,

Jacobs Engineering

Construction/Finance/
Industry Best Practices

72

FMP External Review web page

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)

Saint Paul Public Schools

FOLLOW US

★ Directory ★ Calendar

مدرسة | Espanol | Hindi | Somali

Our Schools | Site Manager | My Account

ABOUT SCHOOLS DEPARTMENTS PARENTS STUDENTS STAFF COMMUNITY SCHOOL BOARD WEATHER PLAN

FACILITIES DEPARTMENT

Tom Parent, AIA, LEED AP, Director
1930 Como Ave., Saint Paul, MN 55108
facilities@spps.org | 651-744-1800

Planning, Design and Construction

- Facilities Master Plan (FMP)
- FMP External Review
- FMP Outcomes Summary
- FMP School Work Study
- FMP Governance Committee
- Five-Year Facilities Maintenance and Capital Implementation Plan
- Major Capital Improvement Projects
- Design Standards (for vendors and contractors)
- Playgrounds
- Inclusive Restrooms
- Gardens and Planting Trees
- Women's Economic

Home > Facilities > Planning, Design and Construction

FMP External Review

On May 21, 2019, the District first announced its plans to conduct a review of the Facilities Master Plan's (FMP) fiscal, budget, and construction procedures to ensure fidelity to industry standards. The assessment will be overseen by a team facilitated by the District's chief of staff, Cedrick Baker, and a group of independent, external advisors with expertise in finance, and facilities and construction management.

The assessment will be conducted over the summer (2019) and the results shared with the public in the fall. Providing efficient, sustainable fiscal stewardship of public funds is of topmost importance to Saint Paul Public Schools—accountability to our community inside and outside the District is paramount.

The FMP is a comprehensive, strategic plan focused on providing students and teachers with high-quality learning environments by modernizing school facilities so they are responsive to the rapidly evolving needs of teaching and learning. Safe, warm, dry, and school facilities are assumed, the importance of flexible, adaptable physical environments that support a variety of teaching and learning styles play a vital role in the academic success of students.

The FMP oversees the modernization and maintenance of the District's buildings, 7.5 million square feet, and over 500 acres of land. The FMP also ensures that resources are aligned to provide equitable access to facility funding across the District and that facility projects are coordinated to increase efficiency and decrease costs.

FMP EXTERNAL REVIEW TEAM (PRELIMINARY)

Contact Information

For questions related to the FMP review team process, please email fmp@spps.org

Related Information

- FMP Background and History
- FMP Outcomes Summary (2019)
- Glossary of Terms
- Frequently Asked Questions (coming soon)

SIGN UP FOR FMP REVIEW TEAM UPDATES

Get updates from Saint Paul Public Schools related to the external review of FMP policies



Saint Paul
PUBLIC SCHOOLS

QUESTIONS?

HUMAN RESOURCE TRANSACTIONS
July 1, 2019 – July 31, 2019
August 20, 2019

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Beard, A. F.	Assistant Principal	07/01/2019	\$45.86	The Heights
Bourg, L. A.	Assistant Principal	07/01/2019	\$44.35	Crossroads Montessori
Corris, E. A.	Assistant Principal	07/31/2019	\$60.89	RiverEast Elem/Secondary
Hoemann, S. J.	Assistant Principal	07/29/2019	\$47.76	Washington Tech
Lightner, S. J.	Assistant Principal	07/01/2019	\$45.86	Battle Creek Elementary
Maldonado Perez, G.	Assistant Principal	07/15/2019	\$48.23	Creative Arts Secondary
Severns, M. J.	Assistant Principal	07/01/2019	\$43.07	Parkway Montessori / Middle
Abuqalbeen, F.	Classroom Teacher	08/17/2019	\$48.04	Como Park Senior High
Alle, T. A.	Classroom Teacher	08/17/2019	\$39.17	E-STEM Middle School
Anderson, C. O.	Classroom Teacher	08/17/2019	\$29.48	Washington Tech
Berkas, K. E.	Classroom Teacher	08/17/2019	\$27.33	Benjamin Mays/Museum
Carlson, J. A.	Classroom Teacher	08/17/2019	\$29.01	Battle Creek Middle School
Carroll, T.	Classroom Teacher	08/17/2019	\$29.48	Como Park Senior High
Casselle, A. M.	Classroom Teacher	08/17/2019	\$30.27	Battle Creek Middle School
Dosland, K. A.	Classroom Teacher	08/17/2019	\$29.01	Capitol Hill Magnet
Elliott, A. M.	Classroom Teacher	08/17/2019	\$30.80	Benjamin Mays/Museum
Engleiter, R. E.	Classroom Teacher	08/17/2019	\$31.45	Hazel Park Preparatory
Everhart, B. S.	Classroom Teacher	08/17/2019	\$51.80	Farnsworth Aerospace Upr
Fairbanks, A. R.	Classroom Teacher	08/17/2019	\$33.94	Creative Arts Secondary
Feinberg, S. G.	Classroom Teacher	08/17/2019	\$31.58	Cherokee Heights Elem
Fox, M. M.	Classroom Teacher	08/03/2019	\$27.18	Bruce F Vento Elementary
Freeman, T. M.	Classroom Teacher	08/17/2019	\$27.18	The Heights
Garcia Fisher, G. M.	Classroom Teacher	08/17/2019	\$27.18	Hazel Park Preparatory
Gatzke, L. A.	Classroom Teacher	08/17/2019	\$45.81	Como Park Elementary
Gerdes, R. E.	Classroom Teacher	08/17/2019	\$27.18	Benjamin Mays/Museum
Her, H.	Classroom Teacher	08/17/2019	\$30.27	Phalen Lake Hmong Studies
Humbert, K. L.	Classroom Teacher	08/17/2019	\$32.21	Galtier Elementary

HUMAN RESOURCE TRANSACTIONS
July 1, 2019 – July 31, 2019
August 20, 2019

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kartes, S. F.	Classroom Teacher	08/17/2019	\$30.80	The Heights
Kildahl, A. R.	Classroom Teacher	08/17/2019	\$34.32	Battle Creek Middle School
Koch, D. R.	Classroom Teacher	08/17/2019	\$30.27	Battle Creek Middle School
Kraemer, K. A.	Classroom Teacher	08/17/2019	\$47.62	Washington Tech
Lee, L. L.	Classroom Teacher	08/17/2019	\$37.08	Como Park Senior High
Lee, M. B.	Classroom Teacher	08/17/2019	\$32.92	The Heights
Lund, A. E.	Classroom Teacher	08/17/2019	\$35.72	Cherokee Heights Elem
McCarston, L. M.	Classroom Teacher	08/17/2019	\$32.67	Washington Tech
Medina, A. L.	Classroom Teacher	08/17/2019	\$30.27	Battle Creek Middle School
Mendoza, R. A.	Classroom Teacher	08/17/2019	\$35.89	Como Park Senior High
Mernin, J. L.	Classroom Teacher	08/17/2019	\$42.62	Global Arts Plus - Upper
Moran, D. J.	Classroom Teacher	08/17/2019	\$32.58	Parkway Montessori / Middle
Prise, C. M.	Classroom Teacher	08/17/2019	\$29.01	Johnson Achievement Plus
Rodriguez, M. L.	Classroom Teacher	08/03/2019	\$29.01	Riverview School
Rollins, R. L.	Classroom Teacher	08/03/2019	\$27.18	Farnsworth Aerospace Up
Selsing, J. E.	Classroom Teacher	08/17/2019	\$42.38	Riverview School
Simon, K. E.	Classroom Teacher	08/01/2019	\$24.45	271 Belvidere Bldg
Skluzacek, C. R.	Classroom Teacher	08/17/2019	\$30.27	Battle Creek Middle School
Stelly, M.	Classroom Teacher	08/17/2019	\$30.27	Battle Creek Middle School
Sykes-Williamson, K.	Classroom Teacher	08/03/2019	\$28.13	Four Seasons A+
Vasquez, B. M.	Classroom Teacher	08/17/2019	\$27.18	E-STEM Middle School
Veszi, C. B.	Classroom Teacher	08/17/2019	\$47.62	Washington Tech
Walsh, K. B.	Classroom Teacher	08/03/2019	\$32.58	St Anthony Park Elementary
Welke, A. L.	Classroom Teacher	08/17/2019	\$35.92	Central Senior High
Wiczek, S. A.	Classroom Teacher	08/17/2019	\$27.18	Battle Creek Middle School
Woods, R. R.	Classroom Teacher	08/17/2019	\$31.45	Riverview School
Young, R. A.	Classroom Teacher	08/17/2019	\$31.96	Battle Creek Middle School

HUMAN RESOURCE TRANSACTIONS
July 1, 2019 – July 31, 2019
August 20, 2019

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Carson, K. F.	Classroom Teacher	08/17/2019	\$35.32	Como Park Elementary
Crusinberry, K. L.	Classroom Teacher	08/17/2019	\$27.18	Parkway Montessori / Middle
Dougherty, M. R.	Classroom Teacher	08/17/2019	\$27.56	Como Park Elementary
Elaraby, A. M.	Classroom Teacher	08/17/2019	\$47.62	Global Arts Plus - Upper
Elgersma, T. D.	Classroom Teacher	08/17/2019	\$28.13	Daytons Bluff
Erickson, H. M.	Classroom Teacher	08/17/2019	\$27.18	Johnson Achievement Plus
Haas, D. D.	Classroom Teacher	08/17/2019	\$31.28	Como Park Senior High
Hunter, A. C.	Classroom Teacher	08/17/2019	\$36.43	Daytons Bluff
Nelson-Cheeseman, C. C.	Classroom Teacher	08/17/2019	\$33.94	Riverview School
Reynolds, E. G.	Classroom Teacher	08/17/2019	\$27.18	Farnsworth Aerospace Upr
Roste, K. J.	Classroom Teacher	08/17/2019	\$32.67	Murray Middle School
Sang, P. C.	Classroom Teacher	08/17/2019	\$30.27	Washington Tech
Wagner, L. K.	Classroom Teacher	08/17/2019	\$27.18	Parkway Montessori / Middle
Young, C. G.	Classroom Teacher	08/17/2019	\$30.65	Global Arts Plus - Upper
Loving, N. D.	Classroom Teacher	08/17/2019	\$27.18	Benjamin Mays/Museum
Henning, C. E.	Classroom Teacher	08/17/2019	\$37.06	Nokomis Montessori North
Dodd, M. K.	Classroom Teacher	08/17/2019	\$32.92	Farnsworth Aerospace Upr
Erickson-Berger, A.	Classroom Teacher	08/17/2019	\$51.60	E-STEM Middle School
Geck, P. E.	Classroom Teacher	08/17/2019	\$31.28	Open World Learning
Gorham, K. T.	Classroom Teacher	08/17/2019	\$36.32	Battle Creek Middle School
Soule, H. J.	Classroom Teacher	08/17/2019	\$27.18	Bruce F Vento Elementary
Wallace, A. L.	Classroom Teacher	08/17/2019	\$33.29	Galtier Elementary
Atkinson, J. K.	Classroom Teacher	08/17/2019	\$30.27	Benjamin Mays/Museum
Ferris, A. C.	Classroom Teacher	08/17/2019	\$27.18	Obama Service Learning
Hu, J. S.	Classroom Teacher	08/17/2019	\$30.27	Wellstone Elementary
Kaeding, R. A.	Classroom Teacher	08/17/2019	\$32.03	Eastern Heights Elementary

HUMAN RESOURCE TRANSACTIONS
July 1, 2019 – July 31, 2019
August 20, 2019

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
MacNeven, A. J.	Classroom Teacher	08/17/2019	\$33.94	Bruce F Vento Elementary
Mace, E. N.	Classroom Teacher	08/17/2019	\$27.18	Battle Creek Middle School
Prescott, A. N.	Classroom Teacher	08/17/2019	\$29.48	The Heights
Schobel, S. M.	Classroom Teacher	08/17/2019	\$27.18	Parkway Montessori / Middle
Slawik, S. B.	Classroom Teacher	08/17/2019	\$29.01	Highwood Hills Elementary
Stanford, D. S.	Classroom Teacher	08/17/2019	\$35.32	Washington Tech
Steinke, K. A.	Classroom Teacher	08/03/2019	\$47.62	Highland Park Senior High
Thune, E. N.	Classroom Teacher	08/17/2019	\$50.80	Bridge View
Vassallo, M. J.	Classroom Teacher	08/17/2019	\$44.00	Wellstone Elementary
Braden, S. M.	Classroom Teacher	08/17/2019	\$32.58	Global Arts Plus - Lower
Grosz, J. N.	Classroom Teacher	08/17/2019	\$32.58	Johnson Achievement Plus
Mentz, E. L.	Classroom Teacher	08/17/2019	\$32.58	Como Park Elementary
Ruecker, E. C.	Classroom Teacher	08/17/2019	\$31.28	Washington Tech
Harper-Godderz, N.	School/Community Professional	07/20/2019	\$23.30	1780 W. 7th Street
Hogendorf, D. J.	School/Community Professional	08/26/2019	\$30.78	Riverview School
Cha, Y.	Education Assistant	08/26/2019	\$20.67	Student Placement Center
Pelto, S. R.	Education Assistant	08/26/2019	\$17.82	Bridge View
Tollefson, L. E.	Education Assistant	08/26/2019	\$19.06	Student Placement Center
Xiong, N.	Education Assistant	08/26/2019	\$17.34	Student Placement Center
Durand, M. P.	Teaching Assistant	09/03/2019	\$15.00	Global Arts Plus - Lower
Harper, D. J.	Teaching Assistant	09/03/2019	\$16.00	Battle Creek Elementary
Kampa, S. N.	Teaching Assistant	08/26/2019	\$15.00	1780 W 7th Street
Nash, S.	Teaching Assistant	06/08/2019	\$15.00	1780 W 7th Street
Neubauer, B. J.	Teaching Assistant	07/06/2019	\$15.00	1780 W 7th Street
O'Neil, K. R.	Teaching Assistant	09/03/2019	\$16.00	Bridge View
Taylor-Sawyer, L. J.	Teaching Assistant	09/03/2019	\$15.00	Como Park Elementary

HUMAN RESOURCE TRANSACTIONS
July 1, 2019 – July 31, 2019
August 20, 2019

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Ferreira, A. K.	Nutrition Services	08/03/2019	\$35.69	Como Service Center
Ramirez, M. M.	Professional Employee	07/06/2019	\$22.38	Colborne Admin Offices
Xiong, A. T.	Professional Employee	07/15/2019	\$26.21	Colborne Admin Offices
Yang, M. M.	Professional Employee	08/05/2019	\$26.49	Colborne Admin Offices

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Asleson, B. T.	Assistant Principal From: Classroom Teacher	07/01/2019	\$44.87	Benjamin Mays/Museum
Bell, N. K.	Assistant Principal From: Classroom Teacher	07/01/2019	\$42.83	L'Etoile du Nord Upper
Eggers, R. W.	Assistant Principal From: Classroom Teacher	07/01/2019	\$44.00	Murray Middle School
Ewald, J.	Assistant Principal From: Classroom Teacher	07/01/2019	\$48.50	Hamline Elementary
Garvey, K. R.	Assistant Principal From: Classroom Teacher	07/01/2019	\$44.35	Bruce F Vento Elementary
Hinton, K.	Assistant Principal From: Classroom Teacher	07/01/2019	\$61.50	Washington Tech
Longway, K. A.	Assistant Principal From: Classroom Teacher	07/01/2019	\$47.44	Frost Lake Elementary
Mondry, S.	Assistant Principal From: Classroom Teacher	07/01/2019	\$53.95	St. Paul Music Academy
Richardson, P. T.	Assistant Principal From: Teacher on Special Assignment	07/01/2019	\$46.63	Harding Senior High
Xiong, M.	Assistant Principal From: Classroom Teacher	07/05/2019	\$48.50	Phalen Lake Hmong Studies
Childs, E. A.	Central Administrator Career Progression	07/01/2019	\$55.98	E-STEM Middle School
Dunlap, H. M.	Central Administrator From: Classroom Teacher	07/01/2019	\$53.16	E-STEM Middle School
Langworthy, M. L.	Central Administrator From: Nurse	08/03/2019	\$46.29	Colborne Admin Offices
Logan, N.	Central Administrator From: Classroom Teacher	07/01/2019	\$54.78	E-STEM Middle School

HUMAN RESOURCE TRANSACTIONS
July 1, 2019 – July 31, 2019
August 20, 2019

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Ransom, D. M.	Central Administrator From: Classroom Teacher	07/01/2019	\$53.16	E-STEM Middle School
Brown, S.	Classroom Teacher From: Temporary Employee	08/03/2019	\$28.81	Como Park Elementary
Carlson, J. D.	Classroom Teacher From: Teaching Assistant	08/17/2019	\$27.18	Parkway Montessori / Middle
Fleming, L. C.	Classroom Teacher From: Temporary Employee	08/03/2019	\$28.06	Frost Lake Elementary
German, K. E.	Classroom Teacher From: Temporary Employee	08/03/2019	\$28.81	Galtier Elementary
Henao, N. C.	Classroom Teacher From: Temporary Employee	08/03/2019	\$28.13	Global Arts Plus - Lower
Hughes, D. M.	Classroom Teacher From: Temporary Employee	08/03/2019	\$28.81	Battle Creek Elementary
Jensen, A. A.	Classroom Teacher From: Temporary Employee	08/03/2019	\$28.06	Johnson Achievement Plus
Joson, A. F.	Classroom Teacher From: Teaching Assistant	08/17/2019	\$27.18	Eastern Heights Elementary
Pabon, C. A.	Classroom Teacher From: School/Community Professional	08/03/2019	\$27.18	Riverview School
Ratzloff, P. D.	Classroom Teacher From: Temporary Employee	08/03/2019	\$28.06	Galtier Elementary
Rowland, M. L.	Classroom Teacher From: Teaching Assistant	08/03/2019	\$33.94	Frost Lake Elementary
Taylor, D. F.	Classroom Teacher From: Temporary Employee	08/03/2019	\$28.81	Four Seasons A+
Yang, S.	Classroom Teacher From: Temporary Employee	08/03/2019	\$28.06	Johnson Achievement Plus
Bonnick, S.	Principal From: Assistant Principal	07/01/2019	\$67.47	Washington Tech
Felber-Smith, A. M.	Principal From: Assistant Principal	07/01/2019	\$52.77	Nokomis Montessori South
Jackson, T. M.	Principal From: Assistant Principal	07/01/2019	\$58.13	Nokomis Montessori North
Kabaka, L. M.	Principal From: Assistant Principal	07/01/2019	\$62.57	Mississippi Creative Arts

HUMAN RESOURCE TRANSACTIONS
July 1, 2019 – July 31, 2019
August 20, 2019

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kalinowski, M. D.	Principal From: Assistant Principal	07/01/2019	\$59.94	Frost Lake Elementary
Mickelson, J. A.	Principal From: Classroom Teacher	07/01/2019	\$52.24	Four Seasons A+
Moeller, H.	Principal From: Assistant Principal	07/01/2019	\$62.57	The Heights
Musachio, A. L.	Principal From: Assistant Principal	07/01/2019	\$56.95	Daytons Bluff
Sahli, T. R.	Principal From: Assistant Principal	07/01/2019	\$57.54	Adams Spanish Immersion
Hoidal, B. M.	Classroom Teacher From: Teaching Assistant	08/03/2019	\$27.18	RiverEast Elem/Secondary
Khang, H.	Classroom Teacher From: Teaching Assistant	08/03/2019	\$27.18	Frost Lake Elementary
Lee, G.	Classroom Teacher From: Temporary Employee	08/03/2019	\$28.06	Johnson Senior High
Smith, A. L.	Classroom Teacher From: Temporary Employee	08/03/2019	\$28.13	Bridge View
Ginther, D. S.	Superintendency From: Central Administrator	07/01/2019	\$63.02	1780 W. 7th Street
Kimani, K.	Superintendency From: Central Administrator	07/01/2019	\$63.02	Colborne Admin Offices
Xiong, C. V.	Teacher on Special Assignment From: Classroom Teacher	08/03/2019	\$37.42	E-STEM Middle School
Thompson, A. P.	School/Community Professional From: Education Assistant	07/01/2019	\$26.70	Student Placement Center
Flores Hernandez, G.	Teaching Assistant Career Progression	09/03/2019	\$20.55	Highwood Hills Elementary
Rodriguez, A. M.	Clerical Career Progression	07/01/2019	\$31.07	Colborne Admin Offices
Ticknor, M. J.	Clerical Career Progression	07/01/2019	\$31.07	Colborne Admin Offices
Zepeda, C. E.	Clerical Career Progression	08/03/2019	\$25.18	Cherokee Heights Elem

HUMAN RESOURCE TRANSACTIONS
July 1, 2019 – July 31, 2019
August 20, 2019

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Karels, M. M.	Supervisory Career Progression	06/22/2019	\$38.07	Colborne Admin Offices
Gbolo, B. Z.	Nutrition Services Career Progression	07/20/2019	\$37.54	Como Service Center
Kozlowski, I. M.	Nutrition Services Career Progression	07/20/2019	\$34.30	Como Service Center
Novosad, M.	Nutrition Services Career Progression	07/22/2019	\$40.70	Como Service Center
Sanders, J. J.	Nutrition Services Career Progression	08/17/2019	\$18.82	The Heights
Smith, M. N.	Nutrition Services Career Progression	07/22/2019	\$40.70	Como Service Center
Baker, J. M.	Professional Employee From: Clerical	07/01/2019	\$26.21	Colborne Admin Offices
Burnside, A. T.	Professional Employee From: School/Community Professional	06/22/2019	\$25.70	E-STEM Middle School
Jones, J. R.	Professional Employee Career Progression	06/22/2019	\$34.49	Como Service Center
Rime, S. M.	Professional Employee From: Clerical	07/01/2019	\$30.34	Colborne Admin Offices
Chann, V.	Transportation From: Clerical	07/06/2019	\$35.66	Transportation Services
Lewis, M. R.	Transportation From: Clerical	07/06/2019	\$32.17	Transportation Services

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Asseln, T. D.	Classroom Teacher	08/17/2019	\$30.27	Battle Creek Middle School
Daniel, A. J.	Classroom Teacher	08/17/2019	\$27.18	Hazel Park Preparatory
Jakubic, K. A.	Classroom Teacher	08/17/2019	\$31.03	The Heights
Noble-Olson, E. K.	Classroom Teacher	08/17/2019	\$27.18	Como Park Elementary
Singer, L. C.	Classroom Teacher	08/17/2019	\$50.04	American Indian Magnet
Achen, B. A.	Classroom Teacher	08/17/2019	\$30.27	Central Senior High
Engfer, M. L.	Classroom Teacher	08/17/2019	\$29.01	Ramsey Middle School
Smith-Pugh, Q.	Classroom Teacher	08/03/2019	\$28.13	Ramsey Middle School

HUMAN RESOURCE TRANSACTIONS
July 1, 2019 – July 31, 2019
August 20, 2019

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Ricker, M. C.	Classroom Teacher	08/16/2019	Johnson Senior High
Berry-Cyprian, D. E.	Education Assistant	07/12/2019	1780 W 7th Street
Truso, M. C.	Education Assistant	07/18/2019	1780 W 7th Street
Yang, E. J.	Teaching Assistant	07/03/2019	1780 W 7th Street
Novotny, C. A.	School Bus Driver	07/27/2019	Transportation Services
Germain, M. E.	Custodian	07/26/2019	Adams Spanish Immersion
Mroszak, T. S.	Custodian	06/29/2019	Galtier Elementary
Coleman, A. W.	Plumber	06/24/2019	Como Service Center
Throop, M. D.	Supervisory	06/29/2019	Como Service Center

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Dungey, J.	School/Community Professional	07/01/2019	\$20.95	Battle Creek Middle School
Parks, A. D.	School/Community Professional	07/01/2019	\$35.16	Colborne Admin Offices

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Blum, J. R.	Classroom Teacher	08/17/2019	\$31.45	Chelsea Heights Elementary
Clickenger, A. M.	Classroom Teacher	08/17/2019	\$31.58	Galtier Elementary
Danielson, J. A.	Classroom Teacher	08/17/2019	\$51.89	Global Arts Plus - Lower
Ferri, A. R.	Classroom Teacher	08/17/2019	\$32.03	Farnsworth Aerospace Upr
Hunt, E.	Classroom Teacher	08/17/2019	\$30.27	Global Arts Plus - Upper
Larson, E. A.	Classroom Teacher	08/17/2019	\$43.06	Hazel Park Preparatory
Mann, E. R.	Classroom Teacher	08/17/2019	\$31.58	The Heights
Miller, K. K.	Classroom Teacher	08/17/2019	\$32.21	Hazel Park Preparatory
Morse, D. J.	Classroom Teacher	08/17/2019	\$32.58	Global Arts Plus - Lower
Olson, L.	Classroom Teacher	08/17/2019	\$27.18	Central Senior High
Scanlan Madore, K.	Classroom Teacher	08/17/2019	\$48.37	Cherokee Heights Elem
Schupanitz, S. E.	Classroom Teacher	08/17/2019	\$40.67	Capitol Hill Magnet
Thao, N. E.	Classroom Teacher	08/17/2019	\$27.18	American Indian Magnet

HUMAN RESOURCE TRANSACTIONS
July 1, 2019 – July 31, 2019
August 20, 2019

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hartshorn, S. E.	Classroom Teacher	08/17/2019	\$47.77	Como Park Elementary
Heffner, M. E.	Classroom Teacher	08/17/2019	\$39.03	Global Arts Plus - Lower
Cummins, T. J.	Classroom Teacher	08/17/2019	\$27.56	Central Senior High
Mowery, T. L.	Classroom Teacher	08/17/2019	\$40.55	Mississippi Creative Arts
Larson, H. M.	Classroom Teacher	08/17/2019	\$35.32	Johnson Achievement Plus
Vang, A. L.	School/Community Professional	07/01/2019	\$19.97	American Indian Magnet
Abrams, A.	Education Assistant	08/26/2019	\$21.70	Student Placement Center

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Paule, C. M.	Education Assistant	07/01/2019	1780 W 7th Street
Moses, B. A.	School Bus Driver	07/01/2019	Transportation Services
Thompson, B. J.	Custodian	07/22/2019	Hazel Park Preparatory

REHIRE AFTER TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lawson, S. K.	Classroom Teacher	06/11/2019	\$33.29	Global Arts Plus - Upper
Erwin, L. M.	Classroom Teacher	06/11/2019	\$40.05	RiverEast Elem/Secondary
Price, T. J.	School/Community Professional	07/01/2019	\$25.95	Johnson Achievement Plus Elem
Nop, S.	School Bus Driver	06/19/2018	\$25.42	Transportation Services

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Pham, T. A.	Classroom Teacher	07/01/2019	\$39.03	Hazel Park Preparatory
Kenneally, P. P.	Clerical	07/06/2019	\$24.99	Central Senior High

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bourgoyne, L. M.	Classroom Teacher From: Teacher on Special Assignment	08/03/2019	\$53.09	Colborne Admin Offices
Cherek, E. A.	Classroom Teacher From: Teacher on Special Assignment	08/03/2019	\$51.80	Johnson Achievement Plus
O'Shea, B. M.	Classroom Teacher From: Teacher on Special Assignment	08/03/2019	\$53.09	Colborne Admin Offices
Stone, S. K.	Classroom Teacher From: Teacher on Special Assignment	08/03/2019	\$54.09	Gordon Parks High School

HUMAN RESOURCE TRANSACTIONS
July 1, 2019 – July 31, 2019
August 20, 2019

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Elliott, J. K.	Classroom Teacher	11/01/2019	Murray Middle School
Hicks, B. J.	Classroom Teacher	11/01/2019	Washington Tech
Stroeing, D. J.	School Bus Driver	10/19/2019	Transportation Services
Murphy, M. J.	Custodian	08/01/2019	Farnsworth Aerospace Up
Simon, G. P.	Supervisory	11/01/2019	Colborne Admin Offices

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Graver Juelich, M.	Assistant Principal	07/01/2019	Murray Middle School
Bass, B. E.	Principal	06/29/2019	Global Arts Plus - Upper
Littles-Butler, V. A.	Principal	07/01/2019	Central Senior High
Allen, A.	Classroom Teacher	06/11/2019	American Indian Magnet
Anderson, D. C.	Classroom Teacher	06/08/2019	Hazel Park Preparatory
Beckmann, E. C.	Classroom Teacher	07/11/2019	Battle Creek Middle School
Blunt, K. E.	Classroom Teacher	06/21/2019	Battle Creek Middle School
Boyd, E. A.	Classroom Teacher	07/03/2019	Cherokee Heights Elem
Carlson, K. N.	Classroom Teacher	06/12/2019	Farnsworth Aerospace Up
Christensen, J.	Classroom Teacher	02/16/2019	St. Paul Music Academy
Dornfeld, M.	Classroom Teacher	02/15/2019	Farnsworth Aerospace - Lwr
Fox, D. P.	Classroom Teacher	06/08/2019	Hamline Elementary
Gill, A. N.	Classroom Teacher	07/25/2019	Obama Service Learning
Graden, W. E.	Classroom Teacher	06/12/2019	Battle Creek Elementary
Huang, H.	Classroom Teacher	07/13/2019	Jie Ming Mandarin Immr
Kelley, D. M.	Classroom Teacher	08/04/2019	Maxfield Elementary
Lash, C. A.	Classroom Teacher	06/11/2019	Eastern Heights Elementary
Menigo, M. A.	Classroom Teacher	06/11/2019	Four Seasons A+
Ray, P. A.	Classroom Teacher	07/24/2019	Farnsworth Aerospace Up
Semelis, A.	Classroom Teacher	07/25/2019	Daytons Bluff
Dums, J. M.	Classroom Teacher	08/03/2019	The Heights

HUMAN RESOURCE TRANSACTIONS
July 1, 2019 – July 31, 2019
August 20, 2019

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Stamschror-Lott, J. M.	Classroom Teacher	07/31/2019	Washington Tech
Erwin, L. M.	Classroom Teacher	08/03/2019	RiverEast Elem/Secondary
Hankwitz, K. N.	Classroom Teacher	07/02/2019	Daytons Bluff
Konat, K. E.	Classroom Teacher	06/11/2019	RiverEast Elem/Secondary
Schumacher, M. L.	Classroom Teacher	08/03/2019	RiverEast Elem/Secondary
Berry-Cyprian, D. E.	Education Assistant	08/20/2019	1780 W 7th Street
Stier, S. A.	Education Assistant	08/24/2019	1780 W 7th Street
Wood, M.	Education Assistant	08/24/2019	Focus Beyond
Moreno Maya, A. C.	Teaching Assistant	08/04/2019	Adams Spanish Immersion
Nelson, B. R.	Teaching Assistant	09/03/2019	Johnson Achievement Plus
Nelson, K. N.	Teaching Assistant	07/30/2019	Daytons Bluff
Wright, T. D.	Teaching Assistant	06/09/2019	Harding Senior High
Grundmeier, C. M.	Clerical	08/03/2019	Como Park Senior High
Danielson, J. H.	Custodian	07/24/2019	The Heights
Ennis, T. J.	Custodian	11/01/2019	Expo for Excellence
Chaudhry, I. A.	Nutrition Services	07/06/2019	Como Service Center
McClelland, N. A.	Nutrition Services	06/08/2019	Int'l Academy - LEAP
Throop, M. D.	Supervisory	07/16/2019	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
C., J. M.	Teaching Assistant	07/23/2019
G., A. R.	Teaching Assistant	05/18/2019
B., K. A.	Clerical	07/26/2019

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
L., D. M.	Custodian	07/16/2019

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
McWhorter, C. L.	Professional Employee	07/01/2019	1780 W. 7th Street

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

DATE: August 20, 2019

TOPIC: Acceptance of Gift from Lynn and Gloria Johnson Family Foundation

A. PERTINENT FACTS:

1. Our district high school, Humboldt Secondary, to accept monetary gifts in the amount of \$7,500.00 to support the girls' soccer team from the Lynn and Gloria Johnson Family Foundation. The Lynn and Gloria Johnson Family Foundation, was started by the late Lynn Johnson. He wanted to give back to the community by supporting schools, hospitals, police and other organizations.
2. This grant will meet the District strategic plan focus area of Program Evaluation and Resource Allocation.
4. This item is submitted by Laura Ranum, Athletic Secretary; and Joshua Delich, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

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

DATE: August 20, 2019

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

A. PERTINENT FACTS:

1. The Minnesota Department of Human Services awards grants for projects that offer techniques and methods for prevention, early intervention, treatment and recovery support services for substance misuse and substance use disorder.
2. Saint Paul Public Schools was awarded a grant to provide substance abuse prevention and cultural education to Native American Indian students and their families. The goal of this project is to offer techniques and methods for prevention.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This 5-year grant is for approximately \$742,500 and will benefit the Native American Indian community within the District.
4. This project aligns with the District strategic plan focus area of Effective and Culturally Relevant Instruction as it provides education and opportunities for Native American students.
5. This is a new grant-funded project. It will last a total of five years.
6. This item is submitted by Rebekah Doyle, Grant Management Coordinator; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the 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.

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

DATE: August 20, 2019

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

A. PERTINENT FACTS:

1. The University of Minnesota Bell Museum of Natural History awards grants that cover the cost of buses to ensure field trips to their facility are accessible for all schools.
2. Saint Paul Public Schools was awarded a grant to cover the cost of buses for student field trips to the Bell Museum. 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. This grant covers the cost of two school buses for each school, an estimated value of approximately \$3000.
4. This project aligns with the District strategic plan focus area of Effective and Culturally Relevant Instruction.
5. This is a new grant-funded project.
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 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.

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

DATE: August 20, 2019

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

A. PERTINENT FACTS:

1. The US Soccer Foundation awards grants for projects that enhance, assist and grow the sport of soccer in the United States, with a special emphasis on underserved communities.
2. Saint Paul Public Schools Facilities Department has prepared an application and Memorandum of Understanding to the US Soccer Foundation for the in-kind installation of one or more mini-pitches in the district. A mini-pitch is a small, customized hard court space suited for soccer programs. The goal of this project is to improve playing surfaces throughout the district and provide increased access to soccer programs. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This in-kind award has a value of approximately \$60,000 per mini-pitch.
4. This grant does not align with a strategic focus area but provides essential operational support that creates a foundation for strategic projects to build upon.
5. This is a new grant-funded project.
6. This item is submitted by Tom Parent, Facilities Director and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: August 20, 2019

TOPIC: Request for Permission to Submit a Grant to Blue Cross Blue Shield Minnesota

A. PERTINENT FACTS:

1. The Center for Prevention at Blue Cross Blue Shield Minnesota is currently accepting grant applications for its Catalyst Funding Initiative. The Catalyst Funding Initiative is designed to support the implementation of creative solutions to health inequities and jump-start community initiatives.
2. Saint Paul Public Schools Student Wellness Program and Open World Learning Community have prepared an application for funds to expand the bike maintenance program at OWL. The goal of this project is to start and staff a Bike Hub, which will provide students in the bike maintenance program with hands-on opportunities. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$25,000. The project will affect approximately 30 students enrolled in the bike maintenance elective at OWL.
4. This project aligns with the District strategic plan objective of providing career-focused, hands-on opportunities for all middle and high school students.
5. This is a new grant-funded project. The project period is 12 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Mary Yackley, Supervisor, Student Wellness; David Gundale, Principal, OWL; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Marcy Doud, Assistant Superintendent, Specialized Services; Dr. Josh Delich, Assistant Superintendent; Dave Watkins, Chief of Schools; Dr. Kate Wilcox-Harris, Chief of Academics; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: August 20, 2019

TOPIC: Request for Permission to Submit a Grant to the Minnesota Indian Affairs Council

A. PERTINENT FACTS:

1. The Minnesota Indian Affairs Council is currently accepting grant applications for projects that protect and empower children, parents and elders in the continuing revitalization of Dakota and Ojibwe languages.
2. Saint Paul Public Schools American Indian Education Program and American Indian Magnet School have prepared an application for funds to develop an aligned curriculum for Dakota and Ojibwe language programs. The goal of this project is to scope and sequence learning through the PreK-12 Dakota and Ojibwe language pathways to ensure students are progressing towards language mastery. 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 \$150,000. The project will affect 8 Dakota and Ojibwe language teachers, all students at AIMS and American Indian Studies students at Harding High School.
4. This project aligns with the District strategic plan initiative of ensuring all students have access to a well-rounded education.
5. This is a new grant-funded project. The project period is 24 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; John Bobolink, Supervisor, American Indian Education Program; Dr. Tim Brown, Principal, American Indian Magnet School; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Billy Chan, Assistant Superintendent; Dave Watkins, Chief of Schools; Dr. Kate Wilcox-Harris, Chief of Academics; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: August 20, 2019

TOPIC: Request for Permission to Submit a Grant to the St. Paul and Minnesota Foundations

A. PERTINENT FACTS:

1. The St. Paul and Minnesota Foundations are currently accepting grant applications for projects that build community vitality and strengthen our communities, including a focus on projects that foster: community connectedness; economic opportunity and security; education; health; housing and transportation; and human services and family support.
2. Saint Paul Public Schools Johnson High School has prepared an application for funds to support the Govie Leadership Program, expand peer tutoring and provide professional development in Culturally Responsive Teaching to staff. The goal of this project is to continue building a Restorative Practices culture at Johnson. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$50,000. The project will affect all students and many staff at Johnson (approximately 1,297 students).
4. This project aligns with the District strategic plan objective of creating inclusive school cultures where students are supported to show up as their full selves and thrive as individual learners in a global society.
5. This is a new grant-funded project. The project period is 12 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Micheal Thompson, Principal, Johnson High School; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Billy Chan, Assistant Superintendent; Dave Watkins, Chief of Schools; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: August 20, 2019

TOPIC: Request for Permission to Submit a Grant to the St. Paul Children's Collaborative

A. PERTINENT FACTS:

1. The St. Paul Children's Collaborative is currently accepting grant applications for projects that ensure that St. Paul is a place where all children learn, grow and thrive, focusing on: kindergarten readiness; reading by 3rd grade; children with health care coverage; children's connection to one or more caring adult; children safe and free from child abuse and neglect; and children graduate from high school.
2. Saint Paul Public Schools Office of Early Learning has prepared an application for funds to provide ongoing professional development using authentic child learning experiences to support adult practices among the district's childcare provider partners. The goal of this project is to eliminate barriers to learning opportunities and spaces ordinarily difficult to access by childcare centers and family providers. 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 \$150,000. The project will affect an estimated 300 children and their providers.
4. This project aligns with the District strategic plan long-term outcome of improving kindergarten readiness.
5. This is a new grant-funded project. The project period is 24 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Dr. Lori Erickson, Assistant Director, Early Learning; Dr. Kate Wilcox-Harris, Chief of Academics; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: August 20, 2019

TOPIC: Contract with Metro Transit

A. PERTINENT FACTS:

1. Metro Transit has provided SPPS high school students successful transportation for a number of years.
2. Metro Transit continues to provide additional services to greater numbers of students with SPPS, offering students greater flexibility for their transportation needs.
3. Contract is for SY 19/20 to SY 23/24.
4. Funding will be provided by the Transportation budget. Estimated cost of the period of the contract is \$1,500,000 yearly.
5. This project will meet the District's Strategic Plan focus area of Program Evaluation and Resource Allocation.
6. The contract has been reviewed by Jamie Atkins, Purchasing Manager.
7. This item is submitted by Tom Burr, Director of Transportation, and Jackie Turner, Chief Operating Officer.

B. RECOMMENDATION:

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.

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

DATE: August 20, 2019

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

A. PERTINENT FACTS:

1. Social, Emotional, Learning Behavior Intervention (SELBI) provides behavior support to schools by empowering youth and teaching them how to gauge their emotions, express them effectively, and develop positive relationships with peers and staff. SELBI staff work with students on social emotional learning (SEL), implement positive behavioral interventions and supports (PBIS), and participate in restorative circles. In alignment with schools' PBIS structures, staff recognize students and occasionally provide celebrations to encourage them to continue being model students for their peers.
2. With targeted students, staff saw a 75% decrease in student behavior incidents, increased self-regulation.
3. SPPS and SELBI agree to partner, providing seven (7) behavior support staff supporting two (2) SPPS sites for the 2019-20 school year.
4. The two sites are: Washington Technology Magnet School (5) and Humboldt High School (2). The SELBI Behavioral Support staff will enhance and increase early intervention strategies throughout the district. The contract amount is \$370,923.00, to be paid by school budgets.
5. This project will meet the District strategic plan focus area(s) of Positive School and District Culture.
6. This item is submitted by Heather Kilgore, Office of Family Engagement and Community Partnerships; Kathy Kimani, Office of School Support; Dr. Joshua Delich, Assistant Superintendent; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: August 20, 2019

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

A. PERTINENT FACTS:

1. St. Paul Youth Services (SPYS) provides behavior intervention, family support, crisis counseling, and Restorative Justice services. SPYS uses accredited research and feedback gathered from staff and students to continually assess, modify, and target its strategies based on what proves most effective for young people and their families.
2. St. Paul Youth Services (SPYS) surveyed teachers, administrators, and students in the schools where they worked (Harding, Johnson, Washington) in SY 2018-19. The results were positive, with 98% of faculty reporting they believe (SPYS staff) is an asset in their school and 89% of students reporting they feel motivated by (SPYS) staff.
3. SPPS and SPYS agree to partner, providing five (5) behavioral support staff supporting two (2) SPPS sites for the 2019-20 school year.
4. The two sites are: Harding Senior High School (3) and Johnson Senior High School (2). The SPYS Behavioral Support staff will enhance and increase early intervention strategies throughout the district. The contract amount is \$275,000 to be paid from school budgets.
5. This project will meet the District strategic plan focus area(s) of Positive School and District Culture.
6. This item is submitted by Heather Kilgore, Office of Family Engagement and Community Partnerships; Kathy Kimani, Office of School Support; Dr. Joshua Delich, Assistant Superintendent; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: August 20, 2019

TOPIC: Sanneh Foundation Dreamline Program SY 2019-20

A. PERTINENT FACTS:

1. The Sanneh Foundation's program, Dreamline, is an academic intervention program serving under-performing students in Saint Paul Public Schools (SPPS) middle and high schools. Dreamline "coaches" partner with SPPS staff to provide services on-site to students identified as most in need of intervention. Dreamline's goal is to work with students to increase their academic performance, improve school connectedness, and develop students' leadership and relationship skills in order to become positive contributors to their school and community. Coaches provide:
 - In-class student academic support in classes recommended by individual schools
 - After school homework help/tutoring and mentorship and leadership of afterschool enrichment activities
2. Evaluation results show participation in Dreamline to be associated with positive academic outcomes and increased engagement in learning environments, such as:
 - Increases in passing grades (particularly noticeable for Black participants)
 - Student attendance was positively correlated with mentoring and academic support; much stronger correlations were seen with more intervention hours
 - Academic outcome results are supported by participants' self-reporting strong agreement to indicators of engagement in the learning environment.
3. The total cost to SPPS for the Dreamline program at five (5) SPPS schools in 2019-20 is \$180,000, paid through district funds including Indian Education, Title I, and general fund. The actual value for each school is \$80,000, or \$400,000 total for the partnership:
 - SPPS pays \$36,000 per school to have two staff members in each of five schools
 - TSF raises funds for the remaining \$44,000 for each school
4. This project meets the District strategic plan focus areas of: Positive School and District Culture, Effective and Culturally Relevant Instruction, Family/Community Engagement.
5. This item is submitted by Heather Kilgore, Office of Family Engagement and Community Partnerships; John Bobolink, Indian Education; Sherry Carlstrom, Federal Programs; Dr. Efe Agbamu, Assistant Superintendent; Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: August 20, 2019

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

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2018, through June 30, 2020.
2. Contract changes are as follows:

Wages: Effective January 5, 2019, the salary schedule increase is 2%. Effective January 4, 2020, salary schedule increase is 2%.

Multi-Site Stipend: Effective July 1, 2019, Engineers who are required to be in charge of multiple sites shall receive a yearly stipend of one thousand (\$1,000) dollars per year. Engineers Receiving this stipend will not be compensated mileage for travel between these sites, but would continue to receive mileage for other travel.

Sunday Pay: Effective January 4, 2020, employees required to work on a Sunday shall be paid at the rate of two (2) times the employee current hourly pay rate including applicable shift differentials or premiums.

Training: Effective July 1, 2018, the District will permit a minimum of three (3) employees to attend training each year of the collective bargaining agreement.

3. The District has 236 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2018-19 budget year: \$13,147,628
 - in the 2019-20 budget year \$13,313,205
6. This item will meet the District target area goal 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 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.

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

DATE: August 20, 2019

TOPIC: Lease Agreement with Community Action Partnership of Ramsey & Washington County - Head Start

A. PERTINENT FACTS:

1. Community Action Partnership of Ramsey & Washington County - Head Start and Saint Paul Public Schools desire to enter into a lease agreement at the Belvidere Building, located at 271 Belvidere Street East.
2. The administration is agreeable to lease space to Head Start.
4. Terms and conditions of the Lease Agreement include the following:
 - a. The lease term will be twelve (12) months commencing July 1, 2019 and terminating June 30, 2020, with a one (1) year extension option.
 - b. The District will lease approximately Four Thousand Nine (4,009) square feet of dedicated space at 271 Belvidere Street East to Head Start.
 - c. Rent for this term shall be Four Thousand Five Hundred Twenty Eight Dollars and 93/100 (\$4,528.93). Revenue will be applied to debt service.
3. This lease agreement meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
4. This item has been reviewed and approved by Will Forbes, Assistant General Council.
5. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATIONS:

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

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

DATE: August 20, 2019

TOPIC: EL Education Cooperation Agreement for 2019-20 SY

A. PERTINENT FACTS:

1. The proposed cooperation agreement with EL Education provides 22 days of direct service from Open World Learning Community's (OWL) EL School designer.
2. Included in this cooperation agreement is membership, and various trainings/conferences.
3. This project will meet the District strategic plan/goals by increasing achievement in areas of math and literacy with a particular focus on writing and middle school math. It will also support overall greater academic engagement by providing professional development that results in highly developed standards-based learning expeditions.
4. Budget code: 01-250-218-000-6305-2200 in the amount of \$46,700.
5. This item is submitted by David Gundale, Principal, Open World Learning Community; Dr. Joshua Delich, Assistant Superintendent; and Dave Watkins, Chief of Schools.

B. RECOMMENDATIONS:

That the Board of Education authorize the Superintendent or designee to approve the 2019-2020 partnership between Open World Learning Community and EL Education.

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

DATE: August 20, 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 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 June 1 – June 30, 2019.

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

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.

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

DATE: August 20, 2019

TOPIC: 2019 Facilities Radon Testing Results

A. PERTINENT FACTS:

1. Per MN §123B.571, the school District may complete routine radon testing every five (5) years, or after major renovation work and ventilation equipment modifications.
2. The findings shall be reported to the Board of Education and the Minnesota Department of Health.
3. The Facilities Department has a radon testing plan that is in accordance with the Minnesota Department of Health 'Radon Testing Plan.'
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:

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.

Saint Paul Public Schools 2019 Short-term Radon Testing Results

In February and March 2019, the buildings listed in the table below were tested for radon. Radon is a naturally occurring colorless and odorless gas that can enter school buildings from the underlying soil and build up to levels that are unsafe. Pursuant Minnesota State Statute 123B.571, school districts may do routine radon testing a minimum of every five years and after major HVAC renovation work. This round of testing was conducted at all buildings that had not been tested in the last 5 years.

Below are the results of the radon testing that was conducted in 2019. The U.S. Environmental Protection Agency (EPA) recommends additional investigation when a space measures 4.0 picocuries per liter (pCi/L) or higher. As a result, continuous radon monitoring (CRM) was conducted at American Indian Magnet, Farnsworth Upper, Frost Lake Elementary, Gordon Parks High School, Hamline Elementary, J.J. Hill Elementary, and Riverview Elementary to determine the level of radon exposure during occupancy. All rooms tested below 4.0 pCi/L during occupied hours. No additional action is necessary at this time.

Saint Paul Public Schools – 2019 Radon Testing – Range of Results						
Building Name	Total Samples	Passing Samples			Samples Requiring Follow-up Testing	Follow-up Testing Results - Occupied Radon Level
		0.0 – 1.9 pCi/L	2.0 – 2.9 pCi/L	3.0 – 3.9 pCi/L	≥ 4 pCi/L	
Adams Spanish Immersion	63	63	0	0	0	
American Indian Magnet	49	45	1	0	2	2.4 pCi/L
Bruce Vento Elementary	84	77	5	1	0	
Chelsea Heights Elementary	50	27	19	4	0	
Cherokee Heights Elementary	38	37	1	0	0	
Crossroads Elementary	84	82	0	0	0	
Dayton's Bluff Elementary	46	45	1	0	0	
District Service Facility	87	87	0	0	0	
Eastern Heights	41	40	0	1	0	
EXPO Magnet	43	43	0	0	0	
Farnsworth Lower	32	32	0	0	0	
Farnsworth Upper	57	53	1	1	1	2.9 pCi/L
Four Seasons Elementary	54	53	1	0	0	
Frost Lake Elementary	89	73	13	1	1	2.2 pCi/L
Gordon Parks High School	37	31	5	0	1	1.3 pCi/L
Groveland Park Elementary	37	37	0	0	0	
Hamline Elementary	65	31	28	4	1	2.5 pCi/L
Hazel Park Academy	64	64	0	0	0	
Highland Park Elementary	54	53	0	0	0	
Highwood Hills Elementary	77	70	6	0	0	
Homecroft- Jie Ming	20	20	0	0	0	
Horace Mann Elementary	45	44	0	0	0	
J.J. Hill Elementary	49	3	6	27	13	2.9 pCi/L
John A Johnson Elementary	65	64	1	0	0	
Johnson High School	117	116	0	0	0	
Journey's Secondary	31	30	1	0	0	
L'Etoile du Nord Lower	47	44	3	0	0	
L'Etoile du Nord Upper	26	24	2	0	0	
LEAP High School	44	39	3	2	0	
Linwood Monroe Lower	43	42	0	1	0	
Linwood Monroe Upper	67	67	0	0	0	
Mississippi Elementary	50	50	0	0	0	

Building Name	Total Samples	Passing Samples			Samples Requiring Follow-up Testing	Follow-up Testing Results - Occupied Radon Level
		0.0 – 1.9 pCi/L	2.0 – 2.9 pCi/L	3.0 – 3.9 pCi/L	≥ 4 pCi/L	
Nokomis South	33	28	4	0	0	
Obama Elementary	80	80	0	0	0	
Parkway Montessori	47	37	6	2	0	
Ramsey Middle School	42	41	0	0	0	
Randolph Heights Elementary	38	38	0	0	0	
RiverEast Elementary (new)	108	101	0	0	0	
Riverview Elementary	33	5	3	13	12	2.7 pCi/L
Rondo Education Center	162	161	0	0	0	
Saint Paul Music Academy	48	48	0	0	0	
St. Anthony Park Elementary	53	52	0	1	0	
The Heights Comm. School	46	45	0	1	0	
Wellstone Elementary	87	84	1	0	0	
Wheelock Early Education	22	22	0	0	0	

pCi/L = picocuries per liter

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

DATE: August 9, 2019

TOPIC: Settlement Agreement

A. PERTINENT FACTS:

1. The District purchased property located at 600 Weir Drive, Woodbury, Minnesota 55125 (the **"Property"**) wherein Woodbury Leadership Academy, a Minnesota nonprofit corporation and charter school (**"WLA"**) was an existing tenant pursuant to that certain State of Minnesota Amendment of Lease Amendment No. 3 to Lease No. I-8986 (the **"Lease"**).
2. As a result of the District's purchase of the Property, WLA became a tenant of the District for a period of time.
3. During the transition of ownership and repurposing of the Property for District use, WLA alleges that its operations, use and enjoyment were disrupted by the District's activities. As a result, WLA has requested that the unpaid rent be forgiven.
4. The District disputes WLA's allegations relating to disruption.
5. The District and WLA acknowledge that the balance owed to the District in unpaid rent is \$41,057.50.
6. In order to resolve the dispute, and avoid the time, expense, and uncertainty of litigation, the parties have negotiated a proposed settlement agreement wherein the District agrees to reduce the unpaid rent balance to \$10,264.00 in exchange for a release of claims by WLA.
7. This item is submitted by William Forbes, Assistant General Counsel, Cedrick Baker, Chief of Staff and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: August 20, 2019

TOPIC: Classroom Audio Visual Upgrades at Maxfield, Bridge View, Focus Beyond, and Wheelock

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Classroom AV Upgrades at various sites.
2. The following bids were received for the lump sum base bid per site:

	Lump Sum Base Bid
Maxfield School (Muska Companies)	\$162,855
Bridge View School (Muska Companies).....	\$126,787
Focus Beyond (Muska Companies)	\$120,141
Wheelock (Muska Companies)	\$49,308

3. Bids were received in accordance with State of Minnesota Contract #124878 release C-956(5).
4. Bids have been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding will be provided from Capital Bonds.
6. This project meets the District Strategic Plan focus area of Program Evaluation and Resource Allocation by aligning resource allocation to District priorities.
7. 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 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.



Policy Update

Cedrick Baker, Chief of Staff

August 20, 2019

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.

109

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.

503.01: Children and Youth Experiencing Homelessness

Why are updates being proposed?

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

110

503.01: Children and Youth Experiencing Homelessness

Changes include details on:

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

111

Questions

112

Adopted: 8/27/2002

Saint Paul Public School Policy

503.01

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

503.01 Children & Youth Experiencing Homelessness

I. PURPOSE

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

II. GENERAL STATEMENT

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

III. DEFINITIONS

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

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

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

503.01 Policy
Page 1 of 4

Formatted Table

Deleted: ATTENDANCE:

Deleted: HOMELESS CHILDREN & YOUTH

Deleted: SERVICES¶

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

¶

ENROLLMENT¶

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

¶

PLACEMENT¶

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

¶

DISPUTE RESOLUTION¶

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

¶

Deleted: homeless

she last had permanent housing or the school last attended.

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

IV. SCHOOL SELECTION AND ENROLLMENT

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

Deleted: Homeless children

Deleted: Homeless children

Deleted: homeless

Deleted: homeless

Deleted: Homeless children

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

Deleted: homeless

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

Deleted: homeless

V. DISPUTE RESOLUTION

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

VI. TRANSPORTATION

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

Deleted: Homeless children

Deleted: homeless

LEGAL REFERENCES:

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

CROSS REFERENCES:

Policy 707.00 Transportation Eligibility

Adopted: 8/27/2002

Saint Paul Public School Policy

503.01

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

503.01 Children & Youth Experiencing Homelessness

I. PURPOSE

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

II. GENERAL STATEMENT

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

III. DEFINITIONS

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

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

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

503.01 Policy
Page 1 of 4

Formatted Table

Deleted: ATTENDANCE:

Deleted: HOMELESS CHILDREN & YOUTH

Deleted: SERVICES¶

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

¶

ENROLLMENT¶

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

¶

PLACEMENT¶

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

¶

DISPUTE RESOLUTION¶

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

¶

Deleted: homeless

she last had permanent housing or the school last attended.

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

IV. SCHOOL SELECTION AND ENROLLMENT

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

Deleted: Homeless children

Deleted: Homeless children

Deleted: homeless

Deleted: homeless

Deleted: Homeless children

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

Deleted: homeless

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

Deleted: homeless

V. DISPUTE RESOLUTION

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

VI. TRANSPORTATION

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

Deleted: Homeless children

Deleted: homeless

LEGAL REFERENCES:

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

CROSS REFERENCES:

Policy 707.00 Transportation Eligibility

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

PLACE HOLDER

Summary of Annual Performance Review of the
Superintendent

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