



Saint Paul Public Schools

Regular Meeting

Tuesday, June 18, 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

June 18, 2019
6:05 PM

A G E N D A

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- II. ROLL CALL**
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**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: June 18, 2019

TOPIC: Acknowledgement of Good Work by Students

A. PERTINENT FACTS:

1. Saint Paul Public Schools was awarded the Youth Career Connect grant (YCC) through the U.S. Department of Labor in 2014 to build the Academy of Finance (AOF) at Como Park HS. Students in the program earn articulated and concurrent classes in their business classes beginning in 10th grade. AOF students who earn 16 college credits with the required final grades earn a Business Certificate from Saint Paul College.
2. This year, 28 students earned a Business Certificate from Saint Paul College:

Assma Ahmed
Lizbeth Antunez Miranda
Matthew Brown
Philip Chervenak
Jenna Clayton
William Farley
Christopher Hailu
Abdullahi Hassan
Hanna Hatte
Lee Her
Yer Her
Lay Kler Htoo
Sucdi Jama
Naddi Jillo

Areya Khue
PaHoua Lee
Qhaihli Lee
Va Lee
Curtis Love Jr.
Millet Mendoza-Rangel
Huachee Moua
Ywa Nay Say
Christina Sayavong
Mu Ku Shi
Pa Sad Tit
Selena Vue
Charvaye' Williams
Emily Yang

3. This item is submitted by Hannah Chan, Program Manager, Stacy Theien-Collins, Principal, Como Park HS, and Darren Ginther, Assistant Director, Office of College and Career Readiness.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to recognize the staff acknowledged above for their contributions and outstanding work.

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

DATE: June 18, 2019

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. Saint Paul Public Schools Received the Minnesota Department of Education 2019 School Finance Award: The Minnesota Department of Education (MDE) released its list of school districts that received the 2019 School Finance Award, in which Saint Paul Public Schools made the list. Each year, MDE reviews each school district for criteria in the following areas: timely submission of financial data, compliance with MN statutes, presence of select indicators of fiscal health, and accuracy in financial reporting. This award is a testament to how the finance department is organized and accountable for the taxpayer dollars entrusted to us.
2. This item is submitted by Marie Schrul, Chief Financial Officer.

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**

May 21, 2019

I. CALL TO ORDER

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

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31663 Acknowledgement of Good Work by Students

FIRST Lego League (FLL)

FIRST LEGO League in Minnesota (MN FLL) is part of a global robotics program that includes more than 255,000 kids in 88 countries. High Tech Kids, in partnership with FIRST, has been bringing FIRST LEGO League to Minnesota since 1998.

Teams collaborate to build and program an autonomous robot to score points on a thematic playing surface (the Robot Game) and create an innovative solution to a problem correlating to the yearly theme (the Project), all guided by the FIRST Core Values. These three elements; the Robot Game, the Project, and FIRST Core Values make up what is called The Challenge.

The theme of The Challenge changes every year and is based on a real-world scientific topic. Past challenges have included topics such as space, nanotechnology, biomedical, and transportation.

Students being honored here today participated in the FLL State Tournament on February 23, 2019 at Washington Technology Magnet School in Saint Paul.

FIRST Robotics Challenge (FRC)

Combining the excitement of sport with the rigors of science and technology. *FIRST* Robotics Competition has been called the ultimate Sport for the Mind. High-school student participants call it “the hardest fun you’ll ever have.”

Under strict rules, limited resources, and an intense six-week build time limit, teams of students are challenged to raise funds, design a team "brand," hone teamwork skills, and build and program industrial-size robots to play a difficult field game against like-minded competitors. It's as close to real-world engineering as a student can get. Volunteer professional mentors lend their time and talents to guide each team. Each season ends with an exciting *First Championship*. *The Robotics team from Highland Park Senior High School recently competed in the FIRST Robotics State Championship held at the University of Minnesota.*

Renewable Energy Challenge

The KidWind Challenge is the ultimate wind energy learning experience for students. SPPS elementary, middle- and high-school students explore wind energy through the hands-on, investigative, and exciting KidWind Challenge!

When students participate in a KidWind Challenge they will:

- Discover the promise and limitations of wind energy technology
- Design, build, and test a functional creative wind turbine
- Compete with their peers in a supportive environment

The National Kidwind Challenge is happening this week in Houston, Texas. Teams from three different schools from SPPS traveled to Houston for the national tournament. The schools include: Adams Spanish Immersion, Farnsworth Aerospace 5-8 and Washington Technology Magnet.

History Day Nationals

The National Contest is the final stage of a series of contests at local and state/affiliate levels. Students begin their journey by presenting their projects in classrooms, schools, and districts around the world. Top entries are invited to the state/affiliate level contests. The top two entries in every category at the state/affiliate level are then invited to the National Contest. **The 2019 National Contest will be held June 9-13, 2019 at the University of Maryland, College Park.**

Each year nearly 3,000 students with their families and teachers gather at the University of Maryland, College Park for the week-long event. These enthusiastic groups come from all fifty United States, Washington, D.C., Guam, American Samoa, Puerto Rico, and international schools in China, Korea, and South Asia. The excitement can be felt across the campus. After spending months on project research and preparation, and competing at local and affiliate contests, these students are eager to show their hard work at the National Contest.

Every year National History Day® frames students' research within a historical theme. The theme is chosen for the broad application to world, national, or state history and its relevance to ancient history or to the more recent past. The 2018-2019 theme is *Triumph & Tragedy in History*.

This year SPPS has five teams from five different schools going to History Day Nationals in Maryland. They are: Open World Learning, Murray Middle School, Como Park Senior High School, Highland Park Senior High School and Central Senior High School.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Consent Agenda with no items pulled for separate consideration. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

Mr. Brodrick

Yes

VI. APPROVAL OF THE MINUTES

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

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of April 23, 2019. The motion was seconded by Mr. Brodrick and Mr. Schumacher.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

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

At the May 7, 2019 Committee of the Board meeting Superintendent Gothard began the meeting with a thank you to our teachers for National Teacher Week, as well as a recap of the Minnesota Teacher of the Year event, which included two finalists and five semi-finalists from SPPS. We are all very proud of the work of our teachers and their great work. The Board also recognized our school nurses for National Nurses Week.

The Board first received an update on the current legislative session, including important facts and dates, drastic comparison data between the Governor, House, and Senate on the E-12 target, formula, special education and tuition bill reform, other key provisions and the comparison data, E-12 target and major components, SPPS revenue comparison for FY20, and other grants and funding of interest, as well as policy provisions and information on other committees. Questions centered on per pupil funding formula versus individual bills, and current sense of the legislature on moving forward, activity from groups outside the metro school districts, and current discussions at the state level about how to raise revenue for education funding. Board members encouraged the Senate to include inflation factors into their actions, and thanked the Governor and House for holding strong in their educational funding efforts.

Staff then presented an update on advanced coursework recommendations brought forth by SEAB at the end of 2018, to ensure more students have access to, and are supported and successful in advanced classes. The strategic plan focus areas and objective relating to this were discussed, as well as the different types of advanced courses in the district. Data on 9-12 advanced coursework participation was shown. Updates and progress on the seven recommendations were also provided. This presentation sparked questions from the Board, and SEAB members, about the education for families in terminology and methodology and really understanding their child's thinking, talents, and interests, and conversations with families about options for high rigor services throughout the district. We believe that all students need to be recognized for their strengths and talents, and the District's role is to highlight and build upon those. Board members also mentioned the importance of executive function, and the process for students who are placed into advanced coursework. Counseling up and encouraging students to enroll in advance courses, and also providing support and pathways, which are critical for their success. Strategic plan initiative 3B and its timeline and levels of service were reviewed. Board members also requested further details on student voice in committees and coursework data, as well as communication and engagement with students on these efforts. More information was also requested on the timeline for the recommendation on recognizing students achievement, and ways in which the counseling up method will address the disparity of students of color in advanced classes to ensure that students are not only choosing advanced classes, but also supporting them in those classes.

Next, the Board received a FY20 budget update, which included grounding us in our district mission, and the preliminary big picture budget results. Projected revenue changes were also reviewed. Budget line items were then presented in a new format, which aligned the expenditures with strategic plan initiatives. Board member questions centered on professional development for paraprofessionals, technology and usage of a survey program, further details on the Learning Lead role and training, service to the community learning within a well-rounded education, the role of the arts in our programs, the impacts and motivation for students, and sites included in the middle school model. Further discussion also involved the work based learning coordinator positions, marketing of college and career pathways opportunities to families and students, celebration that many of our students graduate with enough college credits for a 2-year degree, opportunities to partner with organizations in a different, more efficient way, and ideas around future dual immersion programs. Other discussions also involved creating spaces for students who may need redirection, and finding ways to proactively allow students to access their education, PAR coaches and their role in supporting teachers, as well as program budget details, including State funding and the important role of communications to the community to highlight the wonderful work happening in our District. This budget format will be an ongoing way to track what we do, measurements of success, and be a roadmap for the District.

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

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. FMP Update

Superintendent Gothard began with an update on the Facilities Master Plan (FMP) and the ongoing concerns by the community. It is a time to optimize this time and opportunity for our buildings and learning environments. Therefore, below are the proposed immediate steps.

1. Develop an external leadership and review team for our Facilities Master Plan. Together, they will set the scope and parameters of this review.
2. Presentation of a review timeline that will be shared with the Board of Education and community.
3. Regular updates on progress. Share appropriate, relevant and timely findings. And, create a system for the Board to review recommendations resulting from review findings.

Superintendent Gothard also thanked the many men and women who have been a part of our FMP projects and how much these updates to our facilities truly mean to our community. He also presented an update on the history and current FMP efforts.

QUESTIONS/DISCUSSION:

- Director Schumacher appreciated the wrap-up and noted that when first elected, they were asked to approve funding for this project, and aware that it had been started years prior. It was good to see the timing, and seemed like there has been an FMP report quite frequently for Board approval on items. We also know that even though these projects have required more money originally bid at, is difficult to understand. On the other hand, know that once open a building, that's where we find out what it will

cost. He appreciated that we are moving forward learning from the process, and is happy to hear talk about this being an opportunity to consider the Facilities Master Plan priorities. Five years ago is a long time, especially with a new strategic plan, and know that board members have visited the schools, and as we understand our strategic plan and where those schools might be going in terms of programming, we need to pay attention and be flexible to where those priorities are and where they fit into achievement and supporting our kids. We also don't want to forget that in working 2 years in a school, that student body and staff are affected, and school leaders are distracted from their attention in teaching our children and he thinks it affects achievement to have construction noises and the ability to concentrate. He hopes that in reevaluating and we think about where we want to go and funding, and learning lesson, that we are talking to building leaders to also incorporate that into the future plans because they have a lot to say and feedback for those next schools. The new of the cost overruns, while unfortunate, is not a surprise. We owe to the community is that we are putting a process into place that spends the money we have been given by the taxpayers and community in a way that is cost effective, proper oversight, so that we can point and say that we are doing our best under conditions with a lot going on in terms of the industry. The public has to have confidence that the process we are putting into place has enough transparency and details to give confidence that there is oversight, and this group will give regular reports, that is critical for gaining the trust of the public that were are committed to making the facilities the best we can in the market, and that we can have that conversation publically to point out that this is an understanding we are at. He encouraged the District to be as detailed as possible about the process moving forward and that the Board is kept in the loop as well. Response: Yes, we agree. The ultimate goal is to make sure that we learn from our experiences and to look at the process. We need to look at the system, and the process is able to withstand the weight of expectations, and also internally, we continue to think about capacity, and transparency to the public so they understand what is happening and understanding what we are doing and how we got here, and the support in place for that to happen.

- Director Schumacher also noted the responsibility as a board member. We listen, and absorb and try to understand how these things go, and the Board has accountability. The nature and size of this project is unprecedented in this District, and to be able to provide the necessary support for the staff we charge is important. Know that everyone is cost-conscious. We need to be sure that we are giving the proper support for this oversight for projects of this size. He appreciated that there is an understanding that the oversight has to be in place, with the expertise and supporting those in working on these projects.
- Director Vanderwert also appreciated this. After seeing the before and after of the renovations, this is a worthy project. Our kids deserve learning environments that say to them they are important to the community. It would be useful to reiterate how this is being funded to ensure the community we are not taking away from the general fund that provides instruction. Response: That is correct – in many instances, there are certain restrictions of funds that we cannot use for certain things. One of those things is that we have set aside dedicated sources of funds for FMP, outside of the general fund which funds salaries, etc. We want to be able to provide an assurance and a visual to show where the funds are and funding sources, where it is being used, and it's origin, so there is no ambiguity and have a transparent way to show the community where the funds are coming from.
- Director Brodrick noted that as the senior board member, that we owe it to the community of Saint Paul to stop and thoroughly examine and expose where we are now and how we got here and where we are going. From the Superintendent and Chief of Staff, we have heard that we have a plan to do just that, and in clear and simple terms for all to understand. The intent is not to whitewash any mistakes that were made. Response: Correct – it is not the intention or desire to appear that we are whitewashing or trying to cover anything up. We take full responsibility for the things that have happened, and learn from the experiences that were had, and implement and move forward with a system with confidence for the board, community, staff, and to ultimately support our students. We assure that the Board and community will be provided with communication on the plan, and our goal is to ensure the Board has necessary information to make decisions with a commitment from staff to provide the transparency and information.
- Vice Chair Marchese thanked the Superintendent and staff for their work and work moving forward. It's important to institute a process that enforces the clear oversight and expectations for the community. One of the main reasons around the FMP is because it is the responsibility of the district to provide learning environments that are able to meet the needs of today and the future. An ambitions facilities

master plan is necessary for our current students, as well as future students. It may be a daunting task and with a high price tag, and not whether we do it, but how we do it in a way that demonstrates we are being good stewards of public money to make that happen and in a timeframe that is doable. He appreciates and understands the work prior to today to get a handle on this. One of the things not as clear is that there have been numerous conversations that have happened with board members and members of administration, and public meetings, and approvals as well as individual discussions with staff about the FMP. One of the things clear is that the ability of the Board to do their job relies on the quality of information from staff – including the quality, and timely information, and clarity of options for decision. We need to work with the information presented, and he encouraged staff to look at how they are looking at the oversight management to make it possible, and reinvigorate the confidence of the Board and public of this work going forward, and for the Superintendent is responsible for the oversight, and the Board for decision making.

- How will this review team work, who will be on it, process to use, and how to move forward that are different from current process? Response: From past experience in dealing with large construction contracts and in auditing and performance audits of programs, the Chief of Staff feels confident with moving forward with bringing in external help to help assess; we also have great people here internally and appreciate their continued work. What he has seen to be successful is to bring in support to look at the FMP holistically – not to silo it out, but look at what we want to be and achieve, which requires outside help. We're still in the process to see how it look, but external help to assess and move forward with recommendations with the District leading the team and bring recommendations before the Board. Ideally, an optimal person is one who has overseen large school district projects across the country or locally – someone experiences the highs and lows of the work and learned how to manage that process, and to give sound direction of interacting with the Board at this level that allows them to do their jobs at the very best of their abilities.
 - We need to have the higher level oversight, and also needs to be an examination of the operational level, and an assessment of the department's capacity on a daily, regular basis of the needs that this project demands because we need to function at a level that is aligned with the commitment. Response: We would agree. And to highlight of these types of large scale projects, we see the support of it not housed in one department, but as a many moving parts with different responsibilities from different departments, to ensure we are looking at it as system in a holistic way, because in the support of the system, we want the system overall to give us the results. Within that we must look at the operational aspects to ensure they are strong.
- This is a cross-functional project, and support is needed. At the level of supporting the overall project, whoever is overseeing this, will be acting in such a manner to support the viability of the project, and does extend outside the Facilities department, and beyond to our other offices that support that. Several have mentioned around a recommendation from the BFAC committee of an external audit – how will that intersect with this process? Response: We recently went through a financial audit that looked at all aspects of the district. The legality of it – we're strong. There are areas to look at for efficiency and effectiveness. It's more so looking at what we have planned for is tight, have the capacity to implement the plan, and a process an system – those aspects are looked more towards instead of a formal audit in a legal fashion that many may think of in an audit.
 - A board member noted that the audit isn't so much of the legality, but of the caliber of work and clarity of instruction provided, and capacity provided to handle the work, all of which could be done in variety of ways. It may be an audit for best practices, functional capacity, and improved capacity and process. The necessity of a process is critical due to previous cost changes and the Board's decision and approval of those changes. This process will help to ensure the professional judgment of staff, which is critical, will help to reassure the Board and community that the work is done and done well. He thanked staff for the work that is going to happen, and is looking forward to a closer connection to the information and support this work going forward.
- Director Brodrick noted the comparisons of the audit and noted the proposal from Superintendent Gothard to develop an external review team. This Board will need specific information in terms of what that external leadership and review team, the make-up, and what power and strength will their advice to our administration be. We did strongly hear from the BFAC that they were interested in an audit, and an audit isn't necessarily an audit of legality or finances, but sometimes of efficiencies, and if they will feel comfortable of being critical of the District in advice and criticism – who they are and how well we will listen to them. Response: In determining the members on this, we will first need to develop

review parameters of that review and understanding how and what recommendations come our way and how they are validated, and noted the work in the past of external reviews. We need to ensure we are working together a clear and concise way to move forward with long-range planning and to do it in a way with funding and timelines, and information necessary to make decisions.

- This Board needs to know the membership of the external team, and what their recommendations are.
- Director Xiong emphasized that our kids deserve so much more and better; classrooms today and needs for students are so different than 10-12 years ago. She noted the changes in schools that she attended, and now toured as a board member. A lot of buildings do need updating, and facilities need to change to meet the needs of students and ensure students can learn in innovative spaces.
- She appreciated the establishment of a system of accountability. What is the different between the external review team and the FMP Governance team that currently exists to oversee the plan? Response: The Governance group will continue to function as it has been. The purpose of the external team will be to come in at a critical time and to provide the perspective to make changes, and that is the goal – a need to change in how we operate internally and internal changes to support the system, and better implementation of the FMP. The governance committee is at a level where they are advising based on their many roles as parents, and staff. This external team is how we executive in terms of scope, funding, and how the work takes place.
- Director Xiong also suggested to give more clarity between the two teams, because they both review the FMP plan.
- What is the timeline? Do you foresee this as ongoing as the FMP is implemented? Response: We are not removing anything from the table yet. We need to learn from this team and set an appropriate timeline for us to conduct the work and determine the long-range steps. We are going into this open minded.
- It was noted there are seven board members elected citywide, and to serve and ensure we provide adequate education that all Saint Paul students deserve and graduate ready for endless opportunities. It was proposed that a board member is included to serve on the team and support process, similar to how we do with BFAC, and do the same with this leadership committee. Response: While the committee is still being determined and cannot commit that a board member will be present at every meeting – these will be folks working in depth in this, there will need to be a clarification and clarity on the expectations of this work. We can set up a board designee with reporting that is routine. We can clarify the expectations.
 - Because we are at the development stage, we can think about what it will look like. We need change, and expectations for change. Similarly to why and how we have BFAC meetings, which are co-led by a board member, this could also be co-led as well.
 - It might also be reported at the Exec Committee meeting which meets monthly.
- On the timeframe, we're going to need to approve the next round of spending, and would find it helpful to have these decisions made and structure and approving money on projects already planned, it would be helpful to know what it will look like for next stage before voting. Hope to have clarity on that to improve the conversation.
- Another note that we are talking about change, and evolution and evolution of a process and information coming to us continually, and also how communicate that evolution to the community. We have conversations with staff and the superintendent and each other on this information, and in tracking it, see how it make a commitment, how spending evolves, and how able to need to focus how to best share with the public information that they need to know so they can be partners. People in the community want to believe in what we're doing and care about their children and SPPS. We need to ensure we continue that conversation and answer their questions. As this system evolves, and moving through and building a system that follows the strategic plan, we are also taking time to bring everything to the same level in responsibility and oversight. Confidence in our leadership to ensure we deliver to do the best for all our kids, and we are all together in this.
 - It is important as we move forward for the next round of approvals, there will need to be a substantial amount of information and awareness of where process is going in order to have confidence in it. That will be necessary to have more confidence in the process, and to look at the timeframe.
- To the Board, and the proposal of having a board member on the leadership team is intriguing, and is a very good idea. Hoping that people will give direction to explore this possibility. Response: Appreciate the suggestion and having the Board engaged in this work is important, and the level of

engagement is important. Keep us in space where we are asked to approve recommendations, and not confusing the role with approval role in bringing information forward. It will be important for the Exec Committee to have an active understanding and frequent understanding, and a task.

- In order for us to look at how we are doing things differently, would encourage everything to think creatively and openly. We want confidence before our vote, and to look at our needs to ensure we receive the adequate information to make decision. That is why it was proposed to include a board member. There are great discussion and insight and hearing from community. Through previous discussions with BFAC members who are passionate about ensuring in exploring and discussing and thinking creatively with district finances and work alongside staff and board members to determine solutions, is an experience they appreciate. We are sharing ideas and space and conversations/details from the perspective as a board members. If we want to ensure we build a system of confidence, we have the information we need, suggest to explore what it will look like. This external leadership team is still in the development stage, and how it looks for a board member to be involved and give input. Response: There are opportunities and options to look at for moving-forward and what some are wrestling with. In the level of involvement, the goal is to ensure the board has the right information to make decisions. We need to think differently in how we do this.

B. Senior Survey Results

Superintendent Gothard then introduced Dr. Theresa Battle, Assistant Superintendent; Assistant Director of the Office of College and Career Readiness, Darren Ginther; and high school counselors Javita Baheriy, Kia Thao, and Samina Ali to present information of the 2018 Senior Survey Results.

Senior Survey

- SPPS created
- Perceptions from our SPPS seniors
 - High school experiences
 - Learning
 - Relationships and support for post-secondary
- 68 questions
- Process
 - Seniors at the end of the year
 - Online via Naviance
- Results
 - District-wide: with student group disaggregation
 - School level: no student group disaggregation
- The Senior Survey aligns with the Strategic Plan Focus are of College and Career Paths, specifically Objective 6 and Objective 7

80% Response Rate

- Number of Seniors as of June 1, 2018: 2,523
- Number of Senior Survey responses: 2,025
- Response data was also presented by ethnic group

Data highlights from the survey results were also presented and discussed, including post-secondary plan data, extracurricular activities, coursework, work-based experiences, college and career options, and post-secondary applications and opportunities.

Measuring Our Success

- It was noted that two key measurements from SPPS Achieves that the Senior Survey will be able to measure are 4-year graduation rate and enrollment in college after graduation and post-secondary plans for students.

QUESTIONS/DISCUSSION:

- For the Native and Pacific Islanders noted in the data with 100% - that is great, and what is the proportion of students to understand in looking at the information? Response: It is a very small percentage of the student body, as we see with demographic groups with a small number, it's a promising site to see regardless of number that 100% of them have a post-secondary plan or communicated with their counselor, etc., while being a small number.
- Thank you for the PLP (personalized learning plan), and for those students who do go to college, they do need a plan about the journey at the school; it's great for those students to have a plan for when they are ready.
- In conversations with graduates, do we have a way to engage alumni of SPPS on their plans after they graduate? Is there an alumni survey to capture what it looks like, thinking in particular of stories of students when they graduate they thought they were going to go one way, and their plans changed, or those who had to take remedial courses? Do we have data on that? Response: We do have clearing house data on students who enroll, and persist through and to college, and are in the process of developing an alumni connection, and the survey piece would be helpful. Also how we engage alumni to mentor current students, and to help them as they prepare for college. There are some outcome data from clearing house; it's on a delay though. For perception data, we don't have that full developed yet.
- Glad to see PreK-12, and talking sooner and earlier. With the Senior Survey, at the end of their time with SPPS. How or are there other plans to engage every year at all age levels to talk about planning? Response: We have a long history in SPPS with the tool the 5 Essentials. We surveys 6-12 students over 6 years of survey data. This was the first year we ceased that survey, and are looking into a new survey that also includes family and student input as well, especially in looking at Positive School and District Culture and gathering information from families. A key piece is also reflections, which will look different, and dive into personalized learning across our schools. It's about school wide and engage students to track their journey
 - We have such a rich technology tool here and keep using it to maximize the data to support our sites and students and families.
- The survey is deep and rich in quality and information. How do we use survey information to spotlight strengths or areas where schools could be more effective based on responses, and building across buildings to share practices? Response: One of the pieces in the past is through school counselor PD and sharing best practices, and digging into the data and working with REA and our BOLT system. We can continue to support and align counselors, and also grow capacity and share in their own buildings.
- Some of the questions are asking how challenged they felt, and teacher support, level of challenge, support, rigor, etc., how are buildings using that information to respond at a building level? Response: During our monthly principals meeting, there is one meeting set aside for grade level meetings and presentations from staff who coordinate senior meetings. One example is how a school revamped based on the data from seniors, and are especially important as students arrive new and listen to their voices for their personalized learning plans and redesigned how they support seniors. That's sharing at the principal meetings. The comprehensive document was also discussed. Schools do reflect on their specific school data, and through various ways in meetings and committees. It happens in many different ways that they respond to the data. Another interesting data point from a couple years ago were the students who selected military as their career, staff members were unaware this was an interest and did not have JROTC. We find out that data through the survey, and look into how students can achieve their dreams regardless of classes offered.
- It's interesting in advanced coursework, some of the disparities in advanced coursework and how it is reflected in the senior survey were noted, as well as access to advanced coursework.
- It was also noted that Washington students has a 100% rate of all students accepted to higher education, as well as other schools with high acceptance.
- We ask students to make big decisions about their life before they graduate from high school, and how do we help them in what they're thinking for majors, and ways to sort that out? Response: We do use Naviance, there are pieces in place, especially in middle school for strengths and in high school, career clusters. It's important to understand what students like and don't like as they think about their post-secondary education and career, and to help students to dig deeper into strengths and broad career fields, and allow exposure to activities, and pathways. We are content heavy environment, and it's also important to push back and understand skills in courses and rigor; as we offer program studies, there

are multiple opportunities to develop skills and pathways, so that students can rely on skills and perhaps jump right into their career.

C. Human Resource Transactions

MOTION: **Ms. Ellis moved approval of the HR Transactions for the period April 1 – April 30, 2019. Mr. Schumacher seconded the motion.**

The motion was approved with the following roll call vote:

Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	No

IX. CONSENT AGENDA

MOTION: **Ms. Ellis moved approval of all items within the Consent Agenda with no items pulled for separate consideration. The motion was seconded by Ms. Foster.**

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31664 Gift Acceptance from the Olga B. Hart Education Foundation

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

BF 31665 Acceptance of Gift from Rosemary Johnson

That the Board of Education authorize the Superintendent (designee) to accept the gift from Rosemary Johnson to be used to enhance the playground at Chelsea Heights Elementary School.

BF 31666 Twin Cities Dunkers Donation

That the Board of Education authorize the Superintendent (designee) to accept the \$6,650 from the Twin Cities Dunkers and provide a letter of expressing appreciation for the gift.

BF 31667 Acceptance of Monetary Gift to Open World Learning Community

That the Board of Education approves the acceptance of the monetary gift of \$5,000.00 presented to Open World Learning Community from Open World Learning Community PTO.

B. Grants

BF 31668 Request for Permission to Accept a Grant from the Amherst H. Wilder Foundation (Saint Paul Promise Neighborhood - SPPN)

That the Board of Education authorize the Superintendent (designee) to accept a subgrant from the Amherst H. Wilder Foundation to support families and children at Freedom Schools in SPPS; and to implement the project as specified in the award documents.

BF 31669 Request for Permission to Accept Two Grants from the Amherst H. Wilder Foundation

That the Board of Education authorize the Superintendent (designee) to accept two grants from the Amherst H. Wilder Foundation to support the Bell Power Scholar's summer academy program at Maxfield Elementary School and the Hmong and Karen Youth Pride summer program at Jackson Elementary School; and to implement the projects as specified in the award documents.

BF 31670 Request for Permission to Submit a Grant to 3M Gives

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M Gives for funds to support 2019-20 school year and summer programs funded by 3M Gives; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31671 Request for Permission to Submit a Grant to the Best Buy Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Best Buy Foundation for the funds to support the Academy of Information Technology; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31672 Request for Permission to Submit a Grant Application to the Fischer Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Fischer Foundation for ski equipment and/or the funds to purchase nordic ski equipment; to accept equipment or funds, if awarded; and to implement the project as specified in the award documents.

BF 31673 Request for Permission to Submit a Grant Application to the Max and Victoria Dreyfus Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Max and Victoria Dreyfus Foundation for funds to update the Crossroads Elementary School library with new furniture and maker-space materials; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31674 Request for Permission to Submit a Grant to the Medica Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Medica Foundation for the funds to purchase more hearing screening equipment for early childhood screenings; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31675 Request for Permission to Submit a Grant Application to the Minnesota Agricultural Education Leadership Council

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Agricultural Education Leadership Council for funds expand the Highland Park

Senior High School's agriscience career pathway program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31676 Request for Permission to Submit Three Grant Applications to Minnesota Department of Agriculture

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Agriculture for funds to purchase milk coolers; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31677 Request for Permission to Accept a Grant from the Minnesota Department of Education

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

BF 31678 Request for Permission to Submit a Grant Application to the Minnesota Department of Education to Provide Alternative Delivery of Specialized Instructional Services (ADSIS)

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for the funds to provide assistance to students who need additional academic or behavioral support; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31679 Request for Permission to Submit a Grant Application to the Minnesota Department of Human Services

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Human Services for the funds to expand efforts to provide SPPS American Indian communities with culturally appropriate, population specific services to address issues of Alcohol, Tobacco and Other Drugs; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31680 Request for Permission to Submit a Grant Application to No Kid Hungry

That the Board of Education authorize the Superintendent (designee) to submit a grant application to No Kid Hungry for funds to support the SPPS SFSP; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31681 Request for Permission to Submit a Grant Application to Prince of Peace Lutheran Church

That the Board of Education authorize the Superintendent (designee) to submit a grant application to Prince of Peace Lutheran Church for the funds to partner with at-risk families to build home libraries for our community's earliest learners; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31682 Request for Permission to Submit a Grant Application to the Saint Anthony Park Community Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Saint Anthony Park Community Foundation for funds to purchase music

folders; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31683 Request for Permission to Submit a Grant Application to the United States Department of Agriculture

That the Board of Education authorize the Superintendent (designee) submit a grant application to the United States Department of Agriculture for the funds to support the creation, adaptation, and adoption of learning materials and teaching strategies to operationalize a functioning Aquaponics classroom; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31684 Request for Permission to Submit Grant Applications to Wells Fargo

That the Board of Education authorize the Superintendent (designee) to submit grant applications to Wells Fargo for funds to support school based projects; to accept funds, if awarded; and to implement the projects as specified in the award documents.

BF 31685 Request for Permission to Submit a Grant Application to Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota department of Education for funds to expand CTE programming in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 31686 Reauthorization of Saint Paul Public School Adult Basic Education to Work in Conjunction with and to act as fiscal agent for Minnesota Literacy Council (MLC) and Saint Paul Community Literacy Consortium (SPCLC) and related Management Contract for the Consortium for the 2019-2020 School Year

That the Board of Education authorize the Superintendent (designee) to approve the Agreement between Saint Paul Public Schools and the Minnesota Literacy Council for the Management Contract of the Saint Paul Community Literacy Consortium.

BF 31687 RFP# A209579-A | Renewal of Poultry Contract

That the Board of Education authorize the renewal of RFP #A209579-A to Ferndale Market for the furnishing and delivery of poultry products for the period of July 1, 2019 through June 30, 2020, for an estimated value of \$120,000.

BF 31688 RFP #A2088827-A | Renewal of Prime Vendor Grocery Items and Supplies

That the Board of Education authorize the renewal of RFP# A2088827-A to Indianhead Foodservice Distributor for the furnishing and delivery of groceries for the period of August 1, 2019 through July 31, 2020, for an estimated value of \$6,500,000.

BF 31689 RFP #A217036-A | RFP Dairy and Juice

That the Board of Education authorize the award of RFP #A217036-A to Agropur for furnishing and delivery of Dairy and Juice for the period of July 1, 2019 through June 30, 2020, for an estimated value of \$2,000,000.

BF 31690 RFP #A214209-A | Petite Bananas

That the Board of Education authorize the renewal of RFP # A214209-A to Russ Davis Wholesale, Inc. for furnishing and delivery of Petite Bananas for the period of July 1, 2019 through June 30, 2020, for an estimated value of \$245,000.

BF 31691 RFP #A217128-A | RFP Fresh Bakery Items

That the Board of Education authorize the award of RFP #A217128-A to Bimbo Bakeries USA for furnishing and delivery of Fresh Bakery Items for the period of July 1, 2019 through June 30, 2020, for an estimated value of \$245,000.

BF 31692 RFP #A212562-A | Prime Vendor for Produce

That the Board of Education authorize the award of RFP# A212562-A to Bix Produce Company as a primary vendor and to Russ Davis Wholesale as the secondary vendor for the furnishing and delivery of produce for the period of July 1, 2019 through June 30, 2020, for the estimated value of \$1,800,000 and \$1,200,000; respectively.

BF 31693 RFB #A209633-A | Renewal of Prime Vendor for Non-Food Supplies

That the Board of Education authorize the renewal of RFB # A209633-A to Trio Supply Company for the furnishing and delivery of non-food supplies for the period of August 1, 2019 through July 31, 2020, for an estimated value of \$600,000.

D. Agreements

BF 31694 Food Service Agreements with Various Schools and Programs

That the Board of Education authorize the Superintendent or designee to enter into agreements to provide food service for non-SPPS schools and programs.

E. Administrative Items

BF 31695 Monthly Operating Authority

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

(a) General Account	#707855-709438	\$75,790,111.73
	#0003291-0003317	
	#7003201-7003242	
	#0003334-0003434	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	\$3,548,130.56
		<u>\$79,338,242.29</u>

Included in the above disbursements are three payrolls in the amount of \$56,747,053.56 and overtime of \$462,353.19 or 0.81% 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 August 31, 2019.

BF 31696 Approval of 2019-2020 Sabbatical Leave Applications

That the Board of Education authorizes the Sabbatical Leave recommendations for 2019-2020.

BF 31697 Facilities Purchases Over \$175,000

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

BF 31698 Increase Paid Lunch Prices

That the Board of Education authorize the Superintendent or designee to increase prices as follows, effective September 1, 2019.

- Grades PreK-5 lunch to \$2.50
- Grades 6-8 lunch to \$2.70
- Grades 9-12 lunch to \$2.90
- Adult breakfast to \$2.55
- Adult lunch to \$4.20

BF 31699 Ramsey County Property Purchase

That the Superintendent (or designee) approve Ramsey County's proposal to purchase District property located at 304 Dale Street North in the amount of \$93,735 for the Dale Street/I-94 Reconstruction Project.

BF 31700 Reauthorization of St. Paul Public School Adult Basic Education to Work in Conjunction with and to act as fiscal agent for Saint Paul Community Literacy Consortium (SPCLC) in Providing Basic Skills, English Literacy Training and Occupational Training Classes

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for re-authorization of funding to provide Adult Basic Education and act as fiscal agent for funding through the SPPS Adult Basic Education program and the Saint Paul Community Literacy Consortium.

BF 31701 Approval of Memorandum of Agreement with United Association of Plumbers, Local No. 34, to Establish Terms and Conditions of Employment for 2019-2020

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Association of Plumbers, Local No. 34 is the exclusive representative; duration of said agreement is for the period of May 1, 2019 through April 30, 2020.

BF 31702 Settlement of Claim

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.

BF 31703 Request for Yogurt Products

That the Board of Education authorize purchases with Upstate Niagara Cooperative, Inc. for the furnishing and delivery of yogurt for the period July 1, 2019 through June 30, 2020, for an estimated value of \$275,000 utilizing pricing established by the MSFBG bid process

F. Bids - None

G. Change Orders

X. OLD BUSINESS

Superintendent Gothard then introduced Marie Schrul, Chief Financial Officer, and Kelly Smith from Baker Tilly to provide more information on the below resolutions.

Chief Schrul announced that last week we received our bond ratings for most recent bond update, and we are proud to announce we maintained stable bond rating from both agencies.

Kelly Smith noted the chart showing the interest rate history over the last 5 years, the last part shows the general obligation building bonds trend, which has been going down, and the result is a good sale today. It was put out for competitive bids, and there were 3 bidders. Earlier in April, there was a recommendation to be a true interest cost of 2.944%, and the low bid came in at 2.706%, and a 24 basis points lower, which means an interest savings of approximately \$360,000 from earlier estimate to the district over the life of the 20 year bond. That's savings to taxpayers because of lower debt service payments. All three bids were below the proposal, and RW Barret was the lowest and will be recommending the sale be awarded to today. Proceeds should be available around June 20th. He also noted the rating process and thanked the Finance department and everyone involved, which included bond calls discussing the school district and financial means of the District. Both rating agencies had high comments, including stable finances, and risks for downgrades as things affect school districts. The district has done a great job of managing the reserves throughout the years.

A. Resolution Accepting Bid On Sale Of \$15,000,000 General Obligation School Building Bonds, Series 2019A

BF 31704 Resolution Accepting Bid On Sale Of \$15,000,000 General Obligation School Building Bonds, Series 2019A

MOTION: Ms. Ellis moved approval of the Resolution Accepting Bid On Sale Of \$15,000,000 General Obligation School Building Bonds, Series 2019A. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

B. Resolution Providing For The Private Negotiated Sale Of \$25,335,000 Certificates Of Participation, Series 2019B

BF 31705 Resolution Providing For The Private Negotiated Sale Of \$25,335,000 Certificates Of Participation, Series 2019B

MOTION: Ms. Ellis moved approval of the Resolution Providing For The Private Negotiated Sale Of \$25,335,000 Certificates Of Participation, Series 2019B. The motion was seconded by Mr. Schumacher and Mr. Marchese.

The motion was approved with the following roll call vote:

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

C. Resolution Providing For The Private Negotiated Sale Of \$40,525,000 Taxable Certificates Of Participation, Series 2019C

BF 31706 Resolution Providing For The Private Negotiated Sale Of \$40,525,000 Taxable Certificates Of Participation, Series 2019C

MOTION: Ms. Ellis moved approval of the Resolution Providing For The Private Negotiated Sale Of \$40,525,000 Taxable Certificates Of Participation, Series 2019C. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

D. FY20 Budget Update

Superintendent Gothard then welcomed Chief Financial Officer Schrul to present the FY20 Budget Update. He also noted the agreed-upon state budget, and thanked Mary Gilbert. We are still learning the details, and noted appreciation of work across the aisles and leadership of Governor Walz to ensure we prioritize education in the next biennium.

Mission of SPPS

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

FY 2019-20 General Fund Budget | Preliminary Big Picture (as of 5/17/19)

	FY19 Adopted (in \$M)	FY20 Preliminary (in \$M)	Difference (in \$M)
Revenue (including LTFM)	\$560.8	\$574.1	\$13.3
Use of Fund Balance	0	0	0
Expenditures (including LTFM)	\$560.8	\$576.8	\$16.0
Projected FY20 Shortfall		(\$2.7)	

- Projected revenue assumptions are based on a 2% increase to per pupil formula

- Projected revenue amount includes Long Term Facilities Maintenance (LTFM) sources within the General Fund prior to any State UFARS required transfers to the Building Construction Fund
- Projected expenditures adjusted for inflation.

FY 2019-20 General Fund | Projected Revenue (as of 5/17/19)

Projected Revenue Changes:	Amount \$M
Referendum levy increase	\$17.3
State Aid increase (assumption of 2% increase on formula)	6.2
State Aid decrease (due to enrollment decline)	(6.9)
Compensatory Education decrease (based on 10/1/18 Free & Reduced lunch count)	(5.5)
Special Education	2.2
Total FY20 Projected Revenue Increase	\$13.3

FY2019-20 SPPS Referendum Plan | Continuing Referendum \$44.6M

- ECCE/Discovery Club: 1.7
- Special Education: 4.1
- MLL Program: 1.0
- PLTT: 9.0
- PreK Admin/Transportation: 0.5
- Technology: 0.8
- Secondary Instruction: 12.2
- Elementary Instruction: 6.8
- PreK: 6.2
- All Day K: 2.3

FY2019-20 SPPS Referendum Plan | Additional \$17.3M Approved in November 2018

- SPPS Achieves (1a) PBIS: 0.5
- SPPS Achieves (2a) Positive Culture: 0.3
- SPPS Achieves (3a) Culturally Relevant Instruction: 0.1
- SPPS Achieves (3b) Well Rounded Education: 0.2
- SPPS Achieves (5a) Program Evaluation: 0.2
- SPPS Achieves (5b) Middle School Model: 2.5
- SPPS Achieves (5b, 7a) Counseling Support: 0.8
- SPPS Achieves (6a, 7a) College and Career Pathways: 2.5
- SPPS Achieves (7a) Work Based Learning Coord.: 0.8
- SPPS Achieves (8a) Family Engagement: 0.2
- SPPS Achieves (9a) Partnerships: 0.2
- Contractual Obligations (inc. inflation) for Schools/Targeted Programs: 9.0

FY2019-20 Title I Allocations to Schools

- FY20 Title I allocation from MN Department of Education (MDE) reflects an estimated reduction based on data received from USED for FY20.
- Smaller overall projected Title I Allocation:
 - \$22m FY20 vs \$24m FY19 (excluding carryover)
 - FY20 allocation of funds and services to schools is proportionately more of the overall budget than FY19.
 - 66% in FY20 vs 59% in FY19
- Title I Allocations to schools were also reviewed including Total Title I Funding, Parent Involvement, Title I – SPPS Achieves, and Title I Basic, with differences shown for the 19-20 Base Allocation of \$22M (66%) and 18-19 Base Allocation of \$24M (59%)

Strategic Focus Areas

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

Budget line items were then presented in a new format, which demonstrated to the Board and the community how the budget items are organized for FY and SY and the strategic plan. Proposed budget recommendations can be found within the presentation.

FY2019-20 Staffing Impacts (as on 5/21/2019)

FTE Reductions Related to Budget	FTEs
Teachers	-27
Educational Assistants	-12
Teaching Assistants	-19
As on 5/21/2019: there are 188 FTE teacher, 22 EA, and 47 TA job openings	
*Staff may move from building to building based on resources/funding	
Total FY20 FTE Reductions	-58

QUESTIONS/DISCUSSION:

- In looking at the Staffing Impacts, at the previous budget hearing, staffing impacts were brought up by a couple of people in the community, and with the referendum, and specific questions on staffing impacts that impact their school; what are some “talking points” for when people ask why staff are being cut? Response: There are three things that come to mind. First is that we knew that funding is based on student enrollment, so we are going to see a loss in projections, and assign students to schools, there could be fluctuations that could reduce in numbers of staff. For staff assigned to students with specialized services, the programming needs could also impact staff. Another is that it is a personal basis in shifts, and data shows that with openings, shifts do happen, and school are tied to individuals in the building. We are in a transition, and transition is that we having priorities we are funding, which is different from last year. This budget is tied to long term student outcomes and with those new priorities there will be staffing shifts as well.
- It was noted that as community members have questions, principals are helpful to help to explain to folks with questions on a school and staffing impacts. Others are also available to help, including assistant superintendents and directors as well. The budget hearing on Thursday, May 23 was also noted for folks to ask questions as well.
- There is the question about how staffing aligns with the strategic plan, and how to staff the model in the school so it is viable, and those don’t necessarily coincide. How are we making adjustments in deciding what will have an impact on programming and the formula may have an impact on the program, and some buildings that will feel it more than others due to enrollment or comp. funding, and creating parameters to guide how it will be handled? Response: There are some wholesale changes that do occur based on enrollment and program changes, and this district has experienced that in the

past due to budgets and priorities. It was shared at the listening session that we don't always have the amount of discretionary funds for schools to fit niches in our programs that need support, and that's where we're starting to feel it, and shifts in Title funds, and how schools are allocated. To every extent, we have been there to support how we can, and at some point we have the competing interest of funding priority versus funding discretionary staff to ensure our plan will be sustained. It's important to have priorities and stay with them. We can avoid the potential for big fluctuations as well.

- In this period of time, one of the things key is “start, stop, and sustain” and that analysis to further that along. There's a second order of change that needs to be thought about in how we are constructing our programs, and ways we are allocating resources to support programs that exists already that need to be vetted and brought forth. That we're beginning to get feedback from folks that are feeling the impacts and feeling sustainability of their own buildings, and a response and plan for each building for folks to see this won't be an annual event where they need to fight for their staff or program and become worn out from that experience, and fatigue from fighting year after year. They will see it locally and personally about how that goes for each of our programs, and important for folks in building. We need to get a handle on for each of our programs some way for folks to understand the future and how it will look, and budget and changes. Sometimes things change, and folks don't understand how we got there, or why we're here. It's thinking about each program, and sustainability and the future for each.
- In the Title I budget, we are investing \$2.04M, which is primarily the Learning Leads program? Response: Yes.
- We are going from \$14M to \$12.3M, which is Title I funding the buildings would have received? Response: That is a reduction in the amount in terms of cash, but also proportionate to the fact that we have less Title I dollars this year. We did direct some of district funds to cover learning leads, and would have been a reduction anyways because we have \$2M less overall that we're planning on. The fact that there's \$1.67M less going to buildings would have happened because of the loss of funds. We are backfilling from the district portion for the Learning Leads. Building would experience net loss regardless.
- With that district funding, what would have paid for through district funding, that will no longer be? Some of those were reduced funds to Parent and Family Engagement office, funds in career pathway counselors, and reduced funds to OTL for extra professional development.
- Are we backfilling from the General Fund to supplement that Title I funding in those areas? Response: Yes, some of the funding for career pathway positions, and Family and Community Engagement were funded from General Fund or Strategic Plan. There is not a net loss, but shifting of funding resources.
- In looking at the 27 FTEs, these are the rounded up staff – is there a list of buildings, or scattered? Response: All buildings received some portion of a FTE, depending on their total teacher allocation ended. After calculating class size by grade and prep time. We wanted to assist the school with capacity in enrollment, and also give them flexibility. It is posted online also.
- This seems like it would have an impact on the fall adjustment if we have already rounded up – will that have an impact on lessening the amount of money spent in the fall? Response: There will be an assessment of schools in September for October 1 count for their enrollment and if an adjustment is needed, and also doing an earlier review of schools in August because we did do a different enrollment projection. If there are large enrollment changes, we will assess for adjustment. It may allow a school to grow in a different area or allocate a different grade or elective, and giving them capacity in different areas. It also depends on elementary or secondary, because it would be an elective. We will be looking at class size and how it pertains to adjustments in late summer/fall.
- With the schedule, principals put budgets together without knowing of funding, and start cautiously, which is appreciated, and the legislature gives us more concrete numbers, and adjustment money in the fall, but the way it comes to parents is that they are losing something in their school while thinking about where to send their kids and school choice. For new staff, it's like we're taking a position away. From a parent's standpoint, there are key areas in school choice, and confidence in sites. We would prefer to frontload money as much as possible to secure the types of programming and stability in sites that programs we have agreed are valid and serve into the future, understanding that we will need money in the fall, because parents are making decisions on how they see the budget now. Give confidence in the budget. People want to know the plan for the school and where we are going. Right now, it feels fuzzy and don't see vision where school is going. If we feel like we might have additional money, put it upfront to make schools as healthy as possible while determining school choice and plans

for confidence. Response: We did things differently this year and did put money upfront to the sites, with some coming forward with needs. We did go through a rigorous process of identifying additional needs at sites this year and did allocate a lot of money upfront to a lot of sites with needs. There is a weighting factor for a district in a legislative session, and also conservative enough that we do not create a shortfall, and preparing bond ratings and fund balance and also estimating those percentage increases at the legislature. We were mindful upfront of a different way of projecting enrollment. We did work with schools to allocate more upfront and decisions about funding, but did meet needs upfront before school starts. A lot of the schools did get additional funding included in the final budget, with additional adjustment from sites. We wanted to make sure they were also aligned to our strategic initiatives.

- We continue to work with communities to identify ways to meet their needs. We are trying to use criteria that has been historical and there may be variable, and new priorities in a culture of scarcity. We'll get back our budget runs from this legislative session, which will balance our budget and look to see if there are additional dollars and to prioritize them and be responsible knowing that unless there are major changes. It's ensuring to provide the funds and also sustainability.
- In 29, which is a substantial item, what are more details and highlights of the expansion of the special education program? Response: The increase in special education is inflation, and staffing for RiverEast, as well as all-day PreK. There are investments this fall, and also increase in Federal setting 3 programs for students with more specialized support that need more intense support. It's also social work addition to support social/emotional development.

E. Policy Update

1. SECOND READING: Policy 713.00 Equal Opportunity Procurement

SECOND READING: Policy 713.00: Equal Opportunity Procurement

- Amended policy
- Rationale for updated policy:
 - To support the Small Business Inclusion Program SPPS is establishing
 - Will allow SPPS to better assess where and how it is spending and where improvements could be made
 - Will be able to provide transparent reporting
- New proposed language was reviewed

2. SECOND READING: Policy 415.00 Discrimination, Harassment, Violence and Retaliation

SECOND READING: Policy 415.00: Discrimination, Harassment, Violence and Retaliation

- We are updating the current Policy 415.00: Harassment, Violence, and Other Offensive Behavior. It is being proposed that the policy be retitled to Policy 415.00: Discrimination, Harassment, Violence, and Retaliation Policy.
- Why do we have this policy?
 - Promote positive school and district culture; and Minn. Stat. § 121A.03 requires that we have a policy regarding sexual, religious, and racial harassment and sexual, religious, and racial violence that conforms with the Minnesota Human Rights Act.
- Why are updates being proposed?
 - To create alignment with other District policies (e.g., Policy 102.00 Equal Opportunity/Non-Discrimination; Policy 500.00 Gender Inclusion; Policy 505.00 Bullying Prohibition)
 - To provide clarity in reporting and investigation procedures
 - To expand and clarify the retaliation prohibition
 - To ensure we are using our new resource, the EEO Director
- What are the significant updates?
 - Eliminates the need for separate procedures
 - Clarifies that discrimination is prohibited by this policy
 - Requires reporting of policy violations within 1 business day

- Utilizes the EEO Director to receive copies of reports and, if necessary, undertake her own investigation and/or provide support to building administration
- Explains that District personnel who fail to report violations of the policy may be subject to discipline
- Significantly expands the retaliation prohibition.

QUESTIONS/DISCUSSION:

- It was noted that there will need to be adequate outreach to everyone in the district for the updates to policy 415, and because it applies to students, teachers, administrators, and all other district personnel, and they are all under the umbrella of protection. People may be confused and has been hesitancy in the past for people to feel like they should bring forth a complaint or grievance, and confused about the procedure. It was mentioned to provide clarity in reporting and investigative procedures so that folks bringing forth a complaint are not reluctant and will have an idea of what happens next because the details will be so important in this process. It will also be important for folks to understand there will be no retaliation involved for people in these kinds of incidents.
- It was mentioned that this policy will eliminate the need for a separate procedure, and was noted this policy is probably more procedural than any others and the impacts of this as Board policy and monitoring of incidents because they will fall under policy.
- Administration also provided more information. Policy 415 is also important to the strategic initiative of Positive School and District Culture, and where people feel as though they can discuss a situation, and also highlights if something does happen; ultimately this policy helps to ensure it states there should not be any retaliation. We want to ensure we are thinking about creating a culture where staff feel comfortable to come to administrators with concerns on 415-type matters. This policy does not necessary encourage them to do that – that’s more something that will be addressed culturally in the district.

XI. NEW BUSINESS

A. Resolution for School Calendar Adjustment for 2018-2019

Superintendent Gothard then introduced the Resolution for School Calendar Adjustment for 2018-2019, and our eventful winter with cold and snow days for the health and safety concerns for our students. This resolution will approve the use of two cold weather/snow days as instructional days

BF 31707 Resolution for School Calendar Adjustment for 2018-2019

RESOLUTION FOR SCHOOL CALENDAR ADJUSTMENT FOR 2018-2019

WHEREAS, Independent School District No. 625, Saint Paul Public Schools (“School District”), canceled school on January 29 and January 30 during the 2018-2019 school year due to health and safety concerns; and

WHEREAS, the Minnesota Legislature enacted Laws of Minnesota 2019, Chapter 5 – Senate File 1743, which allows the School District to count one or more of those days as instructional days for purpose of calculating the number of hours and days in the school year pursuant to Minnesota Statutes, section 120A.41, and the calculation of average daily membership pursuant to Minnesota Statutes, section 126C.05, for students enrolled both before and after those school closure dates; and

WHEREAS, without the authority provided in Laws of Minnesota 2019, Chapter 5 – Senate File 1743, the School District could not meet the required minimum number of days and hours of instruction for students; and

WHEREAS, the School District wishes to count one or more of the canceled school dates for the purposes set forth in Laws of Minnesota 2019, Chapter 5 – Senate File 1743;

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

Declares that pursuant to Laws of Minnesota 2019, Chapter 5 – Senate File 1743, the canceled instructional days of January 29 and January 30 will be counted in the calculation of the number of hours and days in the school year and the calculation of the average daily membership for the 2018-2019 school year; and

Authorizes School District administration to report to the Commissioner of Education in the form and manner determined by the Commissioner on the number of days and hours the School District counted to meet the required days of instruction and to comply with all other requirements set forth in Laws of Minnesota 2019, Chapter 5 – Senate File 1743.

MOTION: **Mr. Schumacher moved approval of the Resolution for School Calendar Adjustment for 2018-2019. The motion was seconded by Mr. Marchese.**

The motion was approved with the following roll call vote:

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

QUESTIONS/DISCUSSION: None

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Start time changes, and questions in buildings for adapting for families, and supports.

B. Items for Future Agendas

- A board member noted that they visited Ag Day and FFA at Highland Senior, and learning more about the offerings across several high schools and career development. It would be interesting to look into the alternative paths that are offered, and encouraged the Exec Committee to think about this program and others like it at the elementary and expanding it to middle and other high schools.

C. Board of Education Reports/Communications

- The budget hearing on May 23rd at Harding High School beginning at 6:00pm was noted and the Board welcomed everyone to attend.
- A board member noted it is a busy and exciting time of the year with graduations and senior celebrations. The School Patrol Parade was a wonderful event, Hubbs Center student readings, Central auditorium dedication, and celebrations around the district for teachers and principals who are retiring. They have dedicated their time to students and families, and we celebrate and thank them. It's great to see the support for our staff, students, and families in buildings.
- Graduations were noted and the Board congratulated all the graduates.
- A board member noted their meeting with CASEL regarding social-emotional learning and look forward to their report.
- Cinco de Mayo parade was amazing, and it was great to meet with families and students.
- A board member noted the Equity Summit, and the recommendation to have the student performance at the beginning of the Summit for all to see because they are amazing performers, and the opportunity to talk with students.
- Hubbs Center student readings was a great event with our adult learners, and hearing about their experiences and the book "Journeys."
- APTT event at Maxfield with PreK students, and they are meeting the standard for letter recognition for upper and lowercase letters with their families, and they were excited to celebrate and talk about their learning.

- African-American Senior Recognition with a wonderful speech by Dr. Theresa Battle, and heard from students and their excitement for graduation; sharing their stories was amazing and powerful.
- Chair Ellis also shared her experiences in meeting with seniors in the district, including their views on the Senior Survey, experiences, and time in district. They have so much to share about their time in SPPS and experiences. She encouraged the Board to think more about what the Board can do collectively for student engagement, including starting to talk with students in 6th grade and other transition grades to talk about their experiences and meet with them at the beginning and then the end of the year.
- Director Xiong attended a listening session with the social studies department, and different studies courses and community engagement in Hmong Studies; she left feeling hopeful and excited and the setting was powerful with students and their experiences with school and family. She thanked Rebecca Biel for facilitating the session and prioritizing student voices.
- Senior recognition events were also noted.
- Hmong Enrichment Celebration with students across multiple grades and sites that came together to showcase the work they've learned and their pride in their traditional Hmong clothing and their learning and showcase their efforts.
- Director Xiong also noted the APTT conferences at Wellstone and that it is about ensuring we bring people together and create a space for parents to be actively involved in their student's learning journey and practice the activity with their child. It was also great to see the multi-language conference and their experiences in immersion programs.
- The Friday Forums were also noted, and the Board thanked Myla Pope and her team in the Office of Equity for these powerful events, which included community members, students, teachers, and brought together folks from different cultural communities to talk about their experiences and was also facilitated by the Office of Family Engagement and Community Partnerships, and clips were shown during the Equity Summit. They were emotional and really important, amazing experiences.

XIII. FUTURE MEETING SCHEDULE

MOTION: **Ms. Ellis moved to cancel the April 21, 2020 Regular Meeting of the Board of Education, and reschedule it to April 14, 2020. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

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

- June 11 | Non-Renewals | 4:00 p.m.
- June 18
- July 23
- 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)

- June 11
- 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 seconded the motion. It passed by acclaim.

The meeting adjourned at 10:18 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**

June 11, 2019

4:00 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order by Zuki Ellis, Chair, at 4:00 p.m.

II. ROLL CALL

Present: **Board of Education:** Ms. Ellis, Mr. Schumacher, Mr. Brodrick, and Ms. Vanderwert

Ms. Xiong arrived at 4:34 p.m.

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

Ms. Foster was absent (health).

Staff: Superintendent Gothard; Chuck Long, General Counsel;
Laurin Cathey, Executive Director of Human Resources;
Cedrick Baker, Chief of Staff; Dave Watkins, Chief of
Schools; 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 continue the meeting as a closed meeting to consider the non-renewal of probationary teachers, as allowed for by Minnesota Statutes Section 13D.05 Subdivision 3(a). It was seconded by Mr. Schumacher.

The motion passed by acclaim.

IV. NEW BUSINESS

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

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

It passed by acclaim.

RECOMMENDED MOTION: It was moved by Mr. Schumacher that the Board approve the recommended motion to finalize the list of non-renewals of the teachers listed for non-renewals on the HR Transactions List of June 11, 2019. Mr. Brodrick seconded the motion.

The motion passed with the following role call vote:

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

V. **ADJOURNMENT**

MOTION: It was moved by Ms. Ellis to adjourn the meeting. It was seconded by Mr. Schumacher.

The motion passed by acclaim.

The meeting adjourned at 5:07 p.m.

Prepared and submitted by
Sarah Dahlke, Assistant Clerk

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

5:00 p.m.

It passed by acclaim.

MOTION: It was moved to adjourn the meeting. The motion passed by acclaim.

The motion carried and the meeting was adjourned at 6:38 p.m. It passed by acclaim.

Prepared and submitted by
Sarah Dahlke, Assistant Clerk

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
June 11, 2019**

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

J. Foster was absent (health).

Staff: Superintendent Gothard, M. Hoerth, K. Randall, K. Kimani, H. Kilgore, T. Battle, T. Parent, J. Kelly, A. Schilling, K. Cordes-Sween, C. Moore, K. Wilcox-Harris, C. Long, C. Baker, D. Watkins, J. Turner, M. Gilbert, Y. Vang, M. Doud, K. Burns, A. Collins, H. Ott, P. Matamoros, S. Reyes, S. Dahlke

Other: K. Smith, K. Driscoll, T. Lonetree, J. Verges, Members of LCD PAC

I. CALL TO ORDER

The meeting was called to order at 5:13 p.m.

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard began the meeting by noting the great pride and thanks to the community as we celebrated 2,300 students who received their diplomas at graduation ceremonies recently. He recounted his experiences at the graduations, noting the emotions and empowerment of our students and pride in their identify through their mortar board and stoles. He also noted the support of parents and families for our students, and images from these ceremonies exemplify the true meaning of the SPPS mission statement.

He went on to recognize Assistant Superintendent Dr. Theresa Battle, as her final day in SPPS is July 1 and she continues her career as Superintendent for ISD 191. He thanked her for her 28 years of service in SPPS and shared highlights of her career and history in SPPS. Since 2013, she has served as assistant superintendent. Dr. Battle then thanked the Saint Paul community, and everyone who nurtured her as a teacher and educator. She noted her two children who were students in SPPS, and this will always be home. She thanked Superintendent Gothard, her colleagues and friends, students, and parents and those that she had the privilege and pleasure of serving for 28 years.

Superintendent Gothard also noted that Director Schumacher and his wife are now grandparents and congratulated them and their family.

He went on to note the leadership changes, and those will be published after notifying the school communities. There is a variety of new leadership, including those promoted from within as well as outside the district. There will also be more details about the Leadership Academy led by Chief Watkins and other leaders, as well as professional learning.

He noted the budget and the legislature's actions that will positively affect it. He thanked Principal Saatzer of Bruce Vento for hosting the signing of the E12 bill, as well as thanking legislatures for their work in the bill as well.

Superintendent Gothard noted the start time changes and support for families, including work with the City to increase after school childcare and programming options, such as S'More Fun, Rec Check, transportation, and a Discovery Club fee discount for families that will utilize this program the most. There will also be support from the Office of Family Engagement and Community Partnerships to help families find care for after school, and thanked our childcare partners, YMCAs, and Boys and Girls Clubs for their support and increase in capacity for kids and families. He also recognized the Start Times Committee for their work to prepare for the upcoming year. We are ready to help to partner with families, and thanked everyone for their work. He encouraged families with questions to contact the District or their school principal.

Superintendent Gothard also provided a recap as noted at the May Board of Education meeting on the state of the Facilities Maintenance Plan, and has asked Chief of Staff Cedrick Baker to review and convene an external review team to look at the FMP process, specifically at the capacity as a system to manage and oversee the process and create a framework for review. In terms of membership of the team, there will be expertise in facilities management, and highlight that this review process will be to learn, adjust, and continue. We will learn how we got here, current state, and adjust and the team will make recommendations, determine implementation and continue. This is work for our students to ensure optimal learning environments for them. We are drafting the scope of work in building this team, and the plan is for the team to begin mid-July. We are halting into entering into new constructions contracts in facilities, and the review team will assess and their goal is to provide recommendations and bring to the Board and Administration for implementation. The goal is to review the current internal operations, structure and demands of projects. There will also be a comprehensive communication plan to ensure it is transparent and accessible to the entire SPPS community. More details will be forthcoming.

QUESTION/DISCUSSION:

- What kinds of things will the team be looking at? Response: Right now, we are trying to clarify the scope of the review, and making sure we are looking at as much as we can to get to the root of the issue to ensure this will not come up again. More information will also be provided at future meetings.
- Who is determining who will be on the team? Response: This is still in process. There has been conversation with board members about ensuring there is representation with the external review team, and conversations with the Executive Committee on how it would look, or periodic updates to the Board on the process. The external review team will be people with expertise in facilities management and experience in the field, or consultants. Other areas will be a finance component and perspective as well – we are making sure there are a lot of options currently on the table, and will be reviewing further to narrow it down.
- A board member noted that from this team, we will need to learn what, where, and how – what has happened so far with the FMP, where we are at in this moment, and how are we going to proceed in the future. The public and community also wants to learn that information, and will be included in the scope of this team.
- For the membership of the team, how soon will we hear the names of the people on the team? It will be important for the community to understand we are turning to an external team for their feedback and for them to be objective, and identifying the issues and hold our feet to the fire in this. It was noted that members would be identified in the next few weeks, and based on the scope of work, RFPs, and process and timeline.
- Discussion also involved if a board member would be on the review team, as was suggested at the previous Board of Education meeting. Board members mentioned there are advantages to a board member being an active participant on the review team. Board governance and oversight were also noted, as this will be day-to-day work and it will need to be determined to what level the Board wants to be involved. A governance oversight team of the external group is another option, which would allow the Board to have the information and input to the process. This external team will be meeting multiple times a day every week. We need to determine what would be best and most suitable for board members. The role of the board administrator, which is currently unfilled was noted, for reporting thoroughly and in a comprehensive manner, and

direct information to the Board. Many times, for teams and committees, the question has been whether the committee or team reports to the Board or Administration. Any way to get information from this team in a direct manner will be important. Superintendent Gothard noted that they will review recommendations and team members, and the original goal for the team is to review, and review and governance are two different aspects, in reporting and governance and there are options to ensure board members receive regularly scheduled information from the team. Chief Baker also noted the rationale for the external review team is to review the current state, how we got here, and make recommendations and planned changes from the implementations.

- The process for the external review team is still being determined – they may recommend a formal structure from the review in terms of a committee.
- Another board member noted there has been extensive conversations about this topic with the Executive Committee, and these concerns were also addressed, including the membership and the level of frequency at which the Board interacts with the group, and the role of the board administrator was also mentioned, because they will be a full-time position that will be interacting with this group, and to connect with them on behalf of the Board. There will need to be communication in advance, because there is a lot of interest and concerns about what comes next, and the Board looks forward to hearing more about the plan to move forward and to determine how to play the role in overseeing. We don't expect they will be operating very far from the Board, but also need to recognize to allow people with expertise in areas working in facilities and financial aspects to do the work and allow the work with team and staff not necessarily with a board member present, but closely tied. Another board member reiterated that at the last Board meeting it was proposed to have a board member on the team because there isn't a current board administrator, and ideally, it would be that position that would be the designee on behalf of the Board in those meetings, and does look forward to the presentation with more details and structure and how the Board will fit within that to receive updates and be kept up-to-date with the work around this team, and access to the information.
- It was also noted that there will be a prioritization of existing projects moving forward that will be part of the scope, and move to implementation and making suggestions on prioritizing future projects based on the strategic plan for buildings, which will be more from administration in financing, priorities and justification.
- The timeline of the team was also mentioned, and recommendations may be to form a committee. This external team will not serve for the duration of the plan, but to build the pathway internally and capacity to manage the team. They will look at the system to see what worked and what didn't, and procedures, and make recommendations for the system overall. There is not a defined timeline yet though. It will be important for the next presentation to get clarity on the scope and purpose to understand this team and their work and the need for such a timeframe and will be important to understand.
- A board member also mentioned the commitment and time of members on the team, and if they will be paid and amount.

B. Legislative Report

Superintendent Gothard then introduced Mary Gilbert, legislative liaison to present the Legislative Report.

Special Session Needed To Finish Work

- Legislature Adjourned May 20th
- Special Session Called May 24th
- E-12 Special Session bill passes
 - House 112-14
 - Senate 67-0
- Special Session Ends May 25th after sunrise
- E-12 Billed Signed May 30th
- Other 12 bills signed May 31st

The Big Three – In Millions

	Governor	House	Senate	Special Session
E-12 Target	\$711	\$900	\$211	\$543
Formula Cost	3% & 2% \$520.5	3% & 2% \$520.5	.5% & .5% \$94.83	2% & 2% \$388.8
Special Ed Tuition	\$90.6 Yes	\$117.8 Yes	\$0 No	\$90.7 Yes
VPK SR+	\$47.1	\$47.1	40 in scholarships	\$46.8

Other Key Provisions

	Governor	House	Senate	Special Session
ELL	No change	\$4.48 million	No change	No change
Grow Your Own	No change \$	\$7 million	No change	No Change \$
Teacher Mentor	\$4 million	\$3 million	No funding	\$1.5 million
Full Service Schools	\$4 million	\$15 million	No change	No change
School Safety	\$17.3 million	\$24.370 million	\$74.53 M for FY20-21 only	\$30 million dependent of surplus

SPPS Revenue Comparison FY20

	Governor	House	Senate	Special Session
Gen Fund	\$9.15 million	\$9.47 million	\$1.55 million	\$6.31 million
VPK/School – 266 Scholars	Included above	Included above	Not included	\$1.55 million
Special Ed	\$1.188 million	\$1.96 million	No Change	\$1.188 million
Other school/salary	\$0.45 million	\$0.735 million	\$1.48 million**	Dependent of forecast
TOTAL	\$10.79 million	\$12.17 million	\$3.05 million	\$9.045 million

Other Grants/Funding of Interest

- Promise Neighborhood — base funding continued
- Early Middle College — \$136,000
- Pregnant & Teen Parents Transportation — \$112,000
- P-Tech School Grants — \$1 million FY
- St. Paul College Savings Account — \$500,000
- On Line Access to Music Education — \$200,000
- MN Center for the Book — \$250,000
- Civics Education Grants — \$150,000
- State wide concurrent enrollment teaching \$400,000 FY20 only

Policy Provisions Dropped from Bill

- Sexual Health Education
- PESLB Licensing Changes
- Student Discipline
- Civics Education and Test
- Lead and Radon Testing and Reporting
- ECFE/ABE teacher contracting/salary provision

Provisions to Other Bills

- HHS: School linked mental health \$1.2 million in FY 20/21 and \$9.6 million in FY22/23
- Transportation: Lights On bill, no transit increases safe streets for schools \$1 million FY20/21
- Tax Bill: \$10 million in second tier equalization for schools, no "opportunity credits"
- Homework Starts at Home: \$7 million
- Jobs Bill: includes grants for child care, youth skills training, MN Youth program grants, Youth and works, Construction Career Pathways, YMCA, Boys and Girls Club, BBBS, Ujama, HAP, CLUES
- Higher Education provisions were also reviewed

Policy Status of Other Committees

- Family Medical Leave — not included
- Safe and Sick Time — not included
- Retainage Changes — Included in Jobs Bill Contractors —Unemployment Insurance requirement
- Pension Issue — multi-employer employees — included in Pension bill

QUESTIONS/DISCUSSION:

- For the money for McPhail to do online music, is that something that can be integrated into our music curriculum? Response: We do have access to some and provide other opportunities for music, including gifted orchestra. It will be especially useful for schools in greater Minnesota where they may not have access to direct instruction and will be able to work with music teachers across the state. The request was larger than \$100,000. More information can be provided.
- What is the allocation per child for VPK? Response: It's 06.% of the formula allowance, and is based on the formula allowance. It generates more ADM for us, but not a full ADM because there wasn't enough money to fund a whole ADM, and also generates compensatory revenue and capital operating, so any ADM that generates other pupil formula, also generates revenue. Our new rate is 46% with 2961 – it was noted that it should be 1.6 for those kids. We do have VPK money with School Readiness Plus and Pathway 2 scholarships, so there are multiple revenue streams for our 4-year old program. VPK and School Readiness Plus are tied to the formula and generate revenue, even EL revenue.
- The impact of this final analysis of the money, and it seems that what we've been projecting includes most or all? It will be included in the budget presentation, and sufficiently balanced our budget. We were uncertain on our programs, and the remainder of that balance.
- For the safe school grants, what are more details about the allocations and to the schools that submitted proposals for the first time around? Response: Some issues because it was a pure lottery last time without a priority setting. This time if there is a surplus over \$63M, then \$34 will be allocated on a per ADM basis. If less than \$63M but more than \$30M (due to the money that needs to go the budget reserve); there will be a prorated amount. If the full \$63M isn't allocated, there will be something between \$0-34 based on ADM, which would be about \$1.1, and can be used for currently use safe school revenue for, but only one-time money.
- Do they cover in discussion about the release of the original proposals that schools submitted? Response: The used those as the rationale for increasing safe schools revenue based on the total number of applications. That was part of the bind last time, because of the cash appropriation because of the bonds and stipulations on general obligation bonds, and was a cash allocation based on one-time expenditures on facilities, and guidelines. This language says that it can be used anything for currently allowed under the safe school levy, which is broader than just facilities. It is one time money, and if the department will prioritize it, and more of a contingency.
- The Board and Superintendent thanks Mary Gilbert for her continued and great work in advocating for SPPS and all schools in Minnesota.

C. LCD Presentation: Annual Report & Recommendations

Superintendent Gothard then introduced Pablo Matamoros and Sara Reyes, and members of the Latino Consent Decree Parent Advisory Council to provide the annual report, including Sandra Hugu, chair of LCD, and Karina Marin, Vice Chair.

Background: LCD Implementation Guide

- Implementation Guide
 - The existing Latino Consent Decree Implementation Guide, as it is today, does not address all the advancements, improvements and best practices in education. There are also considerable gaps between what the LCD Stipulation states and what is actually being done across the SPPS district.
- LCD PAC Task
 - The LCD Parent Advisory Council continues to work in revising and updating specific areas of the LCD Implementation Guide.
- 2019-2020
 - School Building Administrator Requirements under LCD

Recommendations

- Recommendation 1 - School Administrator Guidelines: Implement the school administrator requirements under the Latino Consent Decree Stipulation
 - Guideline 1: Be knowledgeable about the Latino Consent Decree (LCD) program, participate in a training and help train key school staff
 - Guideline 2: Be responsible for the coordination of the appropriate instructional program for all eligible students
 - Information on Hispanic students enrolled in SPPS was also provided
 - Guideline 3: Be responsible for carrying out existing and future LCD guidelines and roles and responsibilities as it applies to school staff
 - Guideline 4: Be responsible for designating an LCD contact person
 - Guideline 5: Coordination will take place at the district level
 - Conclusion
 - More resources need to be strategically aligned to support the schools, especially in regards to SPPS Achieves and its initiative 2c (Recruit and retain more employees who look like our students).
 - EL/LCD Teachers and LCD EAs bring a unique perspective to the education of our Latino students.
- Recommendation 2 - LCD Districtwide Parent Program: Continue to strengthen the collaboration with community-based organizations and SPPS
 - Programs for Latino parents were reviewed within the Office of Family Engagement & LCD, CLUES, and Wilder Foundation
 - LCD Parent Academy Fall 2018 – Cohort II
 - Pre and Post Survey results were reviewed of participants
 - CLUES: Sexual health Education
 - Multi-generational sexual health education program to eliminate health disparities
 - Amherst H. Wilder Foundation: Latino Leadership Program

QUESTIONS/DISCUSSION:

- When talking about the inadequacy of the training, is it that we need more staff or the training itself isn't adequate? Or a combination? Response: There is not enough training and staff. Training has been done and done before November 30, but there are not enough people to cover all the students that need help, and is more about not enough staff.
- In talking about having more people who look like our students, that's an ongoing challenge to make sure when we do have those folks, training them in ways that are helpful and useful in situations. Are you confident in our training programs? Response: Yes, it is more about finding more diversity and to get them into the training programs.
 - Directors thanked the team for their great work and appreciate their work and insights.

- About the LCD teachers, do they have to be fluent in Spanish and also from the culture? Or only fluent in Spanish? Response: Thinking more bicultural and bilingual to understand the needs of the students, and there are differences in students from a different country in family, needs, and thinking. Those without the cultural background may not understand our students and experiences and customs, and we need that support. We know our students, and what they experience and also need our LCD teachers to also know firsthand. The requirements in responsibilities in the LCD teachers are clear on the stipulations on requirements they need to have to be an LCD teacher, and are a part of that, and recommend in the previous years – not just bilingual and bicultural, and meeting requirements under the LCD stipulation.
- For the LCD teacher position, what are the criteria for those positions? Are they teachers who push in to support students, or have a caseload of students at schools? Response: They push into classrooms to support students with the LCD background in the school setting. They work with the MLL department and include inclusion, and support not only students with the LCD flag, but all students regardless of ethnicity. The role is to secure a more stable role, and have a caseload of students; there are still areas to be more determined. This role will also be a contact for teachers, and work with the school and families for those students they support, and to communicate with the school, family and student if a need arises; not only academic services, but also additional services to support the culture and family. More will be fleshed out as we go along as well. Board members also noted that is so important and referred to Recommendation 1 which ensures administrators understand the guidelines of LCD and how to set up a system to support students.
- Referring back to guidelines, how are we supporting our principals to not only understand the decree, but also to understand and ensure our Latino students, and all students, are learning about each other's culture? Response: We can certainly meet a deadline and the requirement for training, but the development and routines are key to what we do. These fit in many different parts of SPPS Achieves, especially in 3a, which we didn't have in place last year, and these now have a place to live within the current strategic plan and they lived in different places previously with great work. We will have training and PD in place by November 30, and find unique ways to build into weekly and other PD as well. Topics were also noted on page 10 of the report.
- Our parents noted the strategic plan also is in alignment with the work laid out for the LCD, and 3a addresses those areas. It is one location of this work in the plan, and allows parents and the community a place to grab on to, and focus our work. It's great to hear about how our plan fits with the work of groups, committees, and teams of the work they care so much about. 2c on hire and retain staff who look like our students is another area. There are specific PDs that will be in the plan as well for our leadership meetings, and using those practices in the buildings.
- It was noted that the district response will be in October or November back to the LCD PAC.
- In looking at the number of LCD teachers and the number of LCD students, how is that number determined by school? What is the formula to determine whether the site has an LCD teacher or an LCD EA? Response: In terms of staffing allocations, we don't have the criteria to staff by LCD, but can look at that going forward. We do look for Spanish-bilingual candidates, which takes priority in planning. We are very cognizant of the LCD guidelines of increasing bilingual staff. One aspect is by the positions that we are hiring them for, which are the EL teacher positions, and may have Spanish-bilingual skills. We do make recommendations to schools with higher LCD students.
 - If the teachers are hired and are the EL teacher, how is their time split up if they are also flagged by LCD? Currently it is not defined that way. If they are designated LCD teacher, and there is capacity to do as much as the stipulations allow in also working with their team. It's more of a contact.
- A board member noted this in talking about equity, because it is not equitable for our Latino staff who are teachers and flagged under LCD and the criteria of things to fulfill and do, and at the same time are classroom teachers, and also have a workload that is comparable to their colleagues who are not LCD too. A lot of times, staff of color are asked to do two times of the job requirement, due to speaking a different language and from a different culture, and fulfill a job duty that are hired to do as well. From an equity perspective, what can we do to support our staff of color? There is a concern that we need to address because an EL teacher is also LCD-flagged and still has requirements in their classroom. We need to ensure that we are supportive and create system of support for staff of color who do double the work. Staff are doing the great work, and this is more of a structure issue. This is an inequity here

that exists, and we need to disrupt this to ensure we meet the needs of our students and families, and ensure that we support our staff members.

- With LCD EAs and their responsibilities they have and how they are working in buildings, there are more of them than teachers, and how is the balance of teachers and EA support, and the kinds of work they are doing, and benefits to families and students? How do families feel about the levels of support from these positions? Response: The first compliant is that there isn't enough. Most of the time, they have a lot of work to do and overloaded with students and there are not enough for all 2000 students. They are also helping with LCD contact person not in place, and it is not enough. They have been helping a lot to the students in a way for the cultural aspects, and the EA knows the student and knows what they need.

D. March 31, 2019 Quarterly Report

Superintendent Gothard then introduced Chief Schrul to present highlights of the March 31, 2019 Quarterly Report, with Kimberly Cordes-Sween, Senior Budget Analyst, to highlight the report to provide a financial picture and projections about the end of the fiscal year.

The March 31, 2019 Quarterly Financial Report is an update to the Board of Education on the current fiscal year 2018-19 budget and includes a projection of Revenue, Expenditures and Fund Balance as of June 30, 2019.

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

The fund balance accounts within the General Fund are prescribed by the Governmental Accounting Standards Board, known as GASB 54. The unassigned fund balance in the General Fund is the balance of 5% as referred to in Board policy. The fund balance in the Food Service fund is controlled by Federal USDA regulations.

The General Fund includes the five fund balance categories.

- Non-spendable
- Restricted
- Committed
- Assigned
- Unassigned

Details of the report were then reviewed, with the unassigned fund balance of \$37.2 million, which represents 6.1% of the current year expenditures and within the limit of current Board policy of 5%.

RECOMMENDED MOTION: Mr. Marchese moved the Board of Education to accept the March 31, 2019 Quarterly Financial Report as presented. It was seconded by Ms. Xiong and Ms. Vanderwert.

QUESTIONS/DISCUSSION:

- For the money that was received by selling the Albion property, that money went to the operating capital, and cannot go to the general fund? Response: It is in the general fund, but the categorical general fund, so it can only be used for certain purposes, including the furniture investment and investments within that fund.
- It was noted that the negative fund balance is not an issue due to the fact that the fund will be seen in the first quarterly revision next year, likely in December.
- Discussion about Title 1 and ABE expenditures that went down due to funding, and reimbursement-based for Title 1. We don't receive the revenue until the expenditures are there.
 - If it is entitled, why didn't we spend it? Response: It is the nature of the program and the allocation set-asides within certain areas that the nature of Title 1, and we are required to set aside funding for certain initiatives that were not spent, including indirect costs, or school improvement or professional

development, and family and parent involvement. If 100% of those funds aren't spend at each school or level, it all accumulates, and have \$3.8M, and we have about \$40M of entitlements in total. There are also staffing positions that were not filled, and we had projected the full year of salary, and those positions may have been filled into the year. Also, non-public allocations, and if they don't submit to the district for their portion, we don't reimburse them, and those expenditures are not submitted.

- What do we know about the amount left over that is not spent to do things differently next year? Response: We can provide more detail to the Board – it is a mix. The funds are restrictive in certain areas.
- Will they be carried over to the general pool to be reallocated? The funding is carried over at the district level and reapplied for the district to use, and comes into a carryover for specific allocation. In the past, we have reallocated additional funds to Title 1 sites. It's part of an adjustment to schools.
- If the school readiness funds were not expended, does that mean kids could have been served last year and weren't? Response: Part of the school readiness funds we had utilized, and part that was fund balance. Part of the school readiness here has to do with the fund balance there and available. More information can be sent, and fund balance planned there for additional resources for services planned. They allocated additional resources to schools with students in the population. It is planned fund balance for the next fiscal year, and will likely be used next year.

E. FY20 Budget Update

Chief Schrul then continued with the FY20 Budget Update. She thanked the CMD team for their work in the budget presentation and book, and to the Finance team for their diligent work in this year's budget process and book.

FY 2019-20 Budget: Influencing Factors

- Fiscal Year end projections vs. actual revenue & expenditures impact fund balance
- Enrollment fluctuations impact revenue, class size and building capacity
- Contractual settlements impact expenditure levels
- Legislative adjustments impact revenue
- Previous year's October 1 Free & Reduced lunch count impacts revenue
- Bond ratings
- Inflation

School Allocations

- All schools do not receive the same amount of money per pupil because:
- Some school funding is categorical (it has specific criteria on its spending)
- Funding for Compensatory Education and Title I follow the students on a one year delay (previous year's Oct 1 count)
- Higher poverty schools have greater access to categorical dollars than lower poverty sites
- School enrollment affects the dollars allocated

FY 2019-20 General Fund – Projected Revenue (as of 6/10/2019)

Projected Revenue Changes	Amount \$M
Referendum levy increase	\$17.3
State Aid decrease (due to enrollment decline)	(6.9)
Compensatory Education decrease (based on 10/1/18 Free & Reduced lunch count)	(5.5)
Special Education – Non-legislative increase	1.4
Other Adjustments (Levy, Pension & ALC)	1.8
State Aid increase (assumption of 2% increase on formula)	5.2

Special Education – Legislative increase	2.2
Voluntary Pre-Kindergarten	2.3
Total FY20 Projected Revenue Increase	\$17.8

FY20 Proposed Budget (Expenditures)

- Total FY20 Proposed Budget: \$794.0
 - General Fund: \$578.6
 - General Fund Fully Financed: \$45.7
 - Food Service: \$29.2
 - Community Service: \$23.2
 - Community Service Fully Financed: \$6.1
 - Building Construction: \$67.0
 - Debt Service: \$44.1

*(numbers reflected in millions)

General Fund Budget Categories

Category	Description
Schools	Refers to all budgets for school sites in SPPS
School Service Support	Refers to program budgets that provide direct support services to schools (ex: Transportation, MLL, Special Education, Student Placement Center)
Districtwide Support	Refers to program budgets that provide support to all areas of the District (ex: Operations, Human Resources, Employee Benefits, Technology Services)
Administration	Refers to program budgets necessary to support governance, policy, and staff support to the Superintendent (ex: Board of Education, Superintendent, Legal Counsel)

FY20 Proposed General Fund – Big Picture – Expenditures

Area	FY19 Adopted	FY20 Proposed	FY19 vs FY20 Difference	% Diff
Schools	\$247,054,701	\$258,819,579	\$11,764,878	4.8%
School Service Support	\$188,226,477	\$199,842,551	\$11,616,074	6.2%
Districtwide Support	\$107,705,160	\$116,188,942	\$8,483,782	7.9%
Administration	\$3,575,872	\$3,775,579	\$199,707	5.6%
TOTAL	\$546,562,210	\$578,626,651		

FY 2019-20 Staffing Impacts (as of 6/10/19)

FTE Reductions Related to Budget:	FTEs
Teachers	-27
Educational Assistants	-12
Teaching Assistants	-19
As of 6/10/19: there are 241.7 FTE Teacher, 17.39 EA, and 38.11 TA job openings	
*Staff may move from building to building based on resources/funding.	
Total FY20 FTE Reductions	-58

The Budget Development Timeline for FY2019-20 was also shown, with it beginning in August 2018 with the Pay19 Summer Levy Input, and finishing with the June 18, 2019 Board of Education meeting with the adoption by the Board.

QUESTIONS/DISCUSSION:

- How do our numbers connect with the numbers that showed the Governor, House, Senate, and the compromise bill? Many of us were at Vento when the bill was signed, and we were all happy and pleased he was pleased with the compromise bill. What happened at the State with what showed up here? Response: For the budget assumptions, 2% was used, and the question related to compensatory was open. Some of it was set aside. VPK was built-in now, because we got it, but was a question, and had money from compensatory. The half a percent is in addition to what we did for VPK, and additional money. They funded the special education proration for FY18 and 19, and the way the language was carried, we were paid for both years at the end of the year. Given where we were with the Senate, Governor, and House, we can be thankful. It would have been great to have the Governor and House's targets, and will have a battle again with VPK. Inflation keeps things moving, and there will be a task force on education funding. The EL cross subsidy got attention, and many bills were not heard. We did better than we budgeted, and flexibility, and funding pro-rations helped. The Governor's proposal matched what we received, with the exception of 3% on his; and had the Senate proposal carried, there would be much less funding.
- The Board noted the purpose was to coordinate the news of the legislature and the impact on SPPS. The Board thanked Mary Gilbert and Chief Schrul.
- Is the reduction in FTEs due to enrollment? Response: Part of the reductions and reminders of funds related to FRL, and schools that receive comp. ed. funding, and discretionary funding that was directly allocated were mentioned. There was a loss of about \$3M in allocation of discretionary funds, and decrease in FRL. A lot of the support positions and some of teachers, because some schools use comp ed. dollars to buy down class size even more. They utilize funds within comp. ed. and Title 1 to buy additional resources. Other reductions related to the budget, including overall staffing impacts, and programs, and this was all encompassing, and the District overall.
- The Board thanked Chief Schrul for the budget book, and thanked the team in the work put into this book. She did highlight the pages throughout the book as well.
- In trying to track previous updates, and the May BOE meeting, there was a \$2.7M shortfall. In looking at this and seeing higher expenditures, and added additional lines for revenue. How does the math translate? What changed? Response: We were cautious and conservative and didn't count in VPK and the other area we were conservative in was impact of the special education piece of legislation, originally \$2.2M for special education, and have \$2.2 and \$1.4, and a change in how we accounted for the legislative portion versus the expansion. With the legislation piece, we did modeling based on what we knew from the final bill. That projection in working with our staff to get more guidance, and were able to do more modeling around the increases. In terms of the \$4.5 in revenue, there was \$2.3, \$1.4, and a little bit in ALC, and increases with Gateway ALC funding. We continue to assess those impacts like comp. ed. and how it is linked to sites that may an opportunity to allocation additional to sites for resources.
- Is there a hold-back, contingency? Is that included? Response: Contingency was allocated upfront to sites; with the exception of the change in enrollment, and we are talking about doing an earlier enrollment check, there may be an appropriate revision at that time.
- The inflationary dollars of \$10.6 were noted, and \$6.7 for additional program changes. Other increases that were not referendum funding were also noted, and an important understanding of what the referendum is able to accomplish. These are general operations across the District and an understanding of buckets of where the money is going. The referendum is helping to maintain staffing in light of inflation. The 2% increase, and others, are not referendum funding, but in general operations and to understand the different buckets.
- It was noted that the original budget was using the assumption of a 1% increase, while being mindful of allocations and needs, and then looking at the legislature to be safe to build in 2%, and knowing the needs at sites and able to allocate additional resources in addition to utilizing those funds.

- The SPSS Achieves, the intent was to go slow with initiatives and be strategic and implement them in a way that is sustainable to the district, and also able to build them where staff can integrate into the work we are doing.
- Next year there will be inflation, and there will not be a referendum of \$17.3M. In talking about sustainability, there will be inflation again and will not have the referendum. That will be built into the base? Response: Yes, we will need to find a way in the next fiscal year without the increase year over year. We will have the increase in 2% from the legislature. Those inflationary increases will always adjust. Ensure we are also thinking about the next year in terms of programming. We don't want to solve a problem this year to create a problem for next year, and be done in a way to sustain and not bump up one year and bring it down the next.
 - Q-Comp was also noted. We have not applied for that, and not able to work with SPFE to do that. If it is an ongoing source, our participation might be critical. We have talked about this, and not forget this is out there as an ongoing conversation.
 - Looking at the allocation of resources, and an initiative to do a deep dive on that, and integrate this with our budget for FY21 and beyond.
- It's important to note the building construction fund around how Certificates of Participation are issued, bonds, and specific bond issues, and how the levy impact and the timing of receiving bonds. Funding for the FMP, operations and facilities has funding within other programs included. For the FMP, there are bonds issued annually for \$15M, and a portion of LTFM funding that has been shifted and reported to the general fund around \$27M, and our annual COPs of \$70M. In adding together, \$111-112M depending on the LTFM, and aid there too. We also always build that budget annually. There is also information on the timing of certificates and fund balance. In July, we will be receiving the proceeds for that fund balance.
- In the history, is there a way to indicate, and the years we cut, what if we could illustrate what it would have been had we adjusted for inflation just to see why there were cuts? The world would then know why we would have those drastic cuts. Response: It's dramatic at \$600/student, and other organizations have illustrated that. It would be interesting had we adjusted for inflation and to show those figures and differences.
- Enrollment trends were also highlighted by grade sections and clusters.
- Staffing allocations were also noted. They are originally allocated out to schools initially, and they work within their budgets. There is flexibility allowed. In the pie chart within the book, it is a visual that shows classroom teachers, at about half the pie chart allocated to sites, and special education and MLL. It's an important visual to highlight in allocating large sections of classroom support to our buildings. ALC sites were also added.
- What our ELL population and those numbers. Given the national culture and climate, if our student enrollment goes down, will our need for MLL go down? We do have contractual obligations and settlement worked out to meet the needs of our ELL learners. Don't know if we could correlate changes in numbers to allocation because we are in a time of recalibration and reemphasis to get our system in place. That trend may tell a story in years to come.
- Our contractual obligations are numbers of staff, not based on the numbers of students? Response: Staff are allocated on language levels and different needs of the MLL department allocated to schools. Currently in projected in our count for our student, is about 9100 that we receive funding for from the state model that are eligible. Also important to note the focus area for measurement is success for ELL learners.
- In this conversation and into the future, these are priorities right now and to continue and identify others will need a reinvestment. 5a is providing us the venue to evaluate and give us an understanding of our current resources to invest in the right places. Preliminary work has started. If we look at items from the ground up, we are finding opportunities to ensure we are focusing and investing in our priorities. That needs to be part of our ongoing work.
 - What is the group evaluating? They are looking at everything in gathering the initiatives and map them out, and gain feedback, and analyze them in a processed way to ensure they align to our priorities for the results we want. Start, stop, sustain. It's challenging to find things right away to stop. Through this budget we have started and plans to sustain through the strategic plan. It's giving us a place to start and sustain. With the work of 5a for reinvestment.

- Is that evaluation of programs and academic work? Or looking more at structure and physical kinds of savings? Response: Yes, we will be looking at opportunities to identify barriers to student success and address those. We need to build on success and remove barriers.
- When will they have the report? Response: It's a work in progress with ten strategic initiatives in different levels. It's exciting. The team is working and challenging each other in new and innovative ways. It's a new way of working in SPPS.
- A board member noted the work around "start, stop, and sustain" is incredibly important because we will not have new sources of revenue coming in, and reprioritizing is key. There are some operational questions around structure that need to be part of the conversation because we need to be able to focus our resources in the most effective way with the best results. That requires a scaling up of things that make sense, and a scaling down of things that don't. Costs that drive our budget are going to be difficult to not examine closely in maximizing the resources. Response: In looking at the scholarships at our high schools, it's incredible what opportunities our students have. We need to talk more about enrollment as well as we move forward and how we promote and market our school district. The Superintendent's goal is to bring forward to the Board a tied-together plan and strategy for the District.
- Other board members noted the budget presentation, and that the presentation and book are understandable and the visual aids are helpful. He thanked all staff for putting it together, and that it will be on the website. The importance of all this is telling our story, and telling what it takes about what it costs to educate our children successfully and to put that in a budget. Our staff work beyond their hours to do what they know is right for our kids. We need to know what that costs, and the equity issue is huge. This gives us a foundational way to look at it and talk with our community, and tell the story of what we are doing, which is critical. It allows us to stop, and also continue programs that are working. That story doesn't get out to the public in a large canvas, and there are smaller stories about our great students, and these large stories about what we as a district are providing for our students need to be out there and told, and this is a document that needs to be available to the public to help them understand and how we present it is critical. It is clear and easy-to-read, and readers will be able to comprehend the work and the information provided.
- A suggestion to add page numbers to the budget book was noted.

III. ADJOURNMENT

Vice Chair Marchese motioned to adjourn the meeting at 8:26 p.m. It was seconded by Director Xiong and Director Schumacher. The motion passed by acclamation.

IV. WORK SESSION

The Board then conducted a work session around the topics of the board administrator role and timeline, as well as the board budget worksheet.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk

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

DATE: June 18, 2019

TOPIC: School Name Change for Linwood Monroe Arts Plus School

A. PERTINENT FACTS:

1. Linwood Monroe Arts Plus School has a desire to change their school name with the understanding and recognition that the name "Monroe," after slave-owner James Monroe, did not deserve such a place of honor; that such a name does not reflect the values and aspirations of the diverse school, the school's immigrant population, and the school where all are welcome and all come to experience the promise of the arts and of an education.
2. The school received broad-based support from various stakeholders. The PTA passed a resolution in support of a name change with the goal of giving the strong and vital community a name of which all could be proud of. The students and teachers engaged in lessons about slavery, history, and what is in a name, and all made many suggestions for a new name. A community meeting was also held to engage the wider community of the former Monroe High School.
3. A School Name Change Committee was established with members drawn from all stakeholders - students, teachers, parents, and community members. This group met repeatedly to define the values that a new name should represent, to solicit naming suggestions, and to determine the three names that would be submitted for a vote by parents, staff and students. With especially strong support among students, the name Global Arts Plus was chosen to represent not only the arts from all over the world that happen every year and every day at the school, but also that the school community is truly global. The community and school values are drawn not just from Saint Paul but from across the globe.

4.

ITEM	PRICE	TOTAL
Signage for both campuses, aluminum letters	\$175 each @ 28 letters	\$4,900
Installation of signage	\$750	\$750

5. This project will meet the District strategic plan focus area(s) of Positive School and District Culture and Family and Community Engagement

School Name Change for Linwood Monroe Arts Plus School (cont.) – June 18, 2019

New athletic uniforms (shorts, baseball & softball pants, T-shirts, caps)	Quote from Universal Athletic	\$7,238
Total		\$12,888

6. This
item is
submitted
by LMAP
School
Name

Change Committee; Bryan Bass, Principal, Linwood Monroe Arts Plus; Dr. Theresa Battle, Assistant Superintendent; and David Watkins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept and declare the new name of the school as Global Arts Plus.



PROPOSED SCHOOL NAME CHANGE for Linwood Monroe Arts Plus



Presentation given to the Saint Paul Public Schools Board
Tuesday, June 18, 2019



WHY CHANGE OUR NAME?

- Upon the recent completion of major renovations at each campus, we sought an opportunity to **align our name** to the constitution and **mission of the school**
- **Legacy of the “Monroe” namesake** does not reflect the values and aspirations of our diverse school community.

School Process

- SPPS Board Policy, 801.01, PROCEDURE FOR A NAME CHANGE OF A SCHOOL
- Upon the School's PTA and Site Leadership Team's recommendation, Principal Bass notified Assistant Superintendent of request to pursue a School Name Change
- SPPS Board Policy was formally reviewed and required steps to meet guidelines were confirmed

School Process (Cont'd.)

- Key stakeholders identified and informed (Students, parents, staff, and community surrounding the school)
 - Lessons taught by LMAP staff
 - PTA meeting held to inform families (including letter to families)
 - In person meetings held with Executive Directors of Summit Hill Neighborhood Association and Fort Road/West 7th Federation
 - Fort Road/West 7th Federation hosted community meeting with targeted group of Monroe Alumni
- School Name Change Committee formed
 - Parents
 - Students
 - Staff
 - Community

School Process (Cont'd.)

- School Name Change Committee Meetings
 - Discussed mission and core beliefs of the school
 - Established criteria for a school name
 - Brainstormed a list of potential school names (input provided by all members of the committee)
 - Narrowed the list to three names: Linwood West 7th Arts Plus, Global Arts Plus, and St. Paul Community Arts Plus
 - Electronic Ballot created and sent out to students, parents, and staff
 - Winning name: **Global Arts Plus 36.25% of the votes** (St. Paul Community Arts Plus had 32.13 % of the votes and Linwood West 7th Arts Plus had 31.25% of the votes)
 - Preparation of final documents to be forwarded to Assistant Superintendent, Dr. Battle and Superintendent, Dr. Gothard

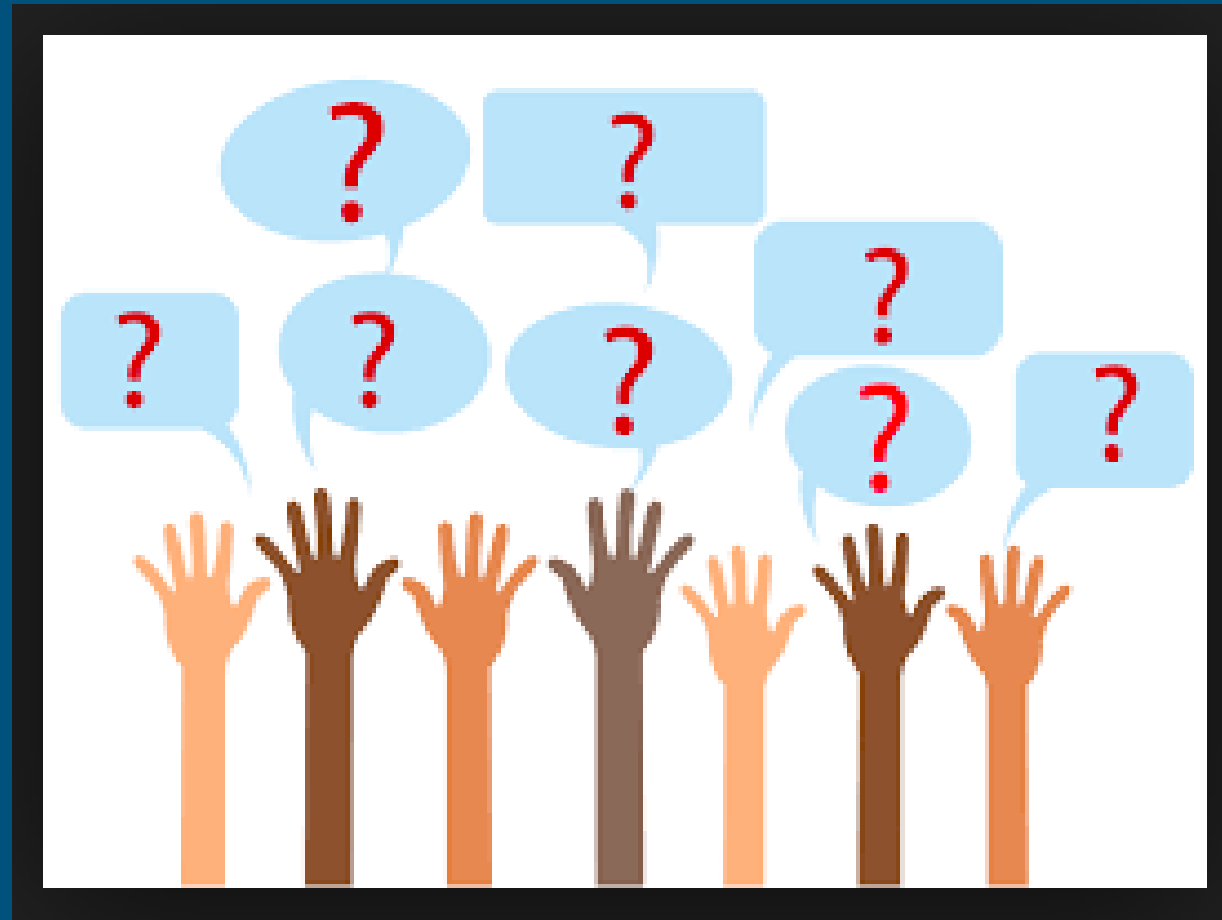
Name Change Costs

Signage: \$5,650.00 (total for both campuses)

Junior High School Activity Uniforms: \$7238.00

Total Costs: \$12, 888.00

QUESTIONS





Saint Paul
PUBLIC SCHOOLS

Facilities Master Plan - External Review Process

Cedrick Baker, Chief of Staff

June 18, 2019

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

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Preliminary FMP External Review Team

CEDRICK BAKER

Facilitator, Chief of Staff, SPPS

KELLY SMITH

Baker Tilly

23 Tax and Assurance Advisor

DONALD MULLIN

St. Paul Building and
Construction Trades Council

STEVE TORGRIMSON

Facilities/Finance Advisor

TO BE DETERMINED:

- Construction Advisor(s)
- Facilities Advisor(s)
- Additional advisor(s) as needed

FMP Internal Technical Workgroup

- Department staff with direct access to relevant financial and facility information
- Gathers and provides data and information at direction of FMP External Review Team

Timeline

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

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Review Team web page

Information clearinghouse:

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

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Projects in Pre-Design Phase: Will be paused

1. Cherokee Heights Elementary
2. Farnsworth Lower Campus
3. Highland Park Complex
4. Obama Elementary
5. Ramsey Middle School

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Projects in Design Phase: To be reviewed

Review Team assesses timelines and work scopes:

1. American Indian Magnet
2. Battle Creek Middle School's locker replacements
3. Central High School's turf replacement
4. Frost Lake Elementary
5. Phalen Lake Elementary
6. Washington Tech's athletic improvements
7. District Service Facility



Saint Paul
PUBLIC SCHOOLS

QUESTIONS?



SPPS Achieves Strategic Plan Update

Board of Education
June 18, 2019

SPPS Achieves Initiative Milestones by August 2019

Overall status	March		June	
Complete	6	16%	11	29%
In progress	19	50%	24	63%
Scheduled	13	34%	3	8%
Total	38		38	

Our Strategic Focus

Positive School and District Culture

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

Key Milestones by August 2019	Status
Data dashboard created to support Social and Emotional Learning (SEL)/Positive Behavior Interventions and Support (PBIS) implementation	Complete
District School Support Leadership Team established	Complete
Collaborative for Academic, Social and Emotional Learning (CASEL) completed readiness analysis in SPPS	In progress
PBIS framework integrating SEL vision created and messaged across district	In progress
PBIS/SEL Professional Development created, planned, and scheduled	In progress

Our Strategic Focus

Positive School and District Culture

2a. Improve culture by using input from students, staff and families.

Key Milestones by August 2019	Status
Positive school/district culture description completed	In progress
Workplace culture index data sources and tools developed	In progress
Actions addressing near term opportunities to build positive culture determined	In progress
Process for recognizing positive culture and toolkit for employee recognition completed	Scheduled



Phase 1 Strategic Initiatives - SPPS Achieves

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

SPPS Achieves Communication

- Website for SPPS Achieves includes update of initiative milestones
- Initiative “one-pagers” serve as a foundation for communicating, and establish guidelines and expectations
- Information provided to staff and families explaining the Middle School Model
- Superintendent newsletter column addresses SPPS Achieves themes
- Board of Education and administrator meetings quarterly updates



Monitoring Progress on Long-term Outcomes

- The metrics, targets and baselines for each long-term student outcome are posted on the [SPPS Achieves website](#)
- Baseline is predominately from school year 2017-18
- Targets are set at 5-years (school year 2023-24)
- Internal tools to support schools and departments align their instructional improvement work to SPPS Achieves





SPPS Achieves

Each student. One community. Endless opportunities.

Strategic Plan 2019-23

Human Resources Transactions
June 11, 2019

NON-RENWAL OF PROBATIONARY CONTRACT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Berryhill, H.	Classroom Teacher	06/12/2019	Battle Creek Middle School
Bill, L.	Classroom Teacher	06/12/2019	Creative Arts Secondary
Brunelle, C.	Classroom Teacher	06/12/2019	Horace Mann
Burton, D.	Classroom Teacher	06/12/2019	Linwood Monroe Arts Upr
Connors-Millard, D.	Classroom Teacher	06/12/2019	Humboldt Secondary
Dreblow, J.	Classroom Teacher	06/12/2019	Creative Arts Secondary
Gieski, D.	Classroom Teacher	06/12/2019	Como Park Elementary
Goss, W.	Classroom Teacher	06/12/2019	Galtier Elementary
Hahn, J.	Classroom Teacher	06/12/2019	Washington Tech
Hallermann, B.	Classroom Teacher	06/12/2019	Creative Arts Secondary
Holly, D.	Classroom Teacher	06/12/2019	Harding High School
Horecka, K.	Classroom Teacher	06/12/2019	Farnsworth Aerospace Upr
Hydukovich, D.	Classroom Teacher	06/12/2019	Creative Arts Secondary
Langreck, J.	Classroom Teacher	06/12/2019	Humboldt Secondary
Lash, J.	Classroom Teacher	06/12/2019	Washington Tech
Larson, S.	Classroom Teacher	06/12/2019	Linwood Monroe Arts Upr
Luciow, C.	Classroom Teacher	06/12/2019	Crossroads Montessori
Mangwa, A.	Classroom Teacher	06/12/2019	Washington Tech
Marshall, J.	Classroom Teacher	06/12/2019	Washington Tech
McCormack, J.	Classroom Teacher	06/12/2019	271 Belvidere Bldg.
Miklos, M.	Classroom Teacher	06/12/2019	The Heights
Moore, A.	Classroom Teacher	06/12/2019	Rondo Education Center
Romero, R.	Classroom Teacher	06/12/2019	Highwood Hills Elementary
Sanchez, M.	Classroom Teacher	06/12/2019	Ramsey Middle School
Siebenaler, A.	Classroom Teacher	06/12/2019	Groveland Park Elementary
Struve, E.	Classroom Teacher	06/12/2019	The Heights
Thieman, M.	Classroom Teacher	06/12/2019	Frost Lake Elementary

**Human Resources Transactions
June 11, 2019**

NON-RENWAL OF PROBATIONARY CONTRACT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Thunder Hawk, F.	Classroom Teacher	06/12/2019	American Indian Magnet
Tice, S.	Classroom Teacher	06/12/2019	Battle Creek Middle School
Wathum-Ocama, D.	Classroom Teacher	06/12/2019	Como Park Elementary
Whisler, S.	Classroom Teacher	06/12/2019	Humboldt Secondary School
Wiley, C.	Classroom Teacher	06/12/2019	Maxfield Elementary
Wilkie, J.	Classroom Teacher	06/12/2019	Bridge View
Xiong, T.	Classroom Teacher	06/12/2019	American Indian Magnet

HUMAN RESOURCE TRANSACTIONS
May 1, 2019 – May 31, 2019
June 18, 2019

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bell, C. S.	Central Administrator	05/15/2019	\$40.86	Crosswinds Bldg
Corey, M. L.	Central Administrator	05/28/2019	\$48.56	1780 W. 7th Street
Nguyen, M. C.	Classroom Teacher	08/17/2019	\$29.48	Nokomis Montessori South
Schieffer, P. A.	Classroom Teacher	08/17/2019	\$36.32	RiverEast Elem/Secondary
Her, M.	School/Community Professional	06/05/2019	\$21.03	Student Placement Center
Salah, F. H.	School/Community Professional	05/11/2019	\$23.69	Student Placement Center
Fry, R. L.	Clerical	05/28/2019	\$27.29	Colborne Admin Offices
Bristol, D. M.	Custodian	05/11/2019	\$25.45	Como Service Center
DiMartino, A. L.	Custodian	06/03/2019	\$25.45	Como Service Center
Yates, R. L.	Custodian	06/03/2019	\$25.45	Como Service Center
Alicea, N.	Nutrition Services	06/07/2019	\$12.13	Bruce F Vento Elementary
Azefor, V. N.	Nutrition Services	05/23/2019	\$10.12	Frost Lake Elementary
Cook, C. C.	Nutrition Services	05/23/2019	\$12.13	Int'l Academy - LEAP
Eubanks, M. L.	Nutrition Services	05/23/2019	\$12.13	Rondo Education Center
Heu, B.	Nutrition Services	06/07/2019	\$12.13	Johnson Senior High
Jacobson, R. S.	Nutrition Services	06/07/2019	\$12.13	Four Seasons A+
Keil, K. L.	Nutrition Services	05/23/2019	\$12.13	Humboldt Secondary School
LaBrie, T. A.	Nutrition Services	05/23/2019	\$12.13	Maxfield Elementary
Mandfro, E. T.	Nutrition Services	05/23/2019	\$12.13	Cherokee Heights Elem
Pilar, A. M.	Nutrition Services	05/23/2019	\$12.13	Washington Tech
Rivera, C.	Nutrition Services	06/07/2019	\$12.13	Phalen Lake Hmong Studies
Silva, P. C.	Nutrition Services	06/07/2019	\$12.13	Daytons Bluff
Thao, K. K.	Nutrition Services	05/23/2019	\$12.13	Washington Tech
Vang, S.	Nutrition Services	06/07/2019	\$10.12	Harding Senior High
Wolff, M. J.	Nutrition Services	05/06/2019	\$26.16	Highland Park Senior High

HUMAN RESOURCE TRANSACTIONS
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June 18, 2019

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bookhout, P. J.	Professional Employee	06/03/2019	\$39.85	Como Service Center
Ennen, A. E.	Professional Employee	05/20/2019	\$30.66	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Gardner, K. A.	Central Administrator From: School/Community Professional	05/25/2019	\$36.05	1780 W. 7th Street
Agard, N. J.	Classroom Teacher From: Education Assistant	08/03/2019	\$27.18	Randolph Heights Elem
Flowers, T.	Classroom Teacher From: School/Community Professional	08/17/2019	\$27.18	Crosswinds Bldg
Ross, A. M.	School/Community Professional From: Clerical	06/03/2019	\$21.38	Student Placement Center
Soyan, A. M.	School/Community Professional From: Education Assistant	05/20/2019	\$30.37	Colborne Admin Offices
Thao, M.	School/Community Professional From: Clerical	06/03/2019	\$21.38	Student Placement Center
Higgins, J. D.	Custodian Career Progression	04/27/2019	\$26.32	Randolph Heights Elem
Sanders, S. D.	Custodian Career Progression	04/27/2019	\$26.32	Hamline Elementary
Moody, C. R.	Professional Employee Career Progression	05/11/2019	\$27.54	Como Service Center
Niblick, L. W.	Professional Employee From: Clerical	05/11/2019	\$26.97	Colborne Admin Offices
O'Keefe, S. K.	Professional Employee From: Operations	05/11/2019	\$27.81	Como Service Center

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Adams, E. K.	Classroom Teacher	05/23/2019	Colborne Admin Offices
Anglin, R. H.	Classroom Teacher	05/16/2019	Washington Tech
Campbell, N.	Classroom Teacher	05/20/2019	Frost Lake Elementary
Cruz, S. L.	Classroom Teacher	05/29/2019	Linwood Monroe Arts Lwr
Jenson, L. M.	Classroom Teacher	05/11/2019	Expo for Excellence

HUMAN RESOURCE TRANSACTIONS
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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kelley, D. M.	Classroom Teacher	05/08/2019	Maxfield Elementary
Menigo, M. A.	Classroom Teacher	05/23/2019	Four Seasons A+
Meyers, K.	Classroom Teacher	05/30/2019	Linwood Monroe Arts Upr
Rekow, S. C.	Classroom Teacher	05/14/2019	JJ Hill Montessori
Sward, M. L.	Classroom Teacher	04/30/2019	Washington Tech
Timmer, S. M.	Classroom Teacher	05/11/2019	Highland Park Middle School
Weilbacher, J. A.	Classroom Teacher	05/30/2019	Highwood Hills Elementary
Wulf, S. B.	Classroom Teacher	05/09/2019	Battle Creek Middle School
Lilja, L. A.	Classroom Teacher	05/08/2019	Maxfield Elementary
Holly, D. T.	Classroom Teacher	04/29/2019	Harding Senior High
Johnson, J. M.	Classroom Teacher	05/07/2019	Four Seasons A+
Lee, A. M.	Classroom Teacher	05/09/2019	Battle Creek Elementary
Huhn, C. J.	Classroom Teacher	05/06/2019	Cherokee Heights
Redmond, C. M.	Classroom Teacher	05/03/2019	Riverview School
Her, N. S.	School/Community Professional	05/04/2019	Student Placement Center
Jordan, A. J.	Education Assistant	05/11/2019	1780 W 7th Street
Brown, A.	Teaching Assistant	04/16/2019	Battle Creek Middle School
Clark, J. K.	Teaching Assistant	05/01/2019	Frost Lake Elementary
Gruber, D. S.	Teaching Assistant	05/20/2019	Battle Creek Middle School
Hernandez, J.	Teaching Assistant	04/16/2019	Wellstone Elementary
Saxton, L. D.	Teaching Assistant	05/02/2019	Farnsworth Aerospace Upr
Yang, A. G.	Teaching Assistant	04/27/2019	Battle Creek Elementary
Moses, B. A.	School Bus Driver	05/18/2019	Transportation Services
Miller, B. L.	Custodian	05/28/2019	Highland Park Senior High
Ali, A. A.	Nutrition Services	03/11/2019	American Indian Magnet
Ojo, V. O.	Nutrition Services	04/23/2019	Humboldt Secondary School
Perkins, T. L.	Nutrition Services	05/11/2019	Rondo Education Center

HUMAN RESOURCE TRANSACTIONS
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ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
A., J. P.	Assistant Principal	05/09/2019
H., D. M.	Classroom Teacher	05/30/2019
P., S. T.	Classroom Teacher	05/23/2019
R., P. A.	Classroom Teacher	05/08/2019
J., A. J.	Education Assistant	05/01/2019
T., P.	Teaching Assistant	05/21/2019

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Haberman, D. J.	Classroom Teacher	08/17/2019	\$27.42	Crossroads Montessori
Cahill, C. A.	Classroom Teacher	08/17/2019	\$33.94	RiverEast Elem/Secondary
Helsper, M. L.	Nutrition Services	04/23/2019	\$13.95	Riverview School
Geiger, J.	Professional Employee	06/08/2019	\$33.83	Como Service Center

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bukowski, J. A.	Classroom Teacher	05/01/2019	Crosswinds Bldg
Harrington, J. R.	Classroom Teacher	04/30/2019	St. Paul Music Academy
Jannett, C. B.	Classroom Teacher	04/29/2019	Highland Park Elementary
Larson, D. A.	Classroom Teacher	05/28/2019	Nokomis Montessori South
Montgomery, S. K.	Classroom Teacher	04/29/2019	Johnson Senior High
Rennerfeldt, M. E.	Classroom Teacher	05/20/2019	St. Paul Music Academy
Campbell, L. G.	Classroom Teacher	05/13/2019	Washington Tech
Vang, P.	Classroom Teacher	05/01/2019	St. Paul Music Academy
Cook, L. C.	Classroom Teacher	05/20/2019	Riverview School
Groves, N. M.	Classroom Teacher	05/20/2019	271 Belvidere Bldg
Boruff, A. M.	Classroom Teacher	05/27/2019	Highland Park Senior High
Favila, M. M.	Education Assistant	04/29/2019	Colborne Admin Offices
Jordan, A. J.	Education Assistant	06/01/2019	1780 W 7th Street
Zavala, J. G.	Education Assistant	05/01/2019	Boys Totem Town

HUMAN RESOURCE TRANSACTIONS
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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Battaglia, S. M.	Teaching Assistant	05/13/2019	Rondo Education Center
Brown, A.	Teaching Assistant	05/20/2019	Battle Creek Middle School
Clark, J. K.	Teaching Assistant	05/28/2019	Frost Lake Elementary
Kindo, E. P.	Teaching Assistant	05/01/2019	Four Seasons A+
McConnell, K. M.	Teaching Assistant	05/01/2019	Battle Creek Elementary
Vang, K.	Teaching Assistant	05/06/2019	Mississippi Creative Arts
Wright, T. D.	Teaching Assistant	05/06/2019	Harding Senior High
Ojo, V. O.	Nutrition Services	05/06/2019	Humboldt Secondary School
Kenneally, P. P.	Professional Employee	04/29/2019	Como Service Center

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
R., A.	Classroom Teacher	06/07/2019
R., A.	Classroom Teacher	06/10/2019
R., A.	Classroom Teacher	05/27/2019
C., S. B.	Classroom Teacher	05/27/2019
C., S. B.	Classroom Teacher	04/16/2019
G., D. S.	Classroom Teacher	05/27/2019
T., M. C.	Education Assistant	05/27/2019
J., C. M.	Teaching Assistant	05/29/2019
J., C. M.	Teaching Assistant	05/22/2019
J., C. M.	Teaching Assistant	05/08/2019
J., C. M.	Teaching Assistant	06/05/2019
J., C. M.	Teaching Assistant	05/15/2019
M., C. M.	Teaching Assistant	05/07/2019
M., C. M.	Teaching Assistant	04/30/2019
M., C. M.	Teaching Assistant	05/21/2019
M., C. M.	Teaching Assistant	04/23/2019
M., C. M.	Teaching Assistant	05/14/2019

HUMAN RESOURCE TRANSACTIONS
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SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S., M. D.	Teaching Assistant	05/27/2019
S., M. D.	Teaching Assistant	05/28/2019
S., M. D.	Teaching Assistant	06/04/2019
H., N. R.	Clerical	05/23/2019
C., L. C.	Nutrition Services	06/03/2019
C., L. C.	Nutrition Services	05/29/2019

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Gleason, J.	Classroom Teacher	06/11/2019	Ronald M Hubbs Center
Hwang, J.	Classroom Teacher	06/11/2019	Central Senior High
Karsten, R.	Classroom Teacher	06/11/2019	Four Seasons A+
Nelson, R. A.	Classroom Teacher	08/17/2019	271 Belvidere Bldg
Sandstrom, A.	Classroom Teacher	06/11/2019	Capitol Hill Magnet
Smith, D. M.	Classroom Teacher	06/11/2019	Hamline Elementary
Sutton, S. C.	Classroom Teacher	08/03/2019	Benjamin Mays/Museum
Woodman, J. A.	Classroom Teacher	06/11/2019	Capitol Hill Magnet
Lucas, S. A.	Classroom Teacher	06/11/2019	Int'l Academy - LEAP
Wright, S. A.	Classroom Teacher	06/11/2019	Hamline Elementary
Hall, S.	Classroom Teacher	06/11/2019	Como Park Elementary
Jacobs, C. J.	Classroom Teacher	06/11/2019	JJ Hill Montessori Magnet
Mackbee, M.	Principal	07/01/2019	Central Senior High
Revsbeck, D.	Principal	06/29/2019	Harding Senior High
Waldemarsen, K. M.	School/Community Professional	08/10/2019	271 Belvidere Bldg
Portugue, M. E.	Education Assistant	06/11/2019	Bridge View
Scroggins, S.	Education Assistant	04/27/2019	Central Senior High
Vandenheuvel, S.	Clerical	08/10/2019	Como Service Center
Kramer, K. M.	Custodian	08/01/2019	Galtier Elementary

HUMAN RESOURCE TRANSACTIONS
May 1, 2019 – May 31, 2019
June 18, 2019

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Christensen, W.	Nutrition Services	06/01/2019	Central Senior High
Hardy, D. A.	Nutrition Services	08/16/2019	Como Park Senior High
McDonough, C. M.	Nutrition Services	08/31/2019	Wellstone Elementary

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
McVay, K. A.	Assistant Principal	07/01/2019	Crossroads Montessori
Alexander, V. L.	Classroom Teacher	06/18/2019	1780 W. 7th Street
Biederman, A. L.	Classroom Teacher	06/11/2019	Benjamin Mays/Museum
Borsheim, L.	Classroom Teacher	06/11/2019	Washington Tech
Braun, K. S.	Classroom Teacher	06/11/2019	Battle Creek Middle School
Chycota, J. A.	Classroom Teacher	06/11/2019	Humboldt Secondary School
Day, E.	Classroom Teacher	06/18/2019	Benjamin Mays/Museum
Douglas, M. J.	Classroom Teacher	05/18/2019	Hamline Elementary
Emerson, K.	Classroom Teacher	08/02/2019	Como Park Elementary
Evers, R.	Classroom Teacher	06/11/2019	Como Park Senior High
Farthing, J. A.	Classroom Teacher	08/03/2019	Phalen Lake Hmong Studies
Fell, N. C.	Classroom Teacher	07/12/2019	Ramsey Middle School
Grant, M. B.	Classroom Teacher	06/18/2019	Como Park Senior High
Hill, J. M.	Classroom Teacher	06/11/2019	Linwood Monroe Arts Lwr
Holbrook, B.	Classroom Teacher	08/03/2019	St. Paul Music Academy
Johansen, E. R.	Classroom Teacher	06/11/2019	Farnsworth Aerospace Lwr
Lor, V.	Classroom Teacher	06/08/2019	Chelsea Heights Elementary
Lund, J. L.	Classroom Teacher	06/16/2019	Ronald M Hubbs Center
McCrorey, R. S.	Classroom Teacher	06/11/2019	Johnson Achievement Plus
Michel, E. G.	Classroom Teacher	06/11/2019	Benjamin Mays/Museum
Ramji, R. M.	Classroom Teacher	05/30/2019	Humboldt Secondary School
Sangwan, S.	Classroom Teacher	06/30/2019	Highwood Hills Elementary

HUMAN RESOURCE TRANSACTIONS
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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Santiago, G. A.	Classroom Teacher	06/08/2019	Adams Spanish Immersion
Spanier, K. V.	Classroom Teacher	06/15/2019	Daytons Bluff
Thompson, G. L.	Classroom Teacher	06/11/2019	Ramsey Middle School
Wang, Y.	Classroom Teacher	08/02/2019	Jie Ming Mandarin Immr
Washburne, S.	Classroom Teacher	04/27/2019	Hazel Park Preparatory
Winkler, A. P.	Classroom Teacher	06/08/2019	Parkway Montessori/Mid
Xiong, C.	Classroom Teacher	06/11/2019	Mississippi Creative Arts
Yang, A.	Classroom Teacher	08/10/2019	Murray Middle School
Wolfe, B. M.	Classroom Teacher	06/11/2019	Parkway Montessori/Mid
Young, M.	Classroom Teacher	06/11/2019	Benjamin Mays/Museum
DeLong, P. H.	Classroom Teacher	06/11/2019	Bruce F Vento Elementary
Ashton, J. D.	Classroom Teacher	06/11/2019	Johnson Achievement Plus
Jorgensen, M. K.	Classroom Teacher	06/11/2019	Maxfield Elementary
Khalifa, A. L.	Classroom Teacher	06/08/2019	Cherokee Heights
Odum, D. C.	Classroom Teacher	06/11/2019	Frost Lake Elementary
Sherrow, D. L.	Classroom Teacher	06/11/2019	Eastern Heights Elementary
Vang, S.	Classroom Teacher	06/11/2019	Como Park Senior High
Anderson, R. C.	Classroom Teacher	06/12/2019	Harding Senior High
Christiansen, L.	Principal	07/02/2019	Daytons Bluff
George, H. C.	Principal	07/01/2019	Four Seasons A+
Battle, T. F.	Superintendency	06/29/2019	Colborne Admin Offices
Faehner, T. M.	School/Community Professional	06/11/2019	RiverEast Elem/Secondary
Jordan, A. J.	Education Assistant	06/08/2019	1780 W 7th Street
Nile, C. J.	Education Assistant	05/11/2019	1780 W 7th Street
Abualreesh, M. A.	Teaching Assistant	06/08/2019	Groveland Park Elementary
Comodore, T. L.	Teaching Assistant	05/11/2019	Bridge View

HUMAN RESOURCE TRANSACTIONS
May 1, 2019 – May 31, 2019
June 18, 2019

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Flores, N.	Teaching Assistant	06/08/2019	Bruce F Vento Elementary
Goncharenko, L.	Teaching Assistant	05/16/2019	Johnson Achievement Plus
Gutierrez, A.	Teaching Assistant	06/08/2019	Frost Lake Elementary
Hanner, M. M.	Teaching Assistant	06/11/2019	Highwood Hills Elementary
Harden, E. L.	Teaching Assistant	05/11/2019	Wellstone Elementary
Paw, S. K.	Teaching Assistant	06/08/2019	Daytons Bluff
Ryan, W. C.	Teaching Assistant	06/08/2019	Benjamin Mays/Museum
Siguenza, B. J.	Teaching Assistant	06/08/2019	Eastern Heights Elementary
Smith-Bond, C. D.	Teaching Assistant	06/08/2019	Chelsea Heights Elementary
Thao, P.	Teaching Assistant	06/08/2019	Bruce F Vento Elementary
Trivette, S. C.	Teaching Assistant	06/08/2019	American Indian Magnet
Yang, Y.	Teaching Assistant	06/01/2019	Mississippi Creative Arts
Plata-Garcia, D.	Clerical	04/27/2019	Rondo Education Center
Tapio, M.	Clerical	06/11/2019	Como Park Senior High
Petersen, R. A.	Custodian	05/14/2019	Creative Arts Secondary
Williams, M. T.	Custodian	04/27/2019	The Heights
Thompson, J. D.	Machinists	04/23/2019	Como Service Center
Kopas, S. M.	Nutrition Services	05/24/2019	Murray Middle School
Marshall, P.	Nutrition Services	06/01/2019	The Heights
Sande, F. R.	Nutrition Services	05/08/2019	Washington Tech

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
K., C.	Teaching Assistant	05/03/2019
T., P.	Teaching Assistant	06/03/2019
U., M. E.	Teaching Assistant	05/25/2019
A., N. M.	Nutrition Services	04/18/2019
M., M. A.	Nutrition Services	04/23/2019

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

DATE: June 18, 2019

TOPIC: Horace Mann School PTA Gift to Horace Mann School for 2018-2019

A. PERTINENT FACTS:

1. A Horace Mann School PTA gift in a total amount of \$14,155.04 has been provided to fund the copiers and school supplies for the 2018-19 school year.
2. Budget code: 19-518-291-000-6430-U001
3. These gifts will cover the expense for two copiers: \$7,214.78; and school supply expenses: \$6,940.26
4. This project will meet the District strategic plan focus area of Program Evaluation and Resource Allocation.
5. This item is submitted by Jim Litwin, Principal; Dr. Efe Agbamu, Assistant Superintendent Grades K-12; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the \$14,155.04 gift from Horace Mann PTA and provide a letter expressing appreciation for the gift.

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

DATE: June 18, 2019

TOPIC: Request for Permission to Accept a Grant from Allina Health

A. PERTINENT FACTS:

1. Allina Health provides funding for projects that support student health and wellness activities in Saint Paul Public Schools
2. Saint Paul Public Schools Student Wellness prepared an application and received a charitable contribution for approximately \$30,000 to support multiple district Wellness Initiatives:
 - Wellness Champions program
 - Maintenance of the SPPS bicycle fleet
 - Continued support of the bicycle maintenance pilot course at OWL
 - Continued support of School Gardens program
 - Promoting healthy eating for students and staff
 - Training for Support Staff

Saint Paul Public Schools will serve as fiscal agent for these projects.

3. These projects meet the District strategic plan goals of fostering a positive school and district climate.
4. This item is submitted by Megan Garrido, Fund Development Coordinator; Mary Yackley, Supervisor, Student Health and Wellness; Heather Kilgore, Director, Family Engagement and Community Partnerships; Marcy Doud, Assistant Superintendent of Specialized Services; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from Allina Health for student and staff health and wellness activities across the district; and to implement the project as specified in the award documents.

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

DATE: June 18, 2019

TOPIC: Request for Permission to Accept a Grant from Generation Next

A. PERTINENT FACTS:

1. Generation Next is focused on increasing achievements for all children in six goal areas, with an emphasis on eliminating disparities between racial and ethnic groups. Their six goal areas include: kindergarten readiness, early grade literacy, middle grade math, social-emotional learning, high school graduation, and post-secondary attainment.
2. Saint Paul Public Schools Student Health and Wellness has prepared an application for funds to purchase three Welch Allen SPOT vision photo screeners. The goal of this project is to increase the efficiency and accuracy of vision screening during Early Childhood Screening and ECSE Birth-to-Three Program screening. 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 \$21,250. The project will affect 250 ECSE students and additional children in the Early Childhood Screening program.
4. This project aligns with the District strategic plan long-term outcome of improving kindergarten readiness by detecting and addressing vision concerns in children before kindergarten.
5. This is a new grant-funded project. The project period is 12 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Mary Yackley, Supervisor, Student Health and Wellness; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Marcy Doud, Assistant Superintendent, Specialized Services; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from Generation Next for the funds to purchase SPOT vision screeners; and to implement the project as specified in the award documents.

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

DATE: June 18, 2019

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

A. PERTINENT FACTS:

1. The FACE Foundation's Dual Language Fund awards grants for projects that support and expand the burgeoning nationwide network of French bilingual programs in American public schools.
2. Saint Paul Public Schools L'Etoile du Nord French Immersion has prepared an application for funds to create two Makerspace classrooms, one at each school campus. The goal of this project is to give students the opportunity to collaborate, explore, learn and create in a safe environment. The materials will spark interest in and deepen understanding of STEM content. 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 \$2,000. The project will affect 530 students and 18 classroom teachers at two campus locations.
4. This project will meet the District strategic plan goal of Effective and Culturally Relevant Instruction by providing additional resources to strengthen French language curriculum and participation.
5. This is a new grant-funded project. The grant project period is one year; however, the materials and Makerspaces will continue to exist after the grant period has ended.
6. This item is submitted by Lourdes Flores-Hanson, Principal, L'Etoile du Nord French Immersion; Dr. Efe Agbamu, 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 French-American Cultural Exchange (FACE) Foundation for funds to support French language programs at L'Etoile du Nord French Immersion; 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: June 18, 2019

TOPIC: Request for Permission to Submit Grant Application to the Minnesota Department of Education's Fresh Fruit and Vegetable Program

A. PERTINENT FACTS:

1. The Minnesota Department of Education's Fresh Fruits and Vegetables Program is currently accepting grant applications for projects that introduce fresh fruits and vegetables as healthy snack options to 11,300 SPPS students.
2. Saint Paul Public Schools Nutrition Services has prepared an application for funds to provide fresh fruits and vegetables to SPPS students. Saint Paul Public Schools will serve as fiscal agents for the project. This grant is for \$556,716. Staff at the program researched this grant opportunity.
3. This project aligns with the District Strategic Plan focus are of Program Evaluation and Resource Allocation.
4. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent or designee to submit a grant to the Minnesota Department of Education's Fresh Fruit and Vegetable Program for funds to provide fresh fruit and vegetables in the district; 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: June 18, 2019

TOPIC: Request for Permission to Submit a Grant to Lockheed Martin

A. PERTINENT FACTS:

1. Lockheed Martin is currently accepting grant applications for projects that align with one or more of the company's strategic focus areas: STEM education, military and veteran causes, or provide support to address the needs of the communities where their employees live and work.
2. Saint Paul Public Schools Humboldt High School has prepared an application for funds to purchase new computers for the Academy of Information Technology computer lab. The goal of this project is to provide the learning environment necessary to prepare SPPS students for careers in computer science, engineering, architecture, computer animation and visual effects. Staff from the school researched this opportunity and are working with Technology Services to identify specific computer models the district will support.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$100,000. The project will affect 120 students in the Academy of Information Technology and additional students who enroll in courses utilizing the computer lab.
4. This project aligns with the District strategic plan focus area of college and career paths by providing career-focused, hands-on opportunities for students to explore Information Technology careers.
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; Michael Sodomka, Principal, Humboldt High School; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Dave Watkins, Chief of Schools; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to Lockheed Martin for the funds to purchase new computers; 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: June 18, 2019

TOPIC: Request for Permission to Accept a Grant from Project Lead the Way

A. PERTINENT FACTS:

1. Project Lead the Way (PLTW) is the nation's leading provider of science, technology, engineering, and math programs. Through world-class K-12 curriculum, high-quality teacher professional development, and outstanding partnerships, PLTW is helping students develop the skills needed to succeed in the global economy.
2. Saint Paul Public Schools E-STEM Middle School has been awarded a grant for funds to support a Project Lead the Way course. The goals of this project is to help establish STEM courses through Project Lead the Way to support the school's programming and specialty. 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 \$15,000. This project will impact 200 students and 3 staff.
4. This project aligns with the District strategic plan focus area of Effective and Culturally Relevant Instruction by providing courses that are hands-on, engaging, relevant, real and rigorous.
5. This is a new grant-funded project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Jocelyn Simms, Principal, E-STEM Middle School; Lisa Sayles-Adams, Assistant Superintendent; Dave Watkins, Chief of Schools; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept funds from Project Lead the Way to support STEM elective pathways at E-STEM Middle School; and to implement the project as specified in the award documents.

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

DATE: June 18, 2019

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

A. PERTINENT FACTS:

1. The YMCA of the Greater Twin Cities and the Saint Paul Independent School District #625 are entering a cooperative agreement to provide child care services to adolescent student parents.
2. This agreement allows the district to reimburse the YMCA of the Greater Twin Cities for direct child care services in the high school center located at AGAPE for a maximum of 64 children.
3. The maximum cost to the district for these services is \$562,872.00. These funds are provided through a separate agreement with Ramsey County Human Services.
4. The district provides in kind support for this program by providing the necessary physical space at AGAPE High School.
5. The agreement period is from August 1, 2019, to July 31, 2020.
6. This project supports the District strategic plan focus area of Family and Community Engagement.
7. Requested by Mary Yackley, Supervisor, Student Health and Wellness; Marcy Doud, Assistant Superintendent of Specialized Services; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to enter into an agreement with the YMCA of the Greater Twin Cities to reimburse the YMCA for providing direct child care services in an amount not to exceed \$562,872.00 from August 1, 2019, to July 31, 2020.

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

DATE: June 18, 2019

TOPIC: Contract between SPPS and Achieve!Minneapolis (AchieveMpls)

A. PERTINENT FACTS:

1. The Office of College and Career Readiness seeks to enter into contract with Achieve!Mpls, for the operation of Career and College Centers (Career Pathway Centers.)
2. SPPS is committed to increasing academic achievement for all students and to ensuring that every student who graduates from SPPS is college and career ready. Achieve!Mpls will partner in this work by providing a career and college staff who will:
 - a. support students and families through planning for post-secondary options, including completing applications and the financial aid process
 - b. support college access partners to identify and serve prospective students
 - c. coordinate opportunities for students and families to connect with representatives, including but not limited to 2-year college, 4-year college, trade/apprenticeship, military, and/or district approved certificate program
 - d. promote and support students to visit post-secondary education/training opportunities
 - e. coordinate career and college exposure opportunities including job and/or college fairs
3. This contract is for July 1, 2019 to June 20, 2020.
4. Expenses shall not exceed \$311,892.60
5. This project will meet the District strategic plan focus area of College and Career Paths.
6. This item is submitted by Darren Ginther, Assistant Director of College and Career Readiness; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the contract between SPPS And Achieve!Mpls.

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

DATE: June 18, 2019

TOPIC: Request for Permission to Enter into a Partnership Agreement & Data Agreement with College Possible

A. PERTINENT FACTS:

1. The District and College Possible are proposing to enter into a partnership for the purpose of securing resources to accomplish the goals identified in the District's Strategic Plan of "ensuring high academic achievement for all students", and "form partnerships to meet the needs of our students, in a sustained fashion over multiple years".
2. As a college access program/partner supporting students for college/career readiness, College Possible proposes to serve approximately 700 students at Central High School, Como Park Senior High School, Harding Senior High School, Highland Park Senior High School, Humboldt High School, Johnson Senior High School, and Washington Technology Magnet School.
3. An overall program objective will be to help students achieve college admission & success. This will be done by improving ACT test scores, providing college application & FAFSA completion support, providing scholarship application support, and individual coaching.
4. College Possible staff will examine student data (transcripts, class schedules, end-of-course marks) pursuant to the terms of the Data Agreement for the sole purpose of furthering the study/evaluation/demonstration project.
5. Memorandums of Understanding and Data Agreements will be created and agreed upon by both the District and College Possible. The term of this agreement is effective May 1, 2016 through September 5, 2020.
6. This item will meet the District Strategic Plan focus area of College and Career Paths.
7. This item is submitted by Darren Ginther, Assistant Director, College & Career Readiness; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into a partnership agreement and data agreement with College Possible and to implement the partnership as specified in the Memorandum of Understanding and Data Agreement documents.

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

DATE: June 18, 2019

TOPIC: Resolution To Host Americorps Member From The Minnesota
Greencorps For The 2019-2020 Program Year

A. PERTINENT FACTS:

1. The District is working to decrease overall energy and water use in the district through benchmarking and assessment, student and staff engagement, and the implementation of conservation measures.
2. Minnesota GreenCorps is a statewide program that places AmeriCorps members with educational institutions around Minnesota, where they will serve for 11 months on focused environmental projects. The program is coordinated by the Minnesota Pollution Control Agency.
3. The District would host the Minnesota GreenCorps to assist current staff with a District energy and water use behavior change campaign and track sustainability efforts by engaging and educating students and staff on conservation best practices.
4. This is a no cost initiative for the District. Funding is provided through a grant from ServeMinnesota and the Corporation for National and Community Service.
5. The GreenCorps Member would be supervised by the District's Environmental Services Group.
6. This initiative meets the District Strategic Plan goals by aligning Program Evaluation and 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 Superintendent or designee to sign a host site agreement with the Minnesota Pollution Control Agency to carry out the Minnesota GreenCorps member activities specified therein and to comply with all of the terms, conditions, and matching provisions of the host site agreement.

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

DATE: June 18, 2019

TOPIC: Approval of an Employment Agreement With Cement Mason, Plasterers and Shophands Local 633 to Establish Terms and Conditions of Employment for 2019-22

A. PERTINENT FACTS:

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

Wages: Wage and benefit changes reflect prevailing wage for the industry. Year one reflects a \$2.15 wage increase. The second and third year wage increase is \$2.00.
3. The remaining language provisions of the previous contract remain essentially unchanged, except for necessary changes to dates and outdated references.
4. The District has 1 regular F.T.E. in this bargaining unit.
5. The estimated total of all new costs (including wage adjustment, insurance, pension adjustments and non-taxable costs) for this agreement has been calculated as follows:

• in the 2018-19 budget year (May 1, 2019-June 30, 2019):	\$565
• in the 2019-20 budget year (July 1, 2019-June 30, 2020):	\$3,196
• in the 2020-21 budget year (July 1, 2020-June 30, 2021):	\$2,177
• in the 2021-22 budget year (July 1, 2021-June 30, 2022):	\$1,556
6. This item will meet the District's strategic plan focus area of Program Evaluation and Resource Allocation.
7. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Jim Vollmer, Assistant Director of Employee/Labor Relations; and Laurin J. Cathey, Executive Director of Human Resources.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom Minnesota Cement Masons, Plasterers and Shophands Local 633, is the exclusive representative; duration of said Agreement is for the period of May 1, 2019 through April 30, 2022.

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

DATE: June 19, 2019

TOPIC: Approval of Memorandum of Agreement with United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, to Establish Terms and Conditions of Employment for 2019-2020

A. PERTINENT FACTS:

1. The Memorandum of Agreement is for a one-year period, May 1, 2019, through April 30, 2020.
2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix C (Salary) and Appendix D (Benefits).
3. The District has seven regular FTE in this bargaining unit.
4. Wage and benefits changes reflect prevailing wage.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
 - in the 2018-2019 budget year (May 1, 2019 – June 30, 2019): \$4,929
 - in the 2019-2020 budget year (July 1, 2019 – April 30, 2020): \$24,645
6. This item will meet the District's strategic plan focus area of Program Evaluation and Resource Allocation.
7. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Jim Vollmer, Assistant Director of Employee/Labor Relations; and Laurin J. Cathey, Executive Director of Human Resources.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom the United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, is the exclusive representative; duration of said agreement is for the period of May 1, 2019 through April 30, 2020.

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

DATE: June 18, 2019

TOPIC: Addendum to Lease Agreement with Youth Farm

A. PERTINENT FACTS:

1. Youth Farm and Saint Paul Public Schools desire to revise the lease agreement to increase the rented office space from 66 square feet to 198 square feet at the Baker Center, located at 209 Page Street West.
2. The District and Youth Farm agree, for the term of this Addendum, monthly rent due for the Tenant's lease at the Baker Center shall be Two Hundred Seventy-Nine Dollars and 87/100 (\$279.87) effective July 1, 2019 in exchange for use of said Premises.
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 Addendum to the Lease Agreement between the District and Youth Farm to increase the rented office space to 198 square feet at the Baker Center, located at 209 Page Street West.

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

DATE: June 18, 2019

TOPIC: Monthly Operating Authority

A. PERTINENT FACTS:

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

B. RECOMMENDATIONS:

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

(a) General Account	#709439-711146	\$59,577,715.24
	#0003318-0003347	
	#7003243-7003301	
	#0003435-0003534	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$3,817,722.73</u>
		<u>\$63,395,437.97</u>

Included in the above disbursements are two payrolls in the amount of \$38,829,504.24 and overtime of \$216,441.49 or 0.56% 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 September 30, 2019.

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

DATE: June 18, 2019

TOPIC: Designation of Official with Authority to Authorize User Access to MDE Secure Websites

A. PERTINENT FACTS:

1. The Minnesota Department of Education (MDE) requires that a district official manage access to MDE secure websites. Instead of having MDE manage user access to the sites as they did in the past, MDE changed that structure by having the district designate an authorized person to manage the user access at the district level. The Identified Official with Authority has the responsibility of authorizing user access to MDE secure websites for the district, verifying eligibility and assigning roles based on authority.
2. Authorization must be renewed by the school board annually or any time there is a change in the assignment of the Identified Official with Authority. This documentation serves as the annual recertification of the Identified Official with Authority designation in accordance with Minnesota State Access Control Security Standard 1.0
3. It is recommended that the board renew Cheryl Carlstrom, Director of Title I Federal Programs and LEA representative, as the Saint Paul Public Schools official with authority who has the responsibility of authorizing user access to MDE secure websites for the district and assigning roles to district staff.
5. This project will meet the District strategic plan focus area of Program Evaluation and Resource Allocation.
4. This item is submitted by Cheryl Carlstrom, Director, Office of Title I Federal Programs and Kate Wilcox-Harris, Chief of Academics

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to renew Cheryl Carlstrom, Director of Title I Federal Programs and LEA representative, as the Saint Paul Public Schools Identified Official with Authority with responsibility of authorizing user access to MDE secure websites for the district.

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

DATE: June 18, 2019

TOPIC: Insurance - Excess Liability

A. PERTINENT FACTS:

1. The District is insured for excess liability coverage through Hallmark Specialty. The current policy term is July 1, 2018 through June 30, 2019.
2. Hallmark Specialty has offered a renewal policy for the period of July 1, 2019 through June 30, 2020 in the amount of \$198,641. The excess liability policy will be over the underlying coverages of general liability, educators legal liability, and auto offered through Wright Specialty/Markel.
3. The terms and conditions of the offered policy are the same as the current policy.
4. This recommendation has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding is to be provided from the Insurance District-wide budget, 01-005-940-000-6340-0000.
6. This item meets the District Strategic Plan focus area of Program Evaluation and Resource Allocation.
7. This item is submitted by Tom Parent, Facilities Director, and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to approve a new 12-month policy for excess liability coverage with Hallmark Specialty for the period of July 1, 2019 through June 30, 2020, at a cost of \$198,641.

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

DATE: June 18, 2019

TOPIC: Insurance - General Liability, Crime, Legal Liability, Auto, Inland Marine

A. PERTINENT FACTS:

1. The District is insured for general liability, crime, educators legal liability, auto, and inland marine coverage through Wright Specialty/Markel. The current policy term is July 1, 2018 through June 30, 2019.
2. Wright Specialty/Markel has offered a bundled renewal policy for the period of July 1, 2019 through June 30, 2020 in the amount of \$930,772.
3. The terms and conditions of the offered policy are the same as the current policy.
4. This recommendation has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding is to be provided from the Insurance District-wide budget, 01-005-940-000-6340-0000.
6. This item meets the District Strategic Plan focus area of Program Evaluation and Resource Allocation.
7. This item is submitted by Tom Parent, Facilities Director, and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to renew a 12-month bundled policy for general liability and crime, educators legal liability, auto insurance, and inland marine coverage with Wright Specialty/Markel for the period of July 1, 2019 through June 30, 2020, at a cost of \$930,772.

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

DATE: June 18, 2019

TOPIC: Insurance - Property

A. PERTINENT FACTS:

1. The District is insured for property coverage through Affiliated FM. The current policy term is July 1, 2018 through June 30, 2019.
2. Affiliated FM has offered a renewal policy for the period of July 1, 2019 through June 30, 2020 in the amount of \$588,897.
3. The terms and conditions of the offered policy are the same as the current policy.
4. This recommendation has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding is to be provided from the Insurance District-wide budget, 01-005-940-000-6340-0000.
6. This item meets the District Strategic Plan focus area of Program Evaluation and Resource Allocation.
7. This item is submitted by Tom Parent, Facilities Director, and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to renew a 12-month policy for property insurance coverage with Affiliated FM for the period of July 1, 2019 through June 30, 2020, at a cost of \$588,897.

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

DATE: June 18, 2019

TOPIC: Title I Technology Refresh Part 2

A. PERTINENT FACTS:

1. A majority of SPPS Title I technology was purchased with American Recovery and Reinvestment Act (ARRA) funds between 2009 and 2012. These devices are being used in Title I schools past their expected lifespan and need to be retired. Due to a late increase of Title I funds, Title I has the opportunity to refresh our technology with laptops, desktop computers and laptop carts at all Title I sites. The refresh would distribute 13-inch MacBook Airs or iMac Desktop computers to schools based on their specific need for each type of device. This is phase two of the previously approved purchase.
2. This request is to add additional computers at the high school and middle school levels. It was the intent initially to provide each high school and middle school with two sets of 35 computers. At the time of the initial purchase request, we were not sure we had the funds available. Now that we are closer to the end of the fiscal year, we have determined there are funds available to complete this project. These devices are specifically for student use before, during and after school.
3. This project will not exceed \$600,000.
4. This project will meet the District strategic plan focus areas of Effective and Culturally Relevant Instruction and Program Evaluation and Resource Allocation.
5. This item is submitted by Sherry Carlstrom, Director of Title I Federal Programs and Kate Wilcox-Harris Chief Academic Officer

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the purchase of computers for Title I schools.

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

DATE: June 18, 2019

TOPIC: Upgrade of the Unclassified Position of Nutrition Services Coordinator for Independent School District No. 625 Grade and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The Nutrition Services Department has a need for the current Nutrition Services Coordinator classification to increase its workload. The Nutrition Services Coordinator are now responsible for providing leadership and more complex administrative functions, responsibilities for the identification, planning, development, implementation, coordination, disciplinary, trained and evaluation staff and programs at multiple sites.
2. Human Resources was asked to perform a job study. Based on the job study, the recommendation from that study is to upgrade Nutrition Services Coordinator Grade 37 to Grade 40 and update its job description. This title would be within the unit jurisdiction of other classifications and its incumbents in salary Grade 40. This salary rate will remain in place for this job title until such time as a successor agreement is reached to the 2018-2019 labor agreement for the Manual & Maintenance Supervisors' Association. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be an unclassified position.
3. The establishment of a Nutrition Services Coordinator job title in grade 40 is necessary to meet the District's commitment to prevailing wage requirements and to maintain the District's status with outside contracts.
4. Human Resources is also recommending to inactivate classification Nutrition & Custodial Services Supervisor, Grade 40. This classification was active when Nutrition Services and Custodians staff were one department.
5. This upgrade will impact the current four (4) incumbents.
6. The funds for this position are available in the Nutrition Services Department budget.
7. This recommendation has been reviewed by Dr. Joe Gothard, Superintendent; Jacqueline Turner, Chief Operation Officer; Stacy Koppen, Director, Nutrition Services, and Laurin J. Cathey, Executive Director, Human Resources.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the unclassified Nutrition Services Coordinator classification effective July 22, 2019 to grade 40; that the Board of Education declare the position of Nutrition Services Coordinator as unclassified; and that the pay rate for this position would be equivalent to grade 40 of the Manual & Maintenance Supervisors' Association. In addition to inactivating classification Nutrition & Custodial Services Supervisor in Grade 40.

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

DATE: June 18, 2019

TOPIC: Facilities Department FY19 Purchases over \$175,000

A. PERTINENT FACTS:

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

Vendor	Description	Amount	State Contract ID Or Bid Number
KFI	Assistance with BAS Integration	Original PO: \$750,000 Increase by \$135,000 New PO Amount: \$885,000	GS-21F-0094V
Trane	HVAC Chiller-Boiler Inspect/Chemicals and Services	Original PO: \$200,000 Increase by \$25,000 New PO Amount: \$225,000	15-JCP-023

3. The purchases have been approved by Jamie Atkins, Purchasing Manager.
4. Funding will be provided from the approved Facilities Department Fiscal Year 2019 budget.
5. The purchases meet the District Strategic Plan focus area of Program Evaluation and Resource Allocation.
6. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: June 18, 2019

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

A. PERTINENT FACTS:

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

Vendor	Description	Amount	State Contract ID Or Bid Number
All Furniture	Furniture Moves (District-wide)	\$225,000	A213552-A
ARI	Fleet Leasing	\$400,000	060618-ARI Sourcewell
Bredemus Hardware	Building Hardware	\$230,000	Bid #A211172
Dalco	Custodial supplies, equipment repair and a work loading data program.	\$550,000	Bid #A211038-A
E3 Services	Playground repair & installations	\$300,000	A216612-A
ECIFM	Tririga License Renewal, support & on-demand services	\$190,000	N/A
Egan	Inspection and maintenance of fire alarm systems	\$1,700,000	F-556(5)
General Office Products	Furniture	\$305,000	U42.106
Grainger	Maintenance and Janitorial Supplies/PPE/Fire Marshal Orders/Emergency Lighting	\$326,000	T-572(5)
Home Depot Pro/Supplyworks	PPE/Power Strips/Exit Signs/Compostable Bags	\$350,000	16154 RFP
Innovative Office Supply	Furniture	\$1,160,000	O-86(5)
KFI	Assistance with BAS Integration	\$810,000	GS-21F-0094V
Mavo	General services for environmental abatement and remediation	\$600,000	A-189
MEI	Annual Inspections Contract 751557	\$215,000	A207126-A
Nasseff	Fire Suppression systems inspection and repair	\$200,000	U of M 01-444-15-0914.CF
RAK	Bathroom Partitions and Lockers/Emergency Light Replacement/Corrections to Kitchen and Fire Code Violations	\$2,950,000	MN02D-121614-RAK
Tierney	Classroom Audio Visual	\$850,000	CPC #17.3-ITS
Trane	HVAC Chiller-Boiler Inspect/Chemicals and Services	\$200,000	15-JCP-023
Walters Recycling	Waste, Recycling & Organics	\$925,000	Bid #A202384-K

Facilities Department FY20 Purchases over \$175,000 (cont.)

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

B. RECOMMENDATION:

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

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

DATE: June 18, 2019

TOPIC: Revisions Made to Policy 401.00 Equal Employment Opportunity

A. PERTINENT FACTS:

1. Per Board policy 209.00, revisions that are required owing to a change in statute, rule, or other governmental mandate may be made through the consent agenda rather than through the three-reading process. Minor editorial updates that do not affect the title or substance of the policy (purpose, scope, policy statement) do not need to go through the formal approvals process. These include correction of typographical errors or changes to stakeholders, policy owner or contact person.
2. Revisions made to Policy 401.00 Equal Employment Opportunity are based on change in statute and change in contact person.
3. This policy will meet the District strategic plan focus area of Positive School and District Culture.
4. This item is submitted by Jada Wollenzien, Program Manager; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the proposed revisions made to policy 401.00.

Adopted: 6/17/2008
Revised: X/XX/XXXX

Saint Paul Public Schools Policy

401.00

401.00 EQUAL EMPLOYMENT OPPORTUNITY

1. The Saint Paul Public Schools shall provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with respect to public assistance, disability, sexual or affectional orientation, age, familial status, gender identity and expression, veteran status or membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The school district also shall make reasonable accommodations for disabled employees.
2. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to school district policy 415.00.
3. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities or privileges of employment.
4. Every school district employee shall comply with this policy.
5. The Executive Director of Human Resources and/or the Equal Employment Opportunity Director shall reply to all inquiries made regarding the interpretation and application of this policy.

LEGAL REFERENCES:

Minn. Stat. Chapter 363A (Minnesota Human Rights Act)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 2615 (Family and Medical Leave Act)
38 U.S.C. § 4301 *et seq.* (Employment and Re-employment Rights of Members of the Uniformed Services)
38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)

CROSS REFERENCES:

102.00, Equal Opportunity/Non-Discrimination
602.00, Multicultural, Intercultural, Non-Racist, Non-Sex-Biased, Gender and Disability Fair Education
415.00 Discrimination, Harassment, Violence and Retaliation

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

DATE: June 18, 2019

TOPIC: Revisions Made to Policy 414.00 Tobacco-Free Environment

A. PERTINENT FACTS:

1. Per Board policy 209.00, revisions that are required owing to a change in statute, rule, or other governmental mandate may be made through the consent agenda rather than through the three-reading process. Minor editorial updates that do not affect the title or substance of the policy (purpose, scope, policy statement) do not need to go through the formal approvals process. These include correction of typographical errors or changes to stakeholders, policy owner or contact person.
2. Revisions made to Policy 414.00 Tobacco-Free Environment are based on change in statute and legal definitions.
3. This policy will meet the District strategic plan focus area of Positive School and District Culture.
4. This item is submitted by Jada Wollenzien, Program Manager; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the proposed revisions made to policy 414.00.

414.00 TOBACCO-FREE ENVIRONMENT

PURPOSE

Saint Paul Public Schools provides an environment free from tobacco and tobacco-related products and devices to comply with the law and protect the health of our students, employees and others in School District facilities, on School District grounds, and at School District activities.

DEFINITIONS

1. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including but not limited to: cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco, prepared in such manner as to be suitable for chewing or smoking in a pipe or other tobacco-related devices.
2. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of vapor from the product. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device does not include any product that has been approved or certified by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is marketed and sold for such an approved purpose.
3. "Use" includes smoking, chewing or otherwise ingesting tobacco or related chemicals.
4. "Smoking" includes inhaling or exhaling smoke from any lighted cigar, cigarette, pipe or any other lighted tobacco or plant product. Smoking also includes carrying a lighted cigar, cigarette, pipe or any other lighted tobacco or plant product intended for inhalation and the inhaling and exhaling of vapor from any electronic device.
5. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.

PROHIBITION

1. No person shall use tobacco, tobacco-related devices or electronic delivery

devices in any indoor area or on any grounds or property that is owned, leased or contracted for by the School District. This prohibition extends to all facilities, whether owned, rented or leased, and to all vehicles that the school district owns, leases, rents, contracts for or controls, including vehicles used, in whole or in part, for school purposes during hours of school operation, if more than one person is present. This prohibition extends to all events and activities sponsored by the Saint Paul Public Schools.

2. No person under age 18 shall possess tobacco, tobacco-related devices, or electronic delivery devices in or on any grounds or property that is owned, leased or contracted for by the School District. This prohibition extends to all facilities, whether owned or leased, and to all vehicles that the school district owns, leases, rents, contracts for, or controls. This prohibition extends to all events and activities sponsored by the Saint Paul Public Schools.
3. The School District will not solicit or accept any contributions or gifts of curriculum, materials, or equipment from companies that manufacture and are identified with tobacco, tobacco-related devices, or electronic delivery devices.
4. The School District will not promote or allow promotion of tobacco products, tobacco-related devices or electronic delivery devices on school property or at school-sponsored events.

EXCEPTIONS

It shall not be a violation of this policy when:

1. An American Indian lights tobacco on school district property as a part of a traditional American Indian spiritual or cultural ceremony. An American Indian is a person who is a member of an American Indian tribe as defined under Minnesota law.
2. An individual possesses, in compliance with the School District's Medications/Medical Procedures policy, a product or device that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose.

ENFORCEMENT

1. Students who violate this tobacco-free policy shall be subject to School District disciplinary procedures.
2. School District personnel, including contractors, and school board members who violate this tobacco-free policy shall be subject to applicable discipline procedures.
3. School District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law and school district policies.

LEGAL REFERENCES:

Minn. Stat. § 144.413 (Definitions)
Minn. Stat. § 144.4165 (Tobacco Products Prohibited in Public Schools)
Minn. Stat. § 144.4167 (Permitted Smoking)
Minn. Stat. § 144.417 (Commissioner of Health, Enforcement, Penalties)
Minn. Stat. § 609.685 (Sale of Tobacco to Children)
Minn. Stat. § 609.6855 (Sale of Nicotine Delivery Products to Children)

CROSS REFERENCES:

Policy 413.00,	Drug-Free Workplace
Policy 504.00,	Drug- Free Schools
Policy 506.00,	Student Discipline; Student Behavior Handbook
Policy 516.00,	Medications/Medical Procedures
Policy 706.00,	Grants and Gifts
Policy 716.00,	Advertising in the Schools

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

DATE: June 18, 2019

TOPIC: 2019-20 Rights & Responsibilities Student Handbook Revisions

A. PERTINENT FACTS:

1. This recommendation reflects updates made to the Rights & Responsibilities Student Handbook.
2. Updated changes to this handbook include:
 - a. Updated language throughout handbook to provide more clarity
 - b. New guidelines for bus safety
 - c. Re-formatted some of the sections to make it easier to read
 - d. Updated definitions in violations chart and glossary
 - e. Provided examples of a couple of the definitions (i.e. Defiance of Authority) to make it easier for administrators to understand
 - f. Included policies 505.00 and 415.00 in appendix of full version of the handbook
3. Detailed updates can be found in attached document.
4. This policy will meet the District strategic plan focus area of Positive School and District Culture.
5. This item is submitted by Jada Wollenzien, Program Manager, Leadership Development and District Policy; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the proposed revisions made to the Rights & Responsibilities Student Handbook for SY19-20.

Updates to the Rights & Responsibilities Student Handbook for SY2019-20

The Rights & Responsibilities Student Handbook has been updated for the 2019-20 school year. Below is a list of those that participated on the committee and a summary of proposed changes and next steps.

Committee Members

Dana Abrams, Ombudsperson, Family Engagement and Community Partnerships
Kevin Burns, Director, Communications, Marketing and Development
Megan Dols Klingel, Assistant Director, Office of Teaching and Learning
Marcus Freeman, Assistant Principal, Ramsey Middle School
Clark Hoelscher, Specialist, Out for Equity
Jamie Jonassen, Assistant General Counsel
Heather Kilgore, Director, Family Engagement and Community Partnerships
Kristi Kohn, PBIS Coordinator, School Climate & Support
Jason Kuhlman, Assistant Principal, Saint Paul Music Academy
Kathy Lombardi Kimani, Assistant Director, Office of School Support
Richard Mack, Lead Counselor, Middle School and Career Paths
Amanda Musachio, Assistant Principal, Bruce Vento Elementary
Laura Olson, Director, Security and Emergency Management
Cindy Porter, Research Analyst, Department of Research, Evaluation and Assessment
Thomas Saunders, Traffic Coordinator, Transportation Department
Jennifer Vigil, Management Assistant, Office of School Support
Jada Wollenzien, Program Manager, Leadership Development – Committee Facilitator

Proposed Changes

Changes made to the **Summary version** of the handbook (in order from first page of handbook to last page):

- New letter from Dr. Gothard
- Updated description on what conduct the handbook should apply to
- Updated language in “Shared Responsibilities” matrix and “Positive School Culture” section to reflect SPPS Achieves language.
- Under “Standards of Student Behavior,” changed “administrators” to “staff.” It is not only administrators that inform parents/guardians and make documentation.
- Under “Responses and Levels of Behavior Violations,” restructuring of sentences to make the paragraph flow better.
- Reformatted the “Examples of Interventions and Restorative Responses” chart.
- The descriptions under “Level 1,” “Level 2,” “Level 3,” and “Level 4” were updated so it reflected the same language in accompanying charts. The language choice now has better alignment with PBIS/RP/SEL language
- In the behavior violations chart:

- Removed “Audio Alert Device” and “Audio Alert Device, Use or Intent to Use” as violations – they are now included under the “Possession, Other Prohibited Items” violation
- Included Bullying definition
- Changed “willful” to “intentional” throughout the handbook.
- “Damage to School Property” now also includes damage to hardware, software, or other equipment. This let us remove “Intentional Damage to District Technology Resources” as a separate violation.
- Updated the “Discrimination” violation to reflect the all protected classes per policy 415.00
- Redefined “Drugs or Controlled Substances, Possession/Use/Soliciting/Selling”
- Redefined “fighting”
- Redefined “Firearm, Possession/Use/Intent to Use” to reflect the statutory definition.
- Updated “Harassment, Based on Protected Status” definition to reflect statute
- For “Incapacitation Device, Possession, without use or intent to use,” included a sentence, “Response to a first time violation is confiscation and a conversation with student and parent/guardian.”
- Added a new violation as a level 1 and 2 – “Out of Area: Student out of their assigned area (i.e. leaving the classroom or learning environment without permission; roaming the halls or school grounds).”
- “Physical Aggression to Staff” now also includes “partners from other organizations, volunteers or contracted employees.”
- Updated the “Sexual Harassment” definition to reflect statute language
- No longer have two separate violations for “Theft, Major” and “Theft, Minor.” Those two are now just under “Theft” with levels of 1-4.
- Before, “threats” was any oral, written or physical expressions...Now, we divided those up. So there is a separate threat violation for “physical” and a separate threat violation for “verbal or written.”
- Included a 1-pager for Guidelines for Bus Safety
- Under “School Interventions and Responses – Common Terms” (aka glossary):
 - Updated “Alternative to Expulsion (A2E)” definition
 - Added “Choice, Change, Chance (C3)” definition
 - Provided examples for “Defiance of Authority”
- Updated the “Equal Opportunity/Non-Discrimination Policy” section with updated contact information

Changes made to the **Full version** of the handbook:

- All updates made to the summary version as described above
- Additional language made to the “Discipline Processes” -
 - “If a suspension is longer than five school days, the suspending administrator must provide the superintendent with a reason for the longer suspension. No student may be suspended for more than 10 consecutive days for the same course of conduct or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the school district is in the process of

initiating an expulsion, in which case the school district may extend the suspension to a total of 15 consecutive school days.”

- We also added this language which comes from statute and will help administrators to have guidance when convening a meeting: “The purpose of this meeting is to attempt to determine the student’s need for assessment or other services or whether the parent or guardian should have the pupil assessed or diagnosed to determine whether the pupil needs treatment for a mental health disorder. With the permission of the parent or guardian, the school district may arrange for a mental health screening for the pupil. The district is not required to pay for the mental health screening”
- Additional language made to the “Pupil Problems Committee:”
 - “The Pupil Problems Committee (PPC) deals with problems relating to student discipline and school adjustment for: (1) students who are not eligible for special education services; and (2) students receiving special education services whose conduct was determined by the appropriate team to be not a manifestation of the student’s disability. If the conduct at issue is the conduct of a student receiving special education services and that conduct was determined to be a manifestation of the student’s disability, the IEP team – and not the PPC – should address that conduct and school’s response in accordance with state and federal law.
- Under “School Resource Officers (SROs), we included this sentence, “SROs are not to be involved in recommending or determining student discipline.”
- Under the “SPPS Discipline Guidelines for Students with Disabilities under State Laws and Federal Regulations” chart, we changed “no” to “YES, if suspension is longer than 10 consecutive days and behavior was manifestation” as to whether or not a Functional Behavior Assessment or Review is Required
- Under Glossary Terms:
 - Alcohol definition now includes “possession/use/under the influence”
 - Bus Violations now describes how to report it in Campues
 - “Explosive Device” is now called “Destructive Device, Possession/Use/Or intent to Use” to reflect statute language
 - Under Interim Alternative Educational Setting, we made it clear that “the determination of an appropriate interim alternative educational setting is made by the student’s IEP team on a case-by-case basis.
 - Included a definition for “Local Commission” since that is a protected class
 - “Other Prohibited Items” is a violation in the chart but did not have a definition in the glossary. It now has a definition in the glossary.
- Included the full 505.00 Bullying Prohibition policy in the appendix
- Included the full 415.00 Discrimination, Harassment, Violence and Retaliation policy in the appendix

Next Steps

- Send updated Summary and Full Handbook to Translations by 6/19/2019, if approved.
- Meet with members of the committee throughout summer to determine training plan for principals and assistant principals
- Work with Communications to develop a one page mailer to send home about Rights & Responsibilities. Committee recommends this, rather than the whole book being sent to each

household. This practice was implemented last school year with success – will continue to do so again next year.

- Rights and Responsibilities Summary will be printed and a number of copies will be sent to each school.
- Building Principals, Assistant Principal and Administrative Interns shall receive printed copies of the full handbook. Administrators on the committee requested this.
- All handbooks should be updated on SPPS website by 9/3/19.

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

DATE: June 18, 2019

TOPIC: Request for Approval to Commit an Additional Amount of \$500,000 to the General Fund Committed Fund Balance for Severance Pay

A. PERTINENT FACTS:

1. In accordance with Governmental Accounting Standards Board (GASB) Statement No. 54, the Board of Education must authorize any modifications to the District's Committed Fund Balance.
2. The District is projecting an increase in overall increase in severance pay activity for FY19.
3. This item meets the District strategic plan focus area of Program Evaluation and Resource Allocation.
4. This item is submitted by Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize a modification to the District's Committed General Fund Balance for Severance pay and commit an additional amount of \$500,000 for that specific purpose.

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

DATE: June 18, 2019

TOPIC: Employee Dental Insurance

A. PERTINENT FACTS:

1. Four bidders participated in the RFP— Delta Dental, HealthPartners (incumbent), MetLife, and Guardian. Two bidders were selected to participate in the finalist phase—Delta Dental and HealthPartners.
2. The Labor Management Committee is recommending HealthPartners as the dental vendor.
 - a) Term of agreement is for five years.
 - b) This is a tiered plan design with a rich benefit if a member chooses to utilize a HealthPartners dental clinic.
 - c) A guaranteed rate increase of 6.5% for 2020, rate caps not to exceed 2.5% for 2021, and rate caps not to exceed 3% for 2022, 2023, and 2024.
3. This item is submitted by Joyce Victor, Benefits Manager; Laurin Cathey, Executive Director of Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education approve the contract for employee dental insurance coverage with HealthPartners effective January 1, 2020, at the proposed renewal rates.

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

DATE: June 18, 2019

TOPIC: Health Savings Account (HSA) for Active Employees

A. PERTINENT FACTS:

1. Six bidders participated in the RFP – Alight, Discovery Benefits, Further, NBS, Optum (incumbent), and TASC. Three bidders were selected to participate in the finalist phase – Optum, Further, and NBS.
2. The Labor Management Committee is recommending Optum as administrator for the HSA plan vendor.
 - a) Term of agreement is for five years.
 - b) The plan will provide lower monthly account fees and increased performance guarantees.
 - c) The plan will provide a one-time communication credit of \$1,500.00
 - d) The HSA is available to active employees with medical insurance in the high deductible plan. In addition, Optum offers a 24/7 call center support
3. This item is submitted by Joyce Victor, Benefits Manager; Laurin Cathey, Executive Director of Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education approve the contract for the HSA plan with Optum effective January 1, 2020.

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

DATE: June 18, 2019

TOPIC: Settlement of Construction Dispute

A. PERTINENT FACTS:

1. The School District and Donlar Construction Company ("**Donlar**") entered into a written construction agreement (the "**Contract**"). Pursuant to the Contract, Donlar agreed to serve as the general contractor and provide all labor, services and materials required to renovate and add to the Linwood Monroe Arts Plus-lower Campus (the "**Project**") pursuant to plans and specifications provided by the School District and its retained Architect U+B Architecture and Design.
2. Donlar retained Premier Electric, Inc. to serve as a subcontractor to Donlar pursuant to a written subcontract agreement (the "**Premier Subcontract**") and provide all labor, services and materials as required to complete the electrical portion of the Project as set forth in the Premier Subcontract.
3. During the course of construction disputes developed between and among the School District, Premier and Donlar with regard to, among other things, the schedule for construction, delays, disruptions, the execution of change order work and the cumulative impact of change orders on base contract work.
4. Premier and Donlar asserted claims for additional costs resulting from the cumulative impact of changes to the Project, including but not limited to claims for acceleration, disruption and delay, schedule compression and interference with its work on the Project (the "**Claims**") and sought an extension of time to complete their work on the Project.
5. The School District denied liability for the Claims, raised defenses, and claimed offsets, back charges, or claims ("**the Owner's Claims**") to the Claims asserted by Donlar and Premier.
6. In order to avoid the time, expense, and uncertainty of litigation, the parties came to a mediated settlement agreement that is conditioned upon approval by the Board of Education. The School District can resolve its dispute with Donlar and Premier by approving that certain Mediated Settlement Agreement dated effective June 6, 2019.
7. This settlement supports the strategic plan focus area of Program Evaluation and Resource Allocation.
8. This item is submitted by William Forbes, Assistant General Counsel, Charles Long, General Counsel, and Tom Parent, Facilities Director.

B. RECOMMENDATION:

That the Board of Education approve the Mediated Settlement Agreement in the above referenced matter and authorize its Superintendent, or his designee, to execute the Mediated Settlement Agreement.

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

DATE: June 18, 2019

TOPIC: Bid No. A216795-A Stormwater BMP Repair, Installation & Excavation Services

A. PERTINENT FACTS:

1. This Agreement provides all labor, material, equipment and services to perform Stormwater Best Management Practices (BMP) Repair, Installation, & Excavation Services.
2. Three (3) proposals were received in response to Request for Proposal (RFP) A216795-A from Outdoor Lab Landscape & Design, Pete's Water & Sewer, and All Weather Services.
3. Outdoor Lab Landscape & Design was selected based on the scoring process advertised in the RFP, and they had the proper erosion control and licensing.
4. The resulting two-year plus agreement is on a time and material basis and is valued at \$200,000 with the following breakout:

FY20 - \$100,000
FY21 - \$100,000
5. This Agreement is effective from July 1, 2019 until June 30, 2021, with the option to renew for up to three (3) additional one-year terms.
6. Bids have been reviewed by Jamie Atkins, Purchasing Manager.
7. Funding will be provided from the General Fund and, selectively, Long-Term Facilities Maintenance Revenue.
8. This contract award meets the District Strategic Plan area of Program Evaluation and Resource Allocation.
9. 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 Bid No. A216795-A Stormwater Best Management Practices (BMP) Repair, Installation, & Excavation Services to Outdoor Lab Landscape Design, Inc. for the estimated amount of \$200,000.



Saint Paul
PUBLIC SCHOOLS

Saint Paul Public Schools Proposed FY20 Budget

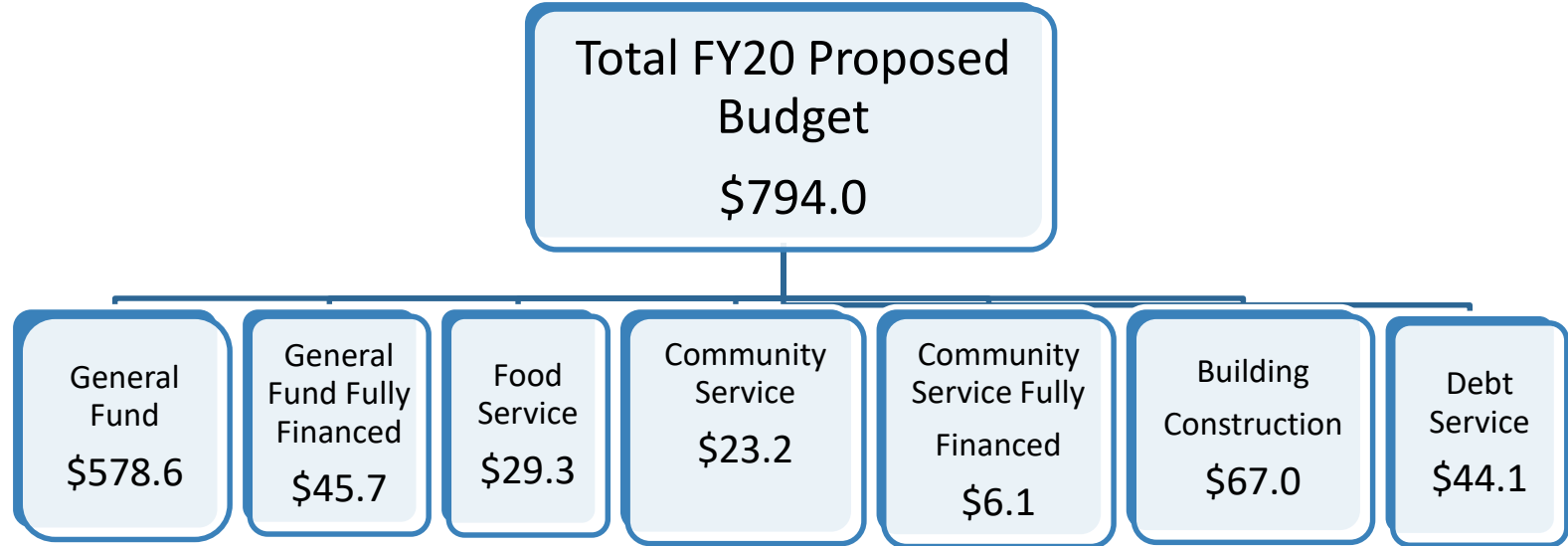
Marie Schrul, Chief Financial Officer

June 18, 2019

Purpose

To present the final proposed FY20 Budget to the Board of Education for adoption

FY20 Proposed Budget (Expenditures)



FY20 Proposed Budget numbers reflected in millions

FY 20 Proposed Budget

Revenue and Expenditure Summary

Fund	Estimated Beginning Fund Balance	Revenues	Expenditures	Revenues Over/(under) Expenditures	Estimated Ending Fund Balance
General Fund	\$92,098,902	\$578,626,651	\$578,626,651	\$0	\$92,098,902
General Fully Financed Fund	194,347	45,701,678	45,701,678	0	194,347
Food Service	6,638,111	29,245,500	29,245,500	0	6,638,111
Community Service	3,955,987	23,105,757	23,176,325	(70,568)	3,885,419
Community Service Fully Financed	998,279	6,055,136	6,055,136	0	998,279
Building Construction	(33,298,670)	150,000,000	67,006,426	82,993,574	49,694,904
Debt Service	43,228,615	43,573,599	44,146,984	(573,385)	42,655,230
Total All Funds	\$113,815,571*	\$876,308,321	\$793,958,700	\$82,349,621	\$196,165,192

* Source: March 31, 2019 Quarterly Financial Report

FY20 Proposed General Fund Budget

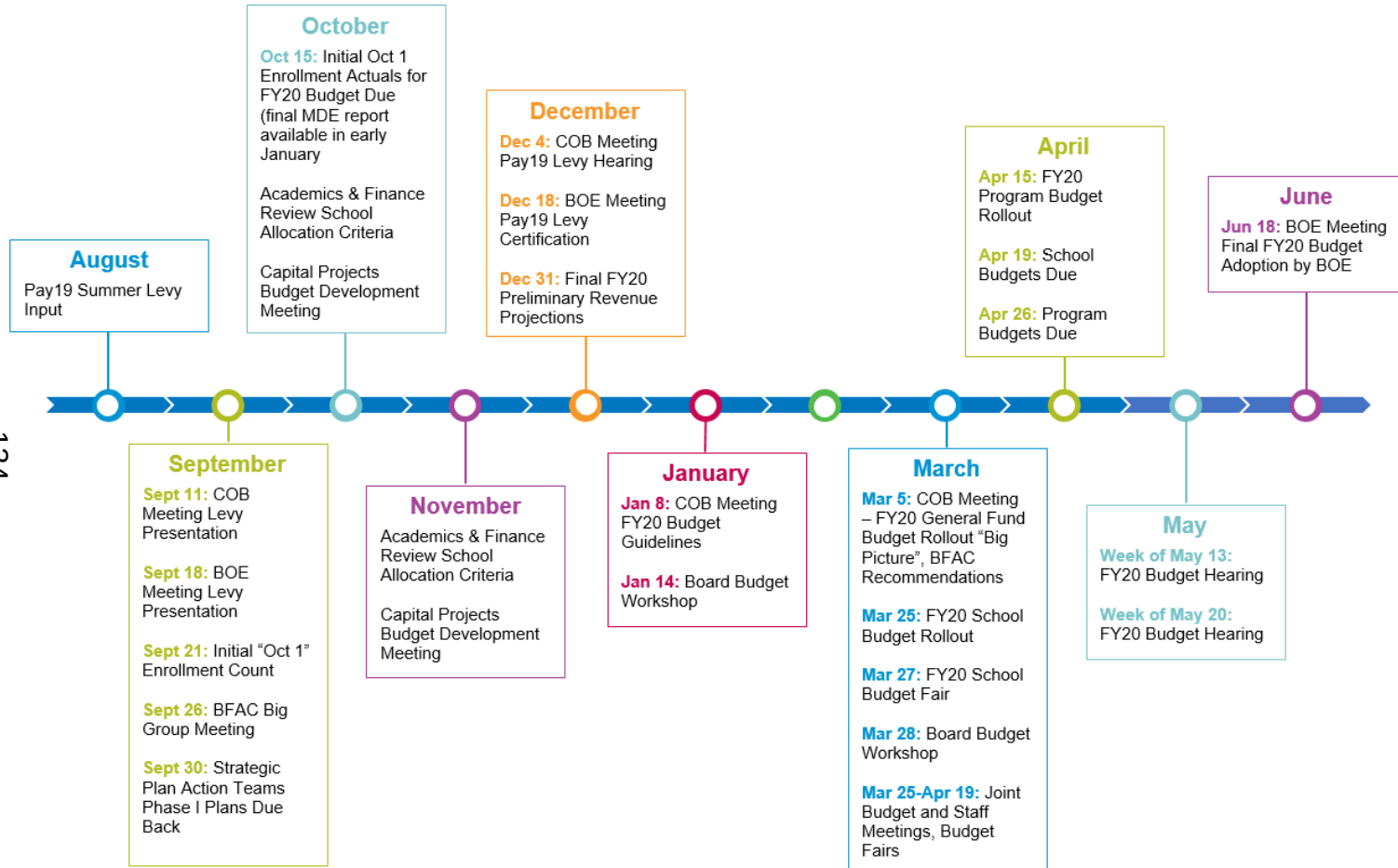
Big Picture – Expenditures

Area	FY19 Adopted Budget	FY20 Proposed Budget	FY19 vs FY20 Difference	% Diff
Schools	\$247,054,701	\$258,819,579	\$11,764,878	4.8%
School Support Services	\$188,226,477	\$199,842,551	\$11,616,074	6.2%
District-wide Support Services*	\$107,705,160	\$116,188,942	\$ 8,483,782	7.9%
Administration	\$3,575,872	\$3,775,579	\$199,707	5.6%
Total	\$546,562,210	\$578,626,651		

*Adjusted to reflect UFARS reporting requirements for LTFM in General Fund

FY 2019-20 Budget Development Timeline

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Questions?

Recommendation:

That the Board of Education adopt the FY20
Proposed Budget of \$793,958,700 as
presented



Policy Update

Cedrick Baker, Chief of Staff
Jada Wollenzien, Program Manager

June 18, 2019

THIRD READING: Policy 415.00 Discrimination, Harassment, Violence and Retaliation

We are updating the current Policy 415.00: Harassment, Violence, and Other Offensive Behavior. It is being proposed that the policy be retitled to Policy 415.00: Discrimination, Harassment, Violence, and Retaliation Policy.

Why do we have this policy?

Promote positive school and district culture; and Minn. Stat. § 121A.03 requires that we have a policy regarding sexual, religious, and racial harassment and sexual, religious, and racial violence that conforms with the Minnesota Human Rights Act.

THIRD READING: Policy 415.00 Discrimination, Harassment, Violence and Retaliation

Why are updates being proposed?

1. To create alignment with other District policies (e.g., Policy 102.00 Equal Opportunity/Non-Discrimination; Policy 500.00 Gender Inclusion; Policy 505.00 Bullying Prohibition);
2. To provide clarity in reporting and investigation procedures;
3. To expand and clarify the retaliation prohibition; and
4. To ensure we are using our new resource, the EEO Director.

THIRD READING: Policy 415.00 Discrimination, Harassment, Violence and Retaliation

What are the significant updates?

1. Eliminates the need for separate procedures;
2. Clarifies that discrimination is prohibited by this policy;
3. Requires reporting of policy violations within 1 business day;
4. Utilizes the EEO Director to receive copies of reports and, if necessary, undertake her own investigation and/or provide support to building administration;
5. Explains that District personnel who fail to report violations of the policy may be subject to discipline; and
6. Significantly expands the retaliation prohibition.

Recommendation Approval

To adopt the amended Policy 415.00 Discrimination, Harassment, Violence and Retaliation

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THIRD READING: Policy 713.00 Equal Opportunity Procurement

- Amended policy
- Rationale for updated policy:
 - To support the Small Business Inclusion Program SPPS is establishing
 - Will allow SPPS to better assess where and how it is spending and where improvements could be made
 - Will be able to provide transparent reporting

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THIRD READING: Policy 713.00 Equal Opportunity Procurement

- New proposed language:

3. The District's Purchasing Department shall endeavor to procure from local small ~~and protected class~~ businesses.

4. The District shall maintain a **race and gender-neutral small business enterprise (SBE) and micro-SBE program** for contracting with local small businesses. The Program will: (1) apply to all construction projects awarded in accordance with Minn. Stat. § 471.345 and Minn. Stat. § 123B.52 (2) maintain the same **annual aspirational goals** of 10% to qualified SBEs and 15% to qualified micro-SBEs, for an overall aspirational goal of 25%, on all District construction projects, (3) be **evaluated annually** to determine whether the annual aspirational goals should be adjusted, and (4) authorize the District to establish contract specific goals for individual construction projects and specify certain construction projects to be procured without SBE or micro-SBE participation goals.

THIRD READING: Policy 713.00 Equal Opportunity Procurement

- New proposed language (cont.):

5. The District **shall collect and maintain data** from all eligible vendors or consultants doing business with the District relating to such **vendor or consultant's race, gender, veteran's status, and geographic location** of such vendor or consultant's principal executive offices. If vendors or consultants doing business with the District are business entities, including but not limited to partnerships, limited liability companies, or corporations, then the District shall collect and maintain data relating to the race, gender, and veteran's status of the person(s) with the majority and controlling interest in the business entity, as well as, the geographic location of the business entity's principal place of business. **The data collected and maintained under this policy shall be maintained in a disaggregated form to allow for public transparency and reporting of the District's spending by race, gender, veteran's status, and geographic location.**

Recommendation Approval

To adopt the amended Policy 713.00 Equal Opportunity Procurement

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

Proposed Policy:

Proposed Policy Revision:

415.00 DISCRIMINATION, HARASSMENT, VIOLENCE, AND
RETALIATION POLICY

First Reading	<u>April 23, 2019</u>
Second Reading	<u>May 21, 2019</u>
Third Reading	<u>June 18, 2019</u>

COMMENTS:

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

**415.00 DISCRIMINATION, HARASSMENT, VIOLENCE, AND RETALIATION
POLICY**

I. PURPOSE

Saint Paul Public Schools (“the District”) believes in the dignity of its students, staff, and all other District personnel. To that end, the District strives to maintain a learning and working environment that is free from discrimination, harassment or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District also strives to maintain a learning and working environment that is free from retaliation. The District will act to investigate all complaints of violations of this policy. In responding to violations of this policy, the District will take appropriate and proportional action to protect all victims, deter similar future behavior, and accomplish the District’s core mission to educate and promote growth.

II. GENERAL STATEMENT OF POLICY

- A. This policy applies to students, teachers, administrators, and all other District personnel.
- B. The policy of the District is to maintain a learning and working environment that is free from discrimination, harassment, or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District prohibits any form of discrimination, harassment, or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03.
- C. The policy of the District is to maintain a learning and working environment that is free from retaliation. The District prohibits any form of retaliation.
- D. A violation of this policy occurs when any student, teacher, administrator, or other District personnel discriminates against or harasses a student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel based on a person’s race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn.

Stat. § 363A.03.

- E. A violation of this policy occurs when any student, teacher, administrator, or other District personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel based on a person's race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03.
- F. A violation of this policy occurs when any student, teacher, administrator, or other District personnel engages in retaliation or threatens retaliation against any person who has or is believed to have (1) reported, asserted, or alleged a violation of this policy or any other policy, law, or regulation; (2) made a good faith report of an alleged violation of this policy or any other policy, law, or regulation; (3) acted as a witness in any investigation of a complaint alleging a violation of this policy or any other policy, law, or regulation; (4) testified, assisted, or participated in any fact-finding investigation, hearing, or proceeding regarding an alleged violation of this policy or any other policy, law, or regulation; and/or (5) assisted in formulating or implementing corrective action in response to a violation of this policy or any other policy, law, or regulation.
- G. A violation of this policy occurs when any student, teacher, administrator, or other District personnel intentionally makes a false report of discrimination, harassment, violence, or retaliation.
- H. The District will act to investigate all complaints, either formal or informal, verbal or written, of discrimination, harassment, or violence based on a person's race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District will act to investigate all complaints, either formal or informal, verbal or written, of retaliation. The District will act to discipline or take appropriate action against any student, teacher, administrator, or other District personnel who is found to have violated this policy.

III. DEFINITIONS

- A. District personnel, solely for the purposes of this policy, includes Board of Education members, District employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District.
- B. Harassment prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, national origin, creed, religion, marital status,

familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03 when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

C. Immediately means as soon as possible but in no event longer than 1 business day. A business day is defined by the federal government calendar, and not by the District school calendar.

D. Protected Classifications; Definitions

1. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
2. "Familial status" means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor's legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
3. "Gender" means the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity.
4. "Gender Expression" means the manner in which persons represent or

express gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

5. “Gender Identity” means a person’s deeply held sense or knowledge of their own gender.
6. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
7. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
8. “Sex” refers to a person’s biology and is generally categorized as male, female, or intersex. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
9. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
10. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. Remedial response means a measure to stop and correct acts of discrimination, harassment, violence, or retaliation, prevent acts of discrimination, harassment, violence, or retaliation from recurring, and protect, support, and intervene on behalf of a student or employee who is the target or victim of acts of discrimination, harassment, violence, or retaliation.

F. Sexual Harassment; Definition

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or

- b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
- 2. Sexual harassment may include, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other District personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

- 1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;

- b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Responsible Administrator

- 1. In a school building, the Responsible Administrator is the principal or the principal's designee.
- 2. In a District building or department in which there is no principal, the Responsible Administrator is the supervisor of that building or department or that supervisor's designee.

I. Materially Adverse Action

Any action that causes or threatens to cause significant injury or harm to a reporter, complainant or other covered person such that it would likely dissuade a reasonable student or District personnel from making or supporting a good-faith report of an alleged violation of this policy. Adverse action does not include an action, including employment or academic action, that would have been taken regardless of the good-faith report of misconduct.

J. District Human Rights Officer

- 1. The District Human Rights Officer is the Director of Equal Employment Opportunity.
- 2. The Board of Education hereby designates the Director of Equal Opportunity as the District Human Rights Officer to receive reports or complaints of discrimination, harassment, violence, or retaliation prohibited by this policy.
- 3. In the event the position of the Director of Equal Employment Opportunity is vacant, the interim District Human Rights Officer is the individual designated by the superintendent.

IV. **REPORTING PROCEDURES**

- A. Any person who believes that such person has been the target or victim of discrimination, harassment, violence, or retaliation in violation of this policy by a student, teacher, administrator, or other District personnel, or any person with

knowledge or belief of conduct which may constitute discrimination, harassment, violence, or retaliation prohibited by this policy toward a student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel must report the alleged acts immediately to an appropriate District official designated by this policy. A person may report conduct which may constitute discrimination, harassment, violence, or retaliation anonymously. The District, however, may not rely solely on an anonymous report to determine discipline or other remedial responses.

- B. The District encourages the reporting party or complainant to use the 415.00.1 Form, but oral reports shall be considered complaints as well. All oral reports, however, must be promptly reduced to writing on the 415.00.1 Form by the Responsible Administrator.
- C. Nothing in this policy shall prevent any person from reporting discrimination, harassment, violence, or retaliation directly to the District Human Rights Officer or to the superintendent. If the complaint involves the Responsible Administrator, the complaint shall be made or filed directly with the superintendent or the District Human Rights Officer by the reporting party or complainant.
- D. At the building or department level, the Responsible Administrator is the person responsible for receiving oral or written reports of discrimination, harassment, violence, or retaliation prohibited by this policy. Any adult District personnel who receives a report of discrimination, harassment, violence, or retaliation prohibited by this policy shall inform the Responsible Administrator immediately, unless the complaint involves allegations against the Responsible Administrator. If the complaint involves allegations against the Responsible Administrator, the complaint shall be made or filed directly with the superintendent or the District Human Rights Officer immediately. The Responsible Administrator and the District Human Rights Officer shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of discrimination, harassment, violence, or retaliation. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute discrimination, harassment, violence, or retaliation shall make reasonable efforts to address and resolve the discrimination, harassment, violence, or retaliation and shall inform the Responsible Administrator immediately, unless such person knows or has reason to believe that the Responsible Administrator has engaged in the conduct prohibited by this policy. In such cases, the report should be made directly to the superintendent or District Human Rights Officer immediately. District personnel who fail to inform the Responsible Administrator of conduct that may constitute discrimination, harassment, violence, or retaliation or who fail to make reasonable efforts to

address and resolve the discrimination, harassment, violence, or retaliation in a timely manner may be subject to disciplinary action.

- F. Upon receipt of a report, the Responsible Administrator must notify the District Human Rights Officer immediately, before screening or investigating the report. The Responsible Administrator may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded immediately by the Responsible Administrator to the District Human Rights Officer. If the report was given verbally, the Responsible Administrator shall personally reduce it to written form within one (1) business day. Failure to forward any report or complaint of discrimination, harassment, violence, or retaliation as provided herein may result in disciplinary action against the Responsible Administrator.
- G. If a complaint of conduct prohibited by this policy involves allegations against the District Human Rights Officer, the complaint shall be immediately filed directly with the superintendent. If a complaint of conduct prohibited by this policy involves allegations against the superintendent, the report may be filed directly with the Board of Education.
- H. The District shall conspicuously post the name of the District Human Rights Officer, including mailing addresses and telephone number.
- I. Submission of a good faith complaint or report of discrimination, harassment, violence, or retaliation prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of discrimination, harassment, violence, or retaliation prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, a witness of discrimination, violence, harassment, or retaliation, or an individual involved in formulating or implementing corrective action is prohibited.
- N. False accusations or reports of discrimination, harassment, violence, or retaliation against another person are prohibited.

- O. A person who engages in an act of discrimination, harassment, violence, retaliation, or false reporting of discrimination, harassment, violence, or retaliation, or permits, condones, or tolerates discrimination, harassment, violence, or retaliation shall be subject to discipline or other remedial responses for that act in accordance with the District's policies and procedures.

V. INVESTIGATION

- A. By authority of the District, the Responsible Administrator, within three (3) business days of the receipt of a report or complaint alleging discrimination, harassment, violence, or retaliation prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by District officials or by a third party designated by the District.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents or electronic files and/or videos deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the District should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on the facts and surrounding circumstances using a preponderance of the evidence standard.
- D. In addition, the District may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other District personnel pending completion of an investigation of alleged discrimination, harassment, violence, or retaliation prohibited by this policy.
- E. The investigation will be completed within 30 business days from receipt of the complaint, unless it is impracticable to complete the investigation within this timeframe. The person completing the investigation shall document the investigation and its conclusion on the Form 415.00.1. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. Upon completion of the investigation, the Responsible Administrator shall ensure that the Form 415.00.1 and any other report of the investigation are submitted to both the District Human Rights Officer and to the following individual:
 - 1. For an investigation involving allegations against a student, to the area assistant superintendent; or

2. For an investigation involving allegations against District personnel, to the Executive Director of Human Resources or the Executive Director's designee.

VI. DISTRICT CORRECTIVE ACTION

- A. The District will take corrective action for any violation of this policy. Such corrective action will be consistent with the law and regulations, District policies, and any relevant collective bargaining agreements.
- B. Corrective action will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior.
 1. Corrective action for students who commit, or are a party to, prohibited acts of discrimination, violence, harassment, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but are not limited to, remedial responses, positive behavioral interventions, interventions and restorative practices or responses, warnings, transfer, suspension, and/or expulsion.
 2. Corrective action for employees who permit, condone, or tolerate discrimination, harassment, violence, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but is not limited to, remedial responses and/or disciplinary action up to and including termination or discharge.
 3. Corrective action for other individuals engaging in prohibited acts of discrimination, harassment, violence, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but not be limited to, exclusion from District property and events and/or termination of services and/or contracts.
- C. The District may also discipline any student, employee, or other personnel of the District for derogatory statements or conduct based on the characteristics identified in Section I of this policy, which do not constitute illegal discrimination, harassment, violence, or retaliation but nonetheless are inappropriate.
- D. The District is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the District, except as permitted by law.
- E. In order to prevent or respond to acts of discrimination, harassment, violence, or retaliation committed by or directed against a child with a disability, the District shall, where determined appropriate by the child's individualized education program ("IEP") or Section

504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of discrimination, harassment, violence, or retaliation.

VII. RETALIATION

- A. The District unequivocally prohibits retaliation, and will discipline or take other appropriate corrective action, against any person to whom this policy applies that engages in retaliation or threatens retaliation against any person who has or is believed to have:
1. Reported, asserted, or alleged a violation of this policy or any other policy, law, or regulation;
 2. Made a good faith report of an alleged violation of this policy or any other policy, law, or regulation;
 3. Acted as a witness in any investigation of a complaint alleging a violation of this policy or any other policy, law, or regulation;
 4. Testified, assisted, or participated in any fact-finding or investigation, hearing, or proceeding regarding an alleged violation of this policy or any other policy, law, or regulation; and/or
 5. Assisted in formulating or implementing corrective action in response to a violation of this policy or any other policy, law, or regulation.
- B. Retaliation includes, **but is not limited to**, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Retaliation also means any materially adverse action or credible threat of a materially adverse action by the District, or any employee thereof, taken against any employee or student for having made a good-faith report of District misconduct. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the retaliation.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each District building in areas accessible to students and District personnel.
- B. This policy shall be given to each District employee and independent contractor that regularly interacts with students at the time of initial employment with the District.
- C. The policy shall appear in the Rights and Responsibilities Handbook.
- D. The District shall develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: Policy 101.00: Racial Equity
Policy 102.00: Equal Opportunity/Non-Discrimination
Policy 401.00: Equal Employment Opportunity
Policy 500.00: Gender Inclusion
Policy 501.00: Hazing Prohibition
Policy 505.00: Bullying Prohibition
Policy 506.00: Student Discipline
Policy 506.02: Student Discipline: Expulsion & Exclusion
Policy 506.03: Student Discipline: Suspension
Policy 520.00: Technology Usage & Safety
Policy 609.00: Religion

415.00 DISCRIMINATION, HARASSMENT, VIOLENCE, AND RETALIATION POLICY

I. PURPOSE

Saint Paul Public Schools (“the District”) believes in the dignity of its students, staff, and all other District personnel. To that end, the District strives to maintain a learning and working environment that is free from discrimination, harassment or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District also strives to maintain a learning and working environment that is free from retaliation. The District will act to investigate all complaints of violations of this policy. In responding to violations of this policy, the District will take appropriate and proportional action to protect all victims, deter similar future behavior, and accomplish the District’s core mission to educate and promote growth.

II. GENERAL STATEMENT OF POLICY^[1]

- A. This policy applies to students, teachers, administrators, and all other District personnel.
- B. The policy of the District is to maintain a learning and working environment that is free from discrimination, harassment, or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District prohibits any form of discrimination, harassment, or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03.
- C. The policy of the District is to maintain a learning and working environment that is free from retaliation. The District prohibits any form of retaliation.
- D. A violation of this policy occurs when any student, teacher, administrator, or other District personnel discriminates against or harasses a student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel based on a person’s race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn.

Stat. § 363A.03.

- E. A violation of this policy occurs when any student, teacher, administrator, or other District personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel based on a person's race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03.
- F. A violation of this policy occurs when any student, teacher, administrator, or other District personnel engages in retaliation or threatens retaliation against any person who has or is believed to have (1) reported, asserted, or alleged a violation of this policy or any other policy, law, or regulation; (2) made a good faith report of an alleged violation of this policy or any other policy, law, or regulation; (3) acted as a witness in any investigation of a complaint alleging a violation of this policy or any other policy, law, or regulation; (4) testified, assisted, or participated in any fact-finding investigation, hearing, or proceeding regarding an alleged violation of this policy or any other policy, law, or regulation; and/or (5) assisted in formulating or implementing corrective action in response to a violation of this policy or any other policy, law, or regulation.
- G. A violation of this policy occurs when any student, teacher, administrator, or other District personnel intentionally makes a false report of discrimination, harassment, violence, or retaliation.
- H. The District will act to investigate all complaints, either formal or informal, verbal or written, of discrimination, harassment, or violence based on a person's race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District will act to investigate all complaints, either formal or informal, verbal or written, of retaliation. The District will act to discipline or take appropriate action against any student, teacher, administrator, or other District personnel who is found to have violated this policy.

III. DEFINITIONS

- A. District personnel, solely for the purposes of this policy, includes Board of Education members, District employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District.
- B. Harassment prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, national origin, creed, religion, marital status,

familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03 when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 3. otherwise adversely affects an individual's employment or academic opportunities.
- C. Immediately^[JJ2] means as soon as possible but in no event longer than 1 business day. A business day is defined by the federal government calendar, and not by the District school calendar.
- D. Protected Classifications; Definitions^[JJ3]
1. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
 2. "Familial status" means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor's legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
 3. "Gender" means the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity.
 4. "Gender Expression" means the manner in which persons represent or

express gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

5. “Gender Identity” means a person’s deeply held sense or knowledge of their own gender.
6. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
7. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
8. “Sex” refers to a person’s biology and is generally categorized as male, female, or intersex. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
9. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
10. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. Remedial response means a measure to stop and correct acts of discrimination, harassment, violence, or retaliation, prevent acts of discrimination, harassment, violence, or retaliation from recurring, and protect, support, and intervene on behalf of a student or employee who is the target or victim of acts of discrimination, harassment, violence, or retaliation.

F. Sexual Harassment; Definition

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or

- b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
- 2. Sexual harassment may include, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other District personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

- 1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;

- b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Responsible Administrator

- 1. In a school building, the Responsible Administrator is the principal or the principal's designee.
- 2. In a District building or department in which there is no principal, the Responsible Administrator is the supervisor of that building or department or that supervisor's designee.

I. Materially Adverse Action^[JJ4]

Any action that causes or threatens to cause significant injury or harm to a reporter, complainant or other covered person such that it would likely dissuade a reasonable student or District personnel from making or supporting a good-faith report of an alleged violation of this policy. Adverse action does not include an action, including employment or academic action, that would have been taken regardless of the good-faith report of misconduct.

J. District Human Rights Officer^[JJ5]

- 1. The District Human Rights Officer is the Director of Equal Employment Opportunity.
- 2. The Board of Education hereby designates the Director of Equal Opportunity as the District Human Rights Officer to receive reports or complaints of discrimination, harassment, violence, or retaliation prohibited by this policy.
- 3. In the event the position of the Director of Equal Employment Opportunity is vacant, the interim District Human Rights Officer is the individual designated by the superintendent.

IV. REPORTING PROCEDURES^[JJ6]

- A. Any person who believes that such person has been the target or victim of discrimination, harassment, violence, or retaliation in violation of this policy by a student, teacher, administrator, or other District personnel, or any person with

knowledge or belief of conduct which may constitute discrimination, harassment, violence, or retaliation prohibited by this policy toward a student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel must report the alleged acts immediately to an appropriate District official designated by this policy. A person may report conduct which may constitute discrimination, harassment, violence, or retaliation anonymously. The District, however, may not rely solely on an anonymous report to determine discipline or other remedial responses.

- B. The District encourages the reporting party or complainant to use the 415.00.1 Form, but oral reports shall be considered complaints as well. All oral reports, however, must be promptly reduced to writing on the 415.00.1 Form by the Responsible Administrator.
- C. Nothing in this policy shall prevent any person from reporting discrimination, harassment, violence, or retaliation directly to the District Human Rights Officer or to the superintendent. If the complaint involves the Responsible Administrator, the complaint shall be made or filed directly with the superintendent or the District Human Rights Officer by the reporting party or complainant.
- D. At the building or department level, the Responsible Administrator is the person responsible for receiving oral or written reports of discrimination, harassment, violence, or retaliation prohibited by this policy. Any adult District personnel who receives a report of discrimination, harassment, violence, or retaliation prohibited by this policy shall inform the Responsible Administrator immediately, unless the complaint involves allegations against the Responsible Administrator. If the complaint involves allegations against the Responsible Administrator, the complaint shall be made or filed directly with the superintendent or the District Human Rights Officer immediately. The Responsible Administrator and the District Human Rights Officer shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of discrimination, harassment, violence, or retaliation. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute discrimination, harassment, violence, or retaliation shall make reasonable efforts to address and resolve the discrimination, harassment, violence, or retaliation and shall inform the Responsible Administrator immediately, unless such person knows or has reason to believe that the Responsible Administrator has engaged in the conduct prohibited by this policy. In such cases, the report should be made directly to the superintendent or District Human Rights Officer immediately. District personnel who fail to inform the Responsible Administrator of conduct that may constitute discrimination, harassment, violence, or retaliation or who fail to make reasonable efforts to

address and resolve the discrimination, harassment, violence, or retaliation in a timely manner may be subject to disciplinary action.^[117]

- F. Upon receipt of a report, the Responsible Administrator must notify the District Human Rights Officer immediately, before screening or investigating the report. The Responsible Administrator may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded immediately by the Responsible Administrator to the District Human Rights Officer. If the report was given verbally, the Responsible Administrator shall personally reduce it to written form within one (1) business day. Failure to forward any report or complaint of discrimination, harassment, violence, or retaliation as provided herein may result in disciplinary action against the Responsible Administrator.^[118]
- G. If a complaint of conduct prohibited by this policy involves allegations against the District Human Rights Officer, the complaint shall be immediately filed directly with the superintendent. If a complaint of conduct prohibited by this policy involves allegations against the superintendent, the report may be filed directly with the Board of Education.
- H. The District shall conspicuously post the name of the District Human Rights Officer, including mailing addresses and telephone number.
- I. Submission of a good faith complaint or report of discrimination, harassment, violence, or retaliation prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of discrimination, harassment, violence, or retaliation prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, a witness of discrimination, violence, harassment, or retaliation, or an individual involved in formulating or implementing corrective action is prohibited.
- N. False accusations or reports of discrimination, harassment, violence, or retaliation against another person are prohibited.

- O. A person who engages in an act of discrimination, harassment, violence, retaliation, or false reporting of discrimination, harassment, violence, or retaliation, or permits, condones, or tolerates discrimination, harassment, violence, or retaliation shall be subject to discipline or other remedial responses for that act in accordance with the District's policies and procedures.

V. INVESTIGATION

- A. By authority of the District, the Responsible Administrator, within three (3) business days [09] of the receipt of a report or complaint alleging discrimination, harassment, violence, or retaliation prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by District officials or by a third party designated by the District.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents or electronic files and/or videos deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the District should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on the facts and surrounding circumstances using a preponderance of the evidence standard.
- D. In addition, the District may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other District personnel pending completion of an investigation of alleged discrimination, harassment, violence, or retaliation prohibited by this policy.
- E. The investigation will be completed within 30 business days from receipt of the complaint, unless it is impracticable to complete the investigation within this timeframe. The person completing the investigation shall document the investigation and its conclusion on the Form 415.00.1. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. Upon completion of the investigation, the Responsible Administrator shall ensure that the Form 415.00.1 and any other report of the investigation are submitted to both the District Human Rights Officer and to the following individual:
 - 1. For an investigation involving allegations against a student, to the area assistant superintendent; or

2. For an investigation involving allegations against District personnel, to the Executive Director of Human Resources or the Executive Director's designee.

VI. DISTRICT CORRECTIVE ACTION

- A. The District will take corrective action for any violation of this policy. Such corrective action will be consistent with the law and regulations, District policies, and any relevant collective bargaining agreements.
- B. Corrective action will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior.
 1. Corrective action for students who commit, or are a party to, prohibited acts of discrimination, violence, harassment, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but are not limited to, remedial responses, positive behavioral interventions, interventions and restorative practices or responses, warnings, transfer, suspension, and/or expulsion.
 2. Corrective action for employees who permit, condone, or tolerate discrimination, harassment, violence, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but is not limited to, remedial responses and/or disciplinary action up to and including termination or discharge.
 3. Corrective action for other individuals engaging in prohibited acts of discrimination, harassment, violence, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but not be limited to, exclusion from District property and events and/or termination of services and/or contracts.
- C. The District may also discipline any student, employee, or other personnel of the District for derogatory statements or conduct based on the characteristics identified in Section I of this policy, which do not constitute illegal discrimination, harassment, violence, or retaliation but nonetheless are inappropriate.^[1110]
- D. The District is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the District, except as permitted by law.
- E. In order to prevent or respond to acts of discrimination, harassment, violence, or retaliation committed by or directed against a child with a disability, the District shall, where determined appropriate by the child's individualized education program ("IEP") or Section

504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of discrimination, harassment, violence, or retaliation.[JJ11]

VII. RETALIATION^[JJ12]

- A. The District unequivocally prohibits retaliation, and will discipline or take other appropriate corrective action, against any person to whom this policy applies that engages in retaliation or threatens retaliation against any person who has or is believed to have:
1. Reported, asserted, or alleged a violation of this policy or any other policy, law, or regulation;
 2. Made a good faith report of an alleged violation of this policy or any other policy, law, or regulation;
 3. Acted as a witness in any investigation of a complaint alleging a violation of this policy or any other policy, law, or regulation;
 4. Testified, assisted, or participated in any fact-finding or investigation, hearing, or proceeding regarding an alleged violation of this policy or any other policy, law, or regulation; and/or
 5. Assisted in formulating or implementing corrective action in response to a violation of this policy or any other policy, law, or regulation.
- B. Retaliation includes, **but is not limited to**, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Retaliation also means any materially adverse action or credible threat of a materially adverse action by the District, or any employee thereof, taken against any employee or student for having made a good-faith report of District misconduct. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the retaliation.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each District building in areas accessible to students and District personnel.
- B. This policy shall be given to each District employee and independent contractor that regularly interacts with students at the time of initial employment with the District.
- C. The policy shall appear in the Rights and Responsibilities Handbook.
- D. The District shall develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
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Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: Policy 101.00: Racial Equity
Policy 102.00: Equal Opportunity/Non-Discrimination
Policy 401.00: Equal Employment Opportunity
Policy 500.00: Gender Inclusion
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**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
360 Colborne Street**

Proposed Policy:

Proposed Policy Revision:

713.00 EQUAL OPPORTUNITY PROCUREMENT

First Reading April 23, 2019

Second Reading May 21, 2019

Third Reading June 18, 2019

COMMENTS:

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

713.00 EQUAL OPPORTUNITY PROCUREMENT

1. The District shall maintain a centralized purchasing department with sound accounting procedures.
2. The District shall seek business and/or bids from all eligible vendors and consultants, regardless of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status or disability.
3. The District's Purchasing Department shall endeavor to procure from local small ~~and protected-class~~ businesses.
4. The District shall maintain a race and gender-neutral small business enterprise (SBE) and micro-SBE program for contracting with local small businesses. The Program will: (1) apply to all construction projects awarded in accordance with Minn. Stat. § 471.345 and Minn. Stat. § 123B.52 (2) maintain the same annual aspirational goals of 10% to qualified SBEs and 15% to qualified micro-SBEs, for an overall aspirational goal of 25%, on all District construction projects, (3) be evaluated annually to determine whether the annual aspirational goals should be adjusted, and (4) authorize the District to establish contract specific goals for individual construction projects and specify certain construction projects to be procured without SBE or micro-SBE participation goals.
5. The District shall collect and maintain data from all eligible vendors or consultants doing business with the District relating to such vendor or consultant's race, gender, veteran's status, and geographic location of such vendor or consultant's principal executive offices. If vendors or consultants doing business with the District are business entities, including but not limited to partnerships, limited liability companies, or corporations, then the District shall collect and maintain data relating to the race, gender, and veteran's status of the person(s) with the majority and controlling interest in the business entity, as well as, the geographic location of the business entity's principal place of business. The data collected and maintained under this policy shall be maintained in a disaggregated form to allow for public transparency and reporting of the District's spending by race, gender, veteran's status, and geographic location.

PURCHASING PRACTICE

1. The Purchasing Department shall perform the administrative functions necessary to the procurement of goods and services for the Board of Education and maintain accurate records of all transactions for audit purposes.
2. The Board of Education shall award all contracts which exceed the dollar limit specified in Minn. Stat. § 471.345 (Uniform Municipal Contracting Law) requiring solicitation by public notice, while awards under that amount shall be made by the Chief Business Officer of the District or his/her designee.

3. Any purchase or lease of goods and/or services for the District shall be made in accordance with Minn. Stat. § 471.345, Uniform Municipal Contracting Law, and Minn. Stat. § 123B.52, Independent School District, Contracts.

4. The Request for Payment form shall be used to pay the following claims:

- For purchase of recurrent goods and services that have an established price.
- For self-generated expenses, rent, etc.
- For purchases which are made by administrators for the District within dollar limits as defined in the Business Affairs Procedure Manual.
 - For selected purchases that require agreement between the Chief Business Officer or his/her designee and the appropriate budget director or his/her designee prior to the purchase. When feasible, the pay voucher shall show at least two quotations or shall be identified as the only known source of supply. Date and names of agreeing parties shall be shown on the pay voucher.
 - For purchases of books registered under the copyright laws, there shall be no specified dollar limit, but such purchases shall be approved prior to payment by the Chief Business Officer or his/her designee and identified by reference to the proper enabling statute.
 - For payment of emergency repairs, equipment, or services without reference to dollar limits as provided for by state statutes. Paying documents for emergency repairs shall bear the signature of the Superintendent or his/her designee and reference the resolution of the Board ratifying the Superintendent's or designee's action.

LEGAL REFERENCES: Minn. Stat. § 471.345 (Uniform Municipal Contracting Law) Minn. Stat. § 123B.52

CROSS REFERENCES: 102.00, Equal Opportunity/Non-Discrimination 607.00, Textbooks and Instructional Materials 713.01, Sweatshop Free Purchasing Policy

713.00 EQUAL OPPORTUNITY PROCUREMENT

1. The District shall maintain a centralized purchasing department with sound accounting procedures.
2. The District shall seek business and/or bids from all eligible vendors and consultants, regardless of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status or disability.
3. The District's Purchasing Department shall endeavor to procure from local small businesses.
4. The District shall maintain a race and gender-neutral small business enterprise (SBE) and micro-SBE program for contracting with local small businesses. The Program will: (1) apply to all construction projects awarded in accordance with Minn. Stat. § 471.345 and Minn. Stat. § 123B.52 (2) maintain the same annual aspirational goals of 10% to qualified SBEs and 15% to qualified micro-SBEs, for an overall aspirational goal of 25%, on all District construction projects, (3) be evaluated annually to determine whether the annual aspirational goals should be adjusted, and (4) authorize the District to establish contract specific goals for individual construction projects and specify certain construction projects to be procured without SBE or micro-SBE participation goals.
5. The District shall collect and maintain data from all eligible vendors or consultants doing business with the District relating to such vendor or consultant's race, gender, veteran's status, and geographic location of such vendor or consultant's principal executive offices. If vendors or consultants doing business with the District are business entities, including but not limited to partnerships, limited liability companies, or corporations, then the District shall collect and maintain data relating to the race, gender, and veteran's status of the person(s) with the majority and controlling interest in the business entity, as well as, the geographic location of the business entity's principal place of business. The data collected and maintained under this policy shall be maintained in a disaggregated form to allow for public transparency and reporting of the District's spending by race, gender, veteran's status, and geographic location.

PURCHASING PRACTICE

1. The Purchasing Department shall perform the administrative functions necessary to the procurement of goods and services for the Board of Education and maintain accurate records of all transactions for audit purposes.
2. The Board of Education shall award all contracts which exceed the dollar limit specified in Minn. Stat. § 471.345 (Uniform Municipal Contracting Law) requiring solicitation by public notice, while awards under that amount shall be made by the Chief Business Officer of the District or his/her designee.

3. Any purchase or lease of goods and/or services for the District shall be made in accordance with Minn. Stat. § 471.345, Uniform Municipal Contracting Law, and Minn. Stat. § 123B.52, Independent School District, Contracts.

4. The Request for Payment form shall be used to pay the following claims:

- For purchase of recurrent goods and services that have an established price.
- For self-generated expenses, rent, etc.
- For purchases which are made by administrators for the District within dollar limits as defined in the Business Affairs Procedure Manual.
 - For selected purchases that require agreement between the Chief Business Officer or his/her designee and the appropriate budget director or his/her designee prior to the purchase. When feasible, the pay voucher shall show at least two quotations or shall be identified as the only known source of supply. Date and names of agreeing parties shall be shown on the pay voucher.
 - For purchases of books registered under the copyright laws, there shall be no specified dollar limit, but such purchases shall be approved prior to payment by the Chief Business Officer or his/her designee and identified by reference to the proper enabling statute.
 - For payment of emergency repairs, equipment, or services without reference to dollar limits as provided for by state statutes. Paying documents for emergency repairs shall bear the signature of the Superintendent or his/her designee and reference the resolution of the Board ratifying the Superintendent's or designee's action.

LEGAL REFERENCES: Minn. Stat. § 471.345 (Uniform Municipal Contracting Law) Minn. Stat. § 123B.52

CROSS REFERENCES: 102.00, Equal Opportunity/Non-Discrimination 607.00, Textbooks and Instructional Materials 713.01, Sweatshop Free Purchasing Policy

BOARD OF EDUCATION | 2019-2020SY MEETING DATES

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

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

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

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

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

JUNE 11, 2019 4:00 pm	SPECIAL MEETING OF THE BOARD OF EDUCATION Non-Renewals
JUNE 11, 2019 4:30 pm	COMMITTEE OF THE BOARD MEETING
JUNE 12, 2019 5:00 pm	SPECIAL MEETING OF THE BOARD OF EDUCATION Closed Meeting Regarding Negotiations
JUNE 18, 2019 4:00 pm	SPECIAL MEETING OF THE BOARD OF EDUCATION Closed Meeting Regarding Litigation
JUNE 18, 2019 5:30 pm 6:05 pm	REGULAR MEETING OF THE BOARD OF EDUCATION Public Comment Regular Meeting

FUTURE BOARD OF EDUCATION MEETINGS

**Committee of the Board
2019**

August 7 (Wed.)
September 10
October 1
November 12
December 3

Board of Education

July 23
August 20
September 17
October 22
November 19
December 17

2020

January 7, 2020

February 11
March 10
April 7
May 5
June 9

January 7, 2020 (Annual Meeting)
January 21
February 18
March 24
April 21
May 19
June 9 (Special | Non-Renewals | 4:00 pm)
June 23
July 21
August 18

August 5 (Wed.)

OTHER EVENTS BOARD MEMBERS ARE SCHEDULED TO ATTEND

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