

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

January 21, 2020

I. CALL TO ORDER

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

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

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

1. **Amy Wardell** and **Kristen Butler**, AVID District Directors of Talent Development Acceleration Services in the Office of Teaching and Learning, were named the 2018-19 Junior Achievement Upper Midwest (JAUM) Capstone Educators of the Year. Their efforts helped Junior Achievement (JA) inspire and prepare nearly 170,000 children this year by helping to carry out JA's mission which builds and empowers youth in creative, innovative and engaging ways.
2. **SPPS' Gateway to College** Area Learning Center (ALC) has received the Program Excellence Award from Achieving the Dream (Gateway to College National Network) in recognition of exceeding all four benchmarks used to assess the performance of Gateway to College schools nationwide.

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

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

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

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

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

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

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

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

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

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

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

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

The motion was approved with the following roll call vote:

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

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

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

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

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

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

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

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

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

MOTION: Ms. Foster moved the Board accept the report on the January 7, 2020 Committee of the Board meeting and approve the minutes and recommended motions within that meeting as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

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

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

A. Certificates of World Language | Proficiency and Bilingual Seals

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

Honoring students for their linguistic and cultural capital...

Minnesota Seals Awards

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

- 4 semesters of credit per language

Saint Paul Public Schools - 2019

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

Sample of Certificate of Platinum Seal

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

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

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

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

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

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

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

Profile of Sampling of Students Assessed or Awarded Seals in 2019

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

QUESTIONS/DISCUSSION: None

B. SPPS Achieves Strategic Plan Update

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

Strategic Initiatives – SPPS Achieves

- The 12 initiatives currently underway were reviewed:
 - Positive School and District Culture
 - 1a. Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support
 - 2a. Improve culture by using input from students, staff and families
 - Effective and Culturally Relevant Instruction
 - 3a. Implement culturally relevant practices within all student learning and programming
 - 3b. Ensure all students have access to a well-rounded education
 - Program Evaluation and Resource Allocation
 - 5a. Implement a system for assessing program effectiveness
 - 5b. Determine a districtwide middle school model

- 5c. Allocate resources more strategically
- College and Career Paths
 - 6a. Create career-related curriculum and personal learning plans for all PreK-12 students
 - 7a. Strengthen partnerships that provide college credit, industry certification and job experience to secondary students
 - 7b. Expand high-quality instruction in targeted career fields
- Family and Community Engagement
 - 8a. Identify ways to engage the community in district decisions and initiatives
 - 9a. Review and revise relationships with external organizations to better meet student needs

SPPS Achieves Initiatives Milestones by July 2020

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

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

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

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

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

QUESTIONS/DISCUSSION:

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

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

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

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

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

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

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

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

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

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

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

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

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

QUESTIONS/DISCUSSION:

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

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

D. Human Resource Transactions

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

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

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

The motion was approved with the following roll call vote:

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

A. Gifts

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

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

BF 31906 Gift Acceptance to Humboldt High School

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

BF 31907 Acceptance of Gift from Boston Scientific FIRST Robotics

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

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

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

BF 31909 Acceptance of a Gift from Peacemaker Minnesota

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

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

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

BF 31911 Gift Acceptance from the Trillium Family Foundation

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

BF 31912 Gift Acceptance from Helen Podruska Fund

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

B. Grants

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. Contracts

D. Agreements

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

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

E. Administrative Items

BF 31925 Monthly Operating Authority

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

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

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

(d) Collateral Changes

Released:

None

Additions:

None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending April 30, 2020.

BF 31926 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective January 30, 2020, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

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

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

BF 31928 Correction to 2020-2021 Calendar

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

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

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

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

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

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

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

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

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

F. Bids

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

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

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

The Board requested more information on this item.

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

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

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

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

On a given year, over 5300 students in athletics at high school; he also noted the research regarding student connections with extracurricular and position to be more successful in academics, social, and overall well-being. One role would be to take reigns of athletics and developing from budget and also program evaluation, to hiring, and mentoring site directors working with athletics. Like many positions, this will have many hats to communicate with community with athletics, district strategic plan – empowered to get behind and attend numerous meeting there. Dr. Delich noted that he is currently serving in role, but this role requires a dedicated staff member to attend the various meetings. This role will serve as a constant contact from district to school and community to tie the growth of where we are and support SPPS Achieves.

In addition, he noted the onboarding for coaches coming into district and details on their role and programs, and work with the athletic directors to train, coach, mentor and support them. At the same time, they will also need to have the district-level vision and view.

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

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

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

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

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

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

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

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

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

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

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

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

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

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

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

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

The motion was approved with the following roll call vote:

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

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

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

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

The motion was approved with the following roll call vote:

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

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

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

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

The motion was approved with the following roll call vote:

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

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

XI. NEW BUSINESS - None

XII. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

C. Board of Education Reports/Communications

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

XIII. FUTURE MEETING SCHEDULE

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

- February 18, 2020
- March 24
- April 14
- May 19
- June 9 (Special – Non-Renewals)
- June 23
- July 21
- August 18
- September 22
- October 20
- November 17
- December 15
- January 5, 2021 (Annual)
- January 19

- February 23
- March 23
- April 20
- May 18
- June 22
- July 20
- August 24

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

- February 11, 2020
- March 10
- April 7
- May 5
- June 9
- August 5 (Wednesday)
- September 8
- October 6
- November 10
- December 8
- January 5, 2021
- February 9
- March 9
- April 6
- May 4
- June 8
- August 10

XIV. ADJOURNMENT

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

The meeting adjourned at 8:55 p.m.

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

Prepared and submitted by

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