

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

**REGULAR MEETING OF THE BOARD OF EDUCATION
360 Colborne Street
Saint Paul, MN 55102, and**

Available Streaming Online at www.spps.org/boe and Saint Paul Cable Channel 16

**September 17, 2024
5:30 p.m.**

MINUTES

1. CALL TO ORDER

The meeting was called to order at 5:30 p.m. by Halla Henderson, Chair.

2. ROLL CALL

Board of Education: Y. Carrillo, E. Valliant, H. Henderson, J. Vue, C. Allen; Interim Superintendent Thein

U. Ward was absent.

C. Long, General Counsel; X. Yang, Interim Assistant Clerk

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Henderson moved approval of the order of the main agenda. The motion was seconded by Director Vue

The motion was approved by roll call vote:

Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Absent
Director Vue	Yes

4. RECOGNITIONS

BF 33952 Acknowledgment of Good Work Provided by Outstanding District Employees

1. DeWayne Combs, a teacher at Murray Middle School, has been selected as the Middle School Physical Education Teacher of the Year by the The Minnesota Society of Health and Physical Educators (MNSHAPE). He will be honored at the award ceremony during the MNSHAPE state conference at Lakeville South High School on November 4.

Mr. Combs has the opportunity to now be considered for the Central District Teacher of the

Year and then the Society of Health and Physical Educators (SHAPE America) National Teacher of the Year.

2. Como Park Senior High School's Lynn Marie Peterson, has been named the 2024 Health Teacher of the Year by the Minnesota Society of Health and Physical Educators (MNSHAPE). She will also receive her award November 4 during MNSHAPE's state conference in Lakeville.

Lynn Marie began teaching at Como Park in 2020. She teaches health education, stress management and medical career exploration. She previously taught at both Harding Senior High School and Washington Technology Magnet. Lynn Marie is a native of the East Side and received a gymnastics scholarship to The Ohio State University.

3. The NEA Foundation announced that 48 public school educators will be honored with the esteemed 2025 Travelers Awards for Teaching Excellence, including Harding Senior High School math teacher Michael Houston. Houston was the 2023 Minnesota Teacher of the Year.

The awardees, who come from every region of the country and serve urban, rural and suburban communities, have demonstrated excellence in the classroom, leadership in the teaching profession, engagement with families and communities, and dedication to equity and diversity.

Since 2001, The NEA Foundation has honored hundreds of exceptional educators throughout the country with the Awards for Teaching Excellence. The 2025 educator awardees will be celebrated at the Salute to Excellence in Education Gala on February 14, 2025, at The Anthem in Washington, D.C.

Five of the top awardees will receive the distinction of being named Horace Mann Awardees from among which, one will be chosen for the highest honor, the NEA Member Benefits Award. The five finalists will each receive \$10,000 and be featured in a short documentary highlighting their teaching practice. The educator selected for the top honor will be revealed at the Salute to Excellence in Education and receive \$25,000.

4. This item is submitted by Andrew Collins, Executive Chief of Schools & Learning

Harding High School Dedication

QUESTIONS/DISCUSSION for Harding High School Dedication:

Director Carrillo: I see the passions and the lives impacted by these two people and the affect that they have on the Harding community. We all have people like that in our lives and I applauded the community for coming forward and doing something meaningful to honoring them. So thank you for your effort and continue on the path of rewarding those people who make a positive impact on your lives and encourage everyone to do this with our current student to create a ledger of positivity for the future, so thank you.

Director Valliant: I am you proud of the community members and the students that came forward and making this happen. This was to see and this was awesome.

Director Henderson: I appreciate all of the work that went into this. It is wonderful to see you, Mr. Houston. I hope that Coach Kiemel appreciate this as well as the community members.

BF 33953 **Naming the Harding Senior High School Baseball Field in Honor of Tim Kiemel**

MOTION: Director Henderson moved that the Board of Education approves the request to name the Harding Senior High School Baseball Field in honor of Tim Kiemel. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Absent
Director Vue	Yes

BF 33954 Naming the Harding Senior High School Atrium in Honor of Michael Houston

MOTION: Director Henderson moved that the Board of Education approves the request to name the Harding Senior High School Atrium in honor of Michael Houston. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Absent
Director Vue	Yes

5. PUBLIC COMMENT

1. Donovan Timmerman Washington Tech's development since COVID
2. Ariel Mendoza Scaife Our Children's Safety
3. Peter Hendricks BAI | Work study for high school partnership w/ St. Thomas

6. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Henderson moved approval of the Order of the Consent Agenda with changes and no item pulled for separate consideration. The motion was seconded by Director Valliant.

The motion was approved by roll call vote:

Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Absent
Director Vue	Yes

7. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of August 20, 2024
- B. Minutes of the Committee of the Board Meeting of September 10, 2024

MOTION: Director Henderson moved approval of the Minutes of the Regular Meeting of the Board of Education of August 20, 2024, and the Minutes of the Committee of the Board Meeting of September 10, 2024. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Absent
Director Vue	Yes

8. COMMITTEE REPORTS

- A. Minutes of the Committee of the Board Meeting of September 10, 2024

At the Committee of the Board Meeting on September 10, 2024 Superintendent Thein began the meeting by welcoming everyone to the start of a new school year and thanked everyone for their participation.

The Harding Dedication was the first presentation, where the Board got to meet the Harding Dedication committee team consisting of Harding High School’s alumni, colleagues and community members that have been impacted and empowered by Michael Houston and Tim Kiemel. The committee came to the Board with words of encouragement and affirmation to support the Harding Dedication proposal by highlighting Michael Houston and Tim Kiemel’s talent and dedicated services that they have given to their students, colleagues, community and to Saint Paul Public School.

The Executive Audit Summary was the second presentation, where the audit results of the end year June 2023 for Saint Paul Public School were analyzed, examined and interpreted. The presentation ended with plans and implementation guidance for upcoming years.

The third presentation was the Budget Policy where the Board presented the Budget Policy. Board members and key administrators engaged in a robust conversation about the feasibility and timing of various provisions and adjusted the language together to make it more workable. Director Ward was tasked with incorporating the edits into an updated version that would be presented at the September BOE meeting for the first reading in the three-reading process.

The last presentation was the Ethnic Studies Update that presented the overview of the Ethnic Studies curriculums with grads, content and pathways. The presentation also gave updates on the MDE requirements and standards implementation. This presentation generated a well-rounded discussion about academic concerns and ways to support both students and faculties.

MOTION: Director Valliant moved to accept the report on the September 10, 2024 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

Director Allen	Yes
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Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Absent
Director Vue	Yes

9. FUTURE MEETING SCHEDULE

A. Board of Education Meetings (5:30 p.m. unless otherwise noted)

- 2024
 - October 22
 - November 19
 - December 17

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

- 2024
 - October 8
 - November 6 – Wednesday
 - December 3

10. SUPERINTENDENT'S ANNOUNCEMENTS

The past 2 weeks, then the start of school has been just great. They were interrupted by threats of violence to some of our schools and other schools in our community. In this time of heightened awareness, our school safety, no pair student school staff member. Should I have fear about going to school? It should be a safe place for all. First and foremost, want to thank the many individuals who took the threats that were circulated online seriously and immediately took action to ensure our students, staff and families. We're in a safe place. This important work is often behind the scenes. It starts with our security and emergency management staff district leadership building leaders, an office of communications and our trusted Partners at the St. Paul. Police department and other public safety agencies oftentimes there are details that cannot be shared, the investigation is underway. These folks work hard to strike that difficult balance between assuring the students to be safe in school and the community. When students and parents show up at school worried about the day. My friend, it becomes all of their jobs to make us serious and to calm their fears to support them, as we are trained to do this work is not easy. It's not perfect by any chance you may feel like there is nothing you can say or do that will make kids and staff feel safe. Please know that your presence your assurance, your calm, your words can and do make a difference. Our schools remain one of the safest places our children can be each and every day and you are part of the reason that is true. I would like to thank you all of you for keeping our students and yourselves and our families and our schools and each other a safe place every day. I appreciate every one of you. So, thank you for your support.

I'd also like to mention one other thing. A joyous thing that happened today. I was privileged to be over at a Battle Creek to introduce a fantastic author and a former too SPPS student who have authored a number of books and have received many honors. She is Kao Kalia Yang. She was recognized by the national endowment for the arts, the national book, a critic's awards circle, the Dayton's literary peace prize. The notable books of the American Library Association, the Heartland book sellers awards and gathered for Minnesota book awards. She was also awarded an honorary doctor of humane letters at Carlton college. This morning, it was a wonderful experience and she introduced her new book Diamond Explorer, which I intend to share with my grandchildren and she's there tonight, sharing it with the community after she shared it with our students. This is her first middle school book and it's about

Malcolm a Hmong American boy struggling to find his place in America. Thank you, Kao Kalia Yang for being here and for sharing your talents with our students and our community. Thank you.

11. AGENDA ITEMS THAT REQUIRE BOARD ACTION

1. Consent Agenda

MOTION: Director Henderson moved approval of all items within the consent agenda no item pulled for separate consideration. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Absent
Director Vue	Yes

1. Gifts

BF 33955 Request for Permission to Accept a Gift from The Bureau of Engraving, Inc. Liquidating Trust

That the Board of Education authorize the Superintendent or his designee to sign a Gift of Deed confirming the acceptance of the gift from the Trust; to accept the gift from the Trust; and to utilize the gift for District-approved uses.

BF 33956 Acceptance of Gift from – The Friends of the Friendship Club

That the Board of Education authorize the Superintendent or his designee to sign a Gift of Deed confirming the acceptance of the gift from The Friends of the Friendship Club; to accept the gift from The Friends of the Friendship Club donation; and to utilize the gift for District-approved uses.

2. Grants

BF 33957 Request for Permission to Submit a Grant to the US Department of Education

That the Board of Education authorize the Superintendent (designee) to accept a grant from the University of Minnesota for funds to further the work of a pre-literacy assessment for Hmong-speaking children in the district; to accept funds; and to implement the project as specified in the award documents.

BF 33958 Request for Permission to Accept a Grant from Project Lead the Way

That the Board of Education authorize the Superintendent (designee) to accept funds from Project Lead the Way and to implement the project as specified in the award documents.

BF 33959 Request for Permission to Submit a Grant to EVERFI

That the Board of Education authorize the Superintendent (designee) to submit an application, to accept funds from EVERFI, and to implement the project as specified in the award documents.

3. Contracts

BF 33960 Request to Sign the Contract with Saint Paul College for MATH 0920 (Intermediate Algebra) at Gateway to College

That the Board of Education authorize the Superintendent (designee) to sign the Contract between Saint Paul Public Schools and Saint Paul College for FY25.

BF 33961 Request to Sign the Contract with Saint Paul College for MATH 0910 (Introductory Algebra) at Gateway to College

That the Board of Education authorize the Superintendent (designee) to sign the Contract between Saint Paul Public Schools and Saint Paul College for FY25.

BF 33962 Request to Sign the PSEO by Contract Agreement with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the PSEO by Contract Agreement between Saint Paul Public Schools and Saint Paul College for FY25.

BF 33963 Request to Sign the Contract with St. Catherine University for CNA Programming

That the Board of Education authorize the Superintendent (designee) to sign the contract with St. Catherine University for FY25.

BF 33964 Request to Sign Customized Training Income Contract with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Customized Training Income Contract between Saint Paul Public Schools and Saint Paul College for FY25.

BF 33965 Request to Sign Concurrent Enrollment Contract with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Contract between Saint Paul Public Schools and Saint Paul College for FY25.

BF 33966 Request to Sign Concurrent Enrollment Joint Powers Agreement with Century College

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Century College for FY25.

BF 33967 Request to Sign Customized Training Income Contract with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Customized Training Income Contract between Saint Paul Public Schools and Saint Paul College for FY25.

BF 33968 Request to Sign Income Contract with Inver Hills Community College.

That the Board of Education authorize the Superintendent (designee) to sign the Income Contract between Saint Paul Public Schools and Inver Hills Community College for FY25.

BF 33969 Request to Sign Contract with TPT (Twin Cities PBS) for the implementation of Skillsville.

That the Board of Education authorize the Superintendent (designee) to sign the contract with TPT for Skillsville for the 2024-2025 school year

BF 33970 Contract Amendment #4 for Cuningham Group Architects for the Jie Ming Mandarin Immersion Academy Addition & Renovation (Project # 3090-21-01)

That the Board of Education authorize award of Amendment #4 for Cuningham Group Architects in the amount of \$55,800 for the Jie Ming Mandarin Immersion Academy Addition & Renovation (Project # 3090-21-01).

BF 33971 Contract Amendment #4 for Knutson for the Jie Ming Mandarin Immersion Academy Addition & Renovation (Project # 3090-21-01)

That the Board of Education authorize award of Amendment #4 for Knutson in the amount of \$18,706 for the Jie Ming Mandarin Immersion Academy Addition & Renovation (Project # 3090-21-01).

BF 33972 Contract Amendment #2 for ATSR for the Mississippi ARP HVAC Upgrades project (Project # 4190-22-01)

That the Board of Education authorize award of Amendment #2 for ATSR in the amount of \$8,100 for the Mississippi ARP HVAC Upgrades project (Project # 4190-22-01)

BF 33973 Contract Amendment #3 for ATSR for the Highland Park Middle School Entry Addition and Renovation (Project # 3081-23-01)

That the Board of Education authorize award of Amendment #3 for ATSR in the amount of \$5,800 for the Highland Park Middle School Entry Addition and Renovation project (Project #3081-23-01).

BF 33974 Design Services for Hamline Elementary Secure Entry, Heating and Plumbing Replacement Project (Project #4160-25-01)

That the Board of Education authorize award of design and construction administration services to JLG Architects for the not-to-exceed fee of \$724,250.

BF 33975 Contract Amendment #4 for BTR Architects the Cherokee Heights Elementary School Building Systems Replacements (Project # 2070-23-01)

That the Board of Education authorize award of Amendment #4 for BTR Architects in the amount of \$214,137 for the Cherokee Heights Elementary School Building Systems Replacements (Project # 2070-23-01).

BF 33976 Contract Amendment #3 for Dunham Associates for the Creative Arts ARP HVAC Upgrades (Project # 2170-22-01)

That the Board of Education authorize award of Amendment #3 for Dunham Associates in the amount of \$8,000 for the Creative Arts ARP HVAC Upgrades project (Project #2170-22-01).

BF 33977 Amendment of Contract with Teachers on Call

That the Board of Education authorizes the Superintendent (designee) to amend the contract with Teachers on Call to provide a managed permanent paraprofessional program to Independent School District 625. The contract amount will be charged to budget codes:

K-5 (elementary) – 01-005-203-000-6305-0000.

6-12 (secondary) – 01-005-211-000-6305-0000.

BF 33978 Approval of Employment Agreement Between Independent School District No. 625 and Manual and Maintenance Supervisors' Association Representing Facility and Nutrition Services Supervisors

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Manual and Maintenance Supervisors' Association in this school District; duration of said Agreement is for the period of January 1, 2024, through June 30, 2026.

4. Agreements

BF 33979 College Preparation and Career Readiness Agreement between College Possible and Saint Paul Public Schools

That the Board of Education authorize the Superintendent (designee) to sign the agreement between Saint Paul Public Schools and College Possible.

BF 33980 Request for Permission to apply with University of St. Thomas job study program to hire staff for Discovery Club with Community Education

That the Board of Education authorize the Superintendent (designee) to support an application to the University of St. Thomas to recruit work study students to support Community Education, Discovery Club students and families.

5. Administrative Items

BF 33981 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and electronic transfers for the period July 1, 2024- July 31, 2024

(a) General Account	#775864-776845	\$58,647,246.56
	#0005306-0005332	
	#7005277-7005303	
	#0010642-0010856	
(b) Construction Payments	- 0 -	\$9,111,043.33
(c) Debt Service	- 0 -	<u>\$8,700.00</u>
		\$67,766,989.89

Included in the above disbursements are two payrolls in the amount of \$14,506,849.11 and overtime of \$70,083.63 or 0.48% 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 Worker's Compensation Law falling within the period ending January 31, 2025

BF 33982 Recommendations for Exclusion of Students Non-Compliant with Minnesota Statute 121A.15 Health Standards: Immunizations

That the Board of Education exclude noncompliant student(s) from school(s) effective September 17, 2024, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 33983 Human Resource Transactions | **August 1, 2024 – August 31, 2024**

6. Bids

BF 33984 Phase Gate Approval of the Nokomis Montessori Magnet South Playground Replacement (Project # 1220-26-01): Gate #3 – Project Budget

That the Board of Education approve the Nokomis Montessori Magnet North Playground Replacement project (Project # 1180-22-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at \$618,000 and indicating direction to proceed with construction bidding.

BF 33985 Phase Gate Approval of American Indian Magnet School Addition and Renovation (Project # 1160-19-01): Gate #5.1 – Project Close-out

That the Board of Education accept this report provided for American Indian Magnet School Addition and Renovation project (Project #1160-19-01) at Phase Gate Check #5.1 – Project Close-out.

BF 33986 Proposed Discharge of Tenured Teacher

That the Board of Education:

1. Accept the filing of the Charges proposing to discharge Tenured Teacher for the grounds alleged in the Charges.
 2. Direct the Assistant Clerk of the Board of Education to serve Tenured Teacher with a copy of the Charges filed with the Clerk on September 12, 2024, and give notice to Tenured Teacher of the teacher's rights to a hearing or arbitration under the Teacher Tenure Act.
 3. Authorize the District's legal counsel to select a hearing officer or an arbitrator, as applicable, if Tenured Teacher requests a hearing.
7. Change Orders

2. FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION

BF 33987 Refunding Bond Information presentation and resolution

Exec Chief-Financial Services T. Sager and team presented the Refunding Bond Information presentation and resolution. Within the presentation were details about:

- Refunding Candidate Series
- Refund Opportunity
- Saving Detail
- Board Resolution
- Calendar Events

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

Director Valliant: Is there a way for you to explain refinancing in simpler way and with analogy.

- Yes, I'm happy to do that, we are when the bonds originally issued, both of these bonds were set out to be paid back over 20 years. Once you hit a 10 year time frame you're allowed to reduce the interest rate or the cost of that bond and so this is a complicated process to go from in. I'll go back a couple slides. Like on the 2015 bond, we're going from either a 3 or 4% rate down to a 3.12% rate, and so we're not changing how much is outstanding, we're just reducing the interest cost you would do a very similar process for folks who have a mortgage on a home, you could go back to the bank and reduce the interest rate and so you reduce the overall interest cost. That is the process that we're going through here.

Thank you, and the interest is what we pay on the bond that's issued.

- Yes, so the interest is paid to the bond holders. When you sell bonds, they are purchased by investors in the school district that and you pay them back over time, you pay the principal back plus an interest rate that's established at the time of the bond sale.

Director Carillo: Are there other groups of bonds that have been identified as potential candidates in the future where this action would take place, or is this the only ones that we're going to see in the foreseeable future?

- Yes, one of the roles that we play as your municipal advisor is that we are constantly monitoring the outstanding bonds. The school district has many bond issues outstanding at any given time. They all have provisions in terms of within the bond arrangement when you are able to do this and we are monitoring that and the monitoring market interest rates, and we share those updates regularly with the school administration and have regular conversations about the right time to bring these forwards to the school board. So, at this time, there are not any other bonds that

should be actively considered today but depending upon market conditions, it's likely that you'll see these in future years.

MOTION: Director Henderson moved that the Board of Education approve of the parameters resolution stating official intent to proceed with and authorizing the issuance of not to exceed \$14,700,00 general obligation school building refunding bonds; and authorizing the Superintendent, Executive Chief of Financial services or Executive Chief of Administration and Operations to award the sale thereof and to take such action and execute all documents necessary to accomplish said award and sale.

The motion was approved by roll call vote:

Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Absent
Director Vue	Yes

12. INFORMATIONAL AGENDA ITEMS

A. The READ ACT: CAREIALL

The Office of Teaching and Learning team presented The READ ACT: CAREIALL presentation. Within the presentation were details about:

- The READ act overview
- Professional development details
- LERTS for early childhood educators
- CAREIALL overview
- Connection to instruction

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

Director Carrillo: when are these hours going to be used for the teachers, and how are we going to cover for them?

- So, there are professional learning days that are already in the calendar that you have approved for this current school year, the first of which is October 3rd and during the October 3rd session, they will do 2 hours of synchronous, all folks and that in the morning and then 2 hours in the afternoon and then there of a 6 hour day, there are 2 hours remaining where they'll have time to work on their work, and so the entire professional learning day will be for them to move forward on this. Work before that professional learning date and they've already been given this information, they need to do module one and module 2, because that's what they're going to talk about and that happens at their own time, in their own place in their own space, and they will be compensated for that time at their contractual rate of \$25 an hour and so and then we have 2 more all day, pd sessions, and it works very similarly, it's just a process and then they should be done by May 8th.

This is not really a response to that, because it makes sense that you incorporated into the PD days, but I think more for us as a group. I've had educators come to me saying that the pd days that we have approved in the calendar are landing specifically on Jewish holidays so Jewish teachers won't be able to take this training on those days. They will have to do it separately and their own time.

- The 3 pd days, this year, our one is a Jewish holiday, one is a Christian holiday and the third one is a Muslim holiday. Our calendar committee have worked for a more inclusive calendar for

students and families, and that is that they don't have school moving forward on their holiday and yet staff need to report for contractual reasons and all those. They do have in their pool of time off and the ability to use time to take that day off and we do have a plan for makeup sessions for anyone who needs to take that as a holiday.

Director Valliant: The new curriculum? Is there any emphasis on handwriting or cursive writing?

- This is really about the professional learning for teachers and it's about the acquisition of how to read and how our brains work and how students put together the information. We do have curriculum for those items, but that's a different conversation and as for print and the being able to structure the letters and to be able to know what the letter's names are in lowercase, uppercase, and the sounds that they make together and separate. That's the learning that the teachers will be doing about how you acquire how to read.

Director Franco: Can you talk a little bit more about the rationale behind choosing CAREIALL versus others, and if you could also just remind us what the contracts are, how much we're paying for this professional development and how much money we're receiving from the state for this.

- The state really did not give us any new money for any of this. They changed the purpose of the use of the literacy aid and they said it now can be for this use and should be for this use and that's it's a \$38 per student, and so that number is between 1.1 and \$1.3 million, depending on how many students we have for the school year and the cost that we projected for paying teachers to do this if 1300 of them do the full pd and are paid the \$1000 that we have decided on. The state of Minnesota contracted with CAREIALL and I don't know what they're paying them for the course, but we could only select from 1 of 3 courses that MDE would pay for and so I don't know how much there are.

I'm just to clarify, It is not SPPS paying CAREIALL.

Remind us about when the full assessment where I know at there's eventually going to be a 3 week student assessment that's going to be reported out on does at start after phase 2.

- It started this year with implementation of the read act, but we've been doing the fast assessment 3 times a year since 2017, so we're just going to continue our practice because it is one of the approved screeners for the read act.

Can you talk a little bit more about how you guys identified who was going to be participating in phase one versus phase 2.

- It's pretty laid out in the statute, and we use the statute to identify the teachers they so eventually everyone well for anticipate.

I guess my question is lie sp-ed teachers and K5 plans from educators makes sense to me as the primary folks that we should give this information and front of first, but I'm curious if we considered when we identify the other folks on the phase one list versus phase 2, because then I also wonder about ELA staff.

- We followed what the authors of the bill, we had flexibility in adding the 35 educators just because they're all in the same building, so they're all going to do the same pd at the same time, but the 612 ELA, and those folks were actually identified in phase 2 in the bill for starting next year. I think it was a capacity of all the trainers and all of the ability of the state to go into contract train with people and they had to divide to keep the numbers manageable.

So just to clarify you're saying that the state-mandated at what cadence, each educator or level of educator needs to take this

- Yes

Are there any language in the bill that allowed for some flexibility? Whether say special education teachers that might be binding paperwork and may need to utilize time during those professional development days to possibly catch up or have a little additional flexibility in there.

- That special educators who teach reading are phase one teachers and flexibility, can be sought by anyone in an on an individual basis but this is where we're trying to implement the statute as written the flexibility that they put in there was for the commissioner to extend the periods of time, and so as we go, we'll see if we need that and we could ask the commissioner, but it's all written in the bill.

Can you talk a little bit more about the 25 hours of a synchronous on your own time training seems like a lot. And can you talk about any times in past history that we've required subjects disciplinary action for time outside of work that educators are going to be required to take training.

- We haven't. This is as a state requirement. You asked the question earlier about how did we fall on or how did we CAREIALL. So, there are 3 choices letters was 163 hours course was about 70 hours, and then letters is 63 with asynchronous and synchronous time, and so we chose CAREIALL, all partly as Jenny Davis, the literacy coordinator and I took core and very outdated, lots of outdated information didn't meet what we felt was SPPS' vision and who our students are and who our staff are, and so we chose not to do that. We chose CAREIALL with the connection to the UofM, their flexibility with the number of hours that we have to provide for synchronous sessions, for example, letters is 8, my 8 live sessions and we were that would have occurred, Saturdays and weekends and nights, and so it was like unreasonable to think that we could implement that here with our schedule, and so CAREIALL also was really flexible, with choosing and working with us to be able to provide all of this, the synchronous time during the school day, given that the state statute says that all's teachers are trained and then working with them, we couldn't figure out how we could do the synchronous, or the module work inside the school day. There are just not enough hour, not enough days in our current calendar. Not enough time, given that the CAREIALL's expectation is that there were alive sessions, synchronous, same thing with letters and with course, so all 3 have live sessions that we were required to provide. We just felt like the professional development days would allow for that, but the 25 or the 40 hours outside of the workday.

While we're piloting something really new, I'll want to just encourage us to really make sure that we're listening to staff and their feedback around the stressors that this is causing, I've talked to a number of staff particularly working in special education that new parents and have a million and a 1/2 other things and I think anytime that we get into the language of requiring, because we know that a lot of our staff already do so much work outside of their contract hours when we're requiring subject to disciplinary action that this gets done without maybe even more flexibility for school day time for this to be accomplished, I think it can be a huge challenge that we're as a district going to have to tackle and as a state, I'm assuming that this isn't unique just to us but I do think that we can continue leading in the way that we support our educators in getting this done, and we've been open to suggestions on how to implement, especially because I it's going to be tough for folks to get 40 hours outside of their already workday. Just one other question. Do you know the number of staff that are currently trained in either letters or the staff that have the training that may just be exempt is at a high number of our educators now.

- It was about a 130 took letters last year. The full it's like a 160 hours worth of work and they completed, and we have over a 100 staff who completed it and turned in their certificate. Those staff are exempt from doing this, but there's still the 1300 that were identified. Initially, we also had about 80% of our pre-k teachers do the letters for early childhood education last year, because through a grant through the state because they were offering the ability to get started, and so we do have a little head start in pre. K, and generally across the system, there aren't a lot who took the letters, but it was that was an amazing amount of work that those folks did, and we are right with everybody else about how this is a lot and it's taking all of the pd time and we can't put anything else on and honestly, when we talk about building curriculum, we talk about bundling benchmarks, and so it's the idea of accomplishing more than one thing with this. Idea, and so if teachers choose to make this their plan, their goal plan for teacher development and evaluation, and then when they're talking about it with their other teachers, all that can be their plc time and they can bundle all this together to be more manageable for their workload. Of the things that are required and again, these are all out of statute, it's not us saying we couldn't, we could only choose 1 of 3, and this is the most culturally responsive choice and we get all now and we can only do phase one teachers, and these are the phase 1 teachers that they identified. It's really not our choice, this is just information of how we're choosing to implement. The state made the choice for us.

I just want to make sure. Yes, I think anytime we can make sure literacy in the way that we're teaching the science a readiness is being addressed. I think as a district that is responsible for teaching and learning that is absolutely critical so yes, I do believe that access to the professional development is good.

Director Allen: All of those are great questions and it just made me think about, though, I appreciate that we're trying to figure out ways to make things easier for our teachers, but the one thing that we have to stay centered on is this legislation went through because our students can't read. I need our teachers to be efficient. I need them to go to their PD and actually learn the science of reading so that they can implement it in a way that our outcomes show that. So where I want to make all these shortcuts, worried

about this, and that, the bottom line is all I really care about is our students right now. I know that things are hard. I've worked many years in the schools and some years are harder than other years. It's like that some days are hard, and sometimes it's really smooth. You get a building and everybody's intact and it's running like a machine and you show up every morning and the day goes by smooth. Those are great years sometimes not for me on board, but that's different. I'm a different kind of employee, but what I'm saying is it's hard sometimes and I think that this year is going to be very difficult, but we have to push through and make sure that we keep our students centered in the process of this because the reality is we're in a literacy crisis right now, and this is an opportunity to actually reverse that process to really get us on track and get our students reading so that they can actually have the dreams that they really want. Not just the dreams that they think about and then it just flies out the window because they don't have the basic skills like literacy to actually achieve them. Since you guys had a lot of really great answers for our teachers, I love it but I need a lot of really a lot of action from our teachers for our students.

Director Henderson: I do just have one question before we move on and knowing that some of our teachers have already gone through this training, I'm assuming they're implementing some of the things that they've learned, if not a lot of the things that they've learned into curriculum and planning about how they go about. What are the different ways that we're collecting that feedback and the knowledge that folks who have gone through this have learned and been able to do or to see some impacts into the train the educators who are now going through that training, like the things you learn in a seminar are really great but the actual tools you use in the day to day basis are often the most tangible. Can you share anything about that?

- Yes, the 2 things have happened since we have 100 and so teachers that completed it, one I just want to mention that was an MDE initiative, so over a 100 people in our district signed up on their own, and so I think that shows a commitment to wanting to support our students and learning the now, especially given that it was 163 hours and Saturdays and nights and there was not happening on professional development and what was really exciting about that was we paired that with our curriculum, so they learned the science we had the curriculum, so it was like we were kind of a whole package and then also, and we've collected lots and lots of anecdotal notes about what that looks like. It's like we've also done walkthroughs to see the implementation, or what it looks like we also had 11 educators go through facilitator training, so they were teachers who created or completed letters, and then also now we're going to lean into them as kind of the supporting teachers in the implementation of the curriculum, because the science is one thing, but actually implementing it with students is going to be a whole other avenue of that and so we're going to lean into those educators, they've been building leaders in their school already. We've had a couple people who have completed the modules 1 and 2 and are kind of rallying their whole staff with module one is really hard, but it's so good and module two. We're going to see the application to the classroom and so we have, you know the amount of work has not gone unnoticed by us and we have been very responsive to trying to figure out ways to make this, but we also believe our kids need this and so we're going to support teachers in any way so that it can be implemented in the classroom, and then ultimately our hope is a year from now we're going to come back with data to say that our reading scores like skyrocketed, because we've had the science and now we have the curriculum, and let's put it together so yes.

I agree with that I think yes, as we move forward, I would love to hear more anecdotal information as well as you know, as the data comes in what this is looking like in our school buildings, but also in the way that it shows up in. I think often times when you're excited to come into class and you're excited to learn that obviously boosts the attention in the performance. So how does that show up in our classrooms as we move forward.

B. PreK-12 Summer Learning

Assistant Superintendent Dr. A Kunz and Director T. Walker presented the PreK-12 Summer Learning presentation. Within the presentation were details about:

- Summer School enrollments overview,
- Summer program and themed
- Highschool credit recovery and Re-engagement overview and data

- Special education extended school year
- Community Education summer enrollment overview
- Youth and adult summer programs Overview
- Sumer Nutrition Service summary

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

Director Valliant: I like our summer programs. My kids go to summer school every year. I think they missed one year and they were very board and I was like. I think that the children really like the social aspects, so they really want to go to see their friends and they get to learn stuff and try stuff in the process. How are the student doing better in summer school? I think that in regards to credit recovery, I have a question, how do we evaluate what's being taught in the summer classes or what's happening in summer classrooms. Are there some opportunities for high schoolers outside of credit recovery and I don't know if we just like expect them to get a summer job, but those children really need something to do in the summer?

- One thing I want to point out about this slide is that this is the number of students, not percentages, so there's probably no coincidences, but it could be. it's not a percentage, it's a number of students who are back on track, but I do see the peril all you're seeing as well to how are students graded in summer? School is a great is a great question and so credit recovery and fair and equitable grading, as we have come through that journey have been working in working together like it's been a parallel work and so is equitable grading work, as students have multiple opportunities to show their learning in essentially at the core of credit recovery grading until they have met proficiency of a standard or an assessment and/or they're going to kind of run out of time, and so I know that historically credit recovery has been has had a reputation that if you stay here long enough, if you stay here for 18 days, you're going to get a credit and that philosophy and that way of doing is not the way that we do credit recovery in SPSS anymore, the mentality in St. Paul public schools is that this is about you showing me you showing the educator you know this and you can do this and if you can meet the standards, if you can meet the assessments, we can finish this course and you can move on to the next one and you can become caught up at an accelerated rate. It's about you showing that you can learn it. Learning is not time bound, right learning is about what you can show us you can do.

How are we evaluating, how it's curriculum, where the class is being taught during the summer?

- So, through the department of alternative education, there's a group of staff that supports the curriculum, writing, and they give that out to teachers and support teachers throughout summer to ensure that the teachers have access to that curriculum through school and they support the implementation.

Director Carrillo: In regards to the comment that you made on slide 18, that this was one of the highest I guess passing last years. Is there a point in comparison to previous years as a like growth or a jump? I'm just curious to know what it looked like in the past and maybe an additional common as to why, or you know any potential ideas?

- I believe on the presentation I shared last year, we were in the mid-sixties overall, so why, I hope it's related to the implementation of fair and equitable grading and students knowing how and grades are happening. It could be many different factors. It could be that students are engaged in credit recovery during the school year. They know how the system works. It could be that our teachers have been working in this credit recovery system now for a couple of years and they're getting better at teaching, and therefore our students are getting better at learning from them.

Director Allen: I love how engaging all of these programs are, and I think it's really important especially in the summer time that we find alternative ways so I appreciate I've been talking about that for a few years, I see, we're making the adjustments. I think that's great now. I always have to push a little further because although we have to meet our standards during the school year, we need to be just as engaging throughout the school year too. We need our students to just love education in general, as much as they love summer school. I go to freedom school and check-in here and there I'm at, you know, read along and pop it in and one thing that feels different is the fact that the students there are having fun. They're dancing and they're singing and they're really just being their whole selves, they're free to be their whole

selves and I think that that's what's so important in summer, it's like the teachers themselves kind of relax. They're not all bottled up with these standards and things and so then they allow the students to be their whole selves and I want all of our wonderful experts out there in the crowd and that are sitting here with you and our wonderful experts over here. I want you guys to really just start putting your heads into how do we make day in and day out fun. Alongside every single standard, for every single student in SPPS, how do we get them to a place where they absolutely love learning and it's going to take more than just what we've been doing, it's going to take these kinds of visions. It's going to take these kinds of implementations, and it's going to take us to be able to allow our teachers to relax and teach and educate our students too. So, I just wanted to put that out there. Thank you for your summer programs. It feels like we're moving in the right direction. This is exactly how things are supposed to look and I hope that we can roll it into our regular school years too.

Director Franco: Can you talk a little bit about on slide 17, re-engagement with school and this effort? I think you said it was a new effort that we tried this year. Can you talk about like the success rate? In how many young folks that we actually re-engage in school

- Re-engagement are students who have left school and like light switches, we don't go from on to off. They don't just necessarily come back to school in a way that we want them to and just start and so the efforts that we've made and I know how many students tried summer school, but that doesn't necessarily mean that they're starting in their back and it's like fine so of the many students that we engaged, we're talking small numbers here, so probably around 20 students tried school after this work, but that doesn't mean it ended. I believe my team said that 3 students still enrolled.

I think re-engagement in school is really just a concept or just absenteeism is just a concept that I know. I thought a lot about during just the pandemic in the ARP funds, when those existed in our buildings and how we were making those efforts and so to just hear a small sample of this being piloted, and this was the first year that we piloted it and it did yield some additional engagement. That's helpful for me to hear. Because my other question is, I'd be curious what percentage of summer programming that like is all of these really great things that you just showed us was actually ARP funded this past year because I know that things started to expire, and so as the board, I starting to think about that offset cost was because that is important, especially, we want to continue offering these robust opportunities in the future and/or what does that look like for our school year, credit recovery efforts during this FY25NFY26 budget process.

- I think of a more thorough report would be easier way for me to try to answer that and we are putting the report together during this time.

Director Valliant: Typically, in addition to summer class, my kids also signed up for Flip Side. So, I love all these programs. I just want to say that and I use them and also it saves a lot of money for kids with summer school. I have to worry less about snacks and it help up save, so just thank you.

Director Allen: I know you said that a lot of this was supplemented with ARP funds, but pretty much Community Ed is a fee-based program. I just was wondering; do you have numbers for the amount of revenue that you have, that's the one question and then two, because this is a fee base program, so we collect money from the public who are paying, this money can roll over to the next budget year, correct?

- Yes, mainly our adult what we really focused on this summer was our adult enrichment fees they have to by state law. They have to be funded through those avenues so adult enrichment class of has to be. We do supplement some of our programs with local free partnership so we're not always providing costs for adults, but essentially that's what the state law says. For youth are some of our camps and like specifically, a driver's education, things that nature do cost these to pay for those services we used ARP dollars to fund a lot of it, so I don't have exact numbers as far as cause it's summer still happening as far as budget tile things of that nature but I can definitely get that information to you like what we collected and what the expenses are. We did use all the resources we could Of the resources we had available, we were allotted to in communication through our ARP dollars in connection to provide as many opportunity as we could for kids at no cost that was our goal for the most part, because the reality is like we offered so many free classes so and that's our that was our equity commitment goal to make sure like we can serve everyone and here's what we need to do.

Thank you and then the second part of the question whatever dollars is rolls over because this isn't granted money.

- Correct, so we would, it's essentially what our model is at what's our cost of our program and what are those expenses need to be in let's break even as much as possible, so that's kind of how that works in our world. Now, if we're able to generate some revenue, it would go over based off carryover, but usually summer's not that way, in our program because of the length of time and the resources so in an after-school program, you might be a 2-hour program, whereas in the summer program you're in 8 or 10 hours. The cost rise quite a bite.

Director Vue: This is more of a comment, my daughter did it in the Flipside program at the Como, and when my wife and I told her that she was going, she is very grumpy. She didn't want to do it, but after the first week, she was really into it, and at the end of the 3 weeks, they did an entire play and she got to write the script, help her friends, act and do costumes and all that stuff, and she's actually taking those skills and applying it to the theater program at our school right now. So, I just want to share that, because that's an example of the value of these summer programs and how they keep kids engaged connected and sort of build their interest up and that's all I wanted to share.

Director Franco: Thank you for the presentation this is a comment. I think we all know that a theme of my questions is around what it's happening next. I think it's good to hear and recap the summer, but how is flipside impacted during the school year? How are our other programs impacted during the school year? In what efforts are we as a district taking too offset, even though we're in a really tough budget year and I just wanted to uplift real quick while we had the opportunities to really try to balance the efforts that have been reduced based on our budget cuts, to really make sure that we're still offering high level high quality programming to the city.

C. School Year 2024-25 Opening Week

Executive Chiefs J. Tuner and Executive Chiefs S. Gray Akyea presented the School Year 2024-25 Opening Week presentation. Within the presentation were details about:

- Opening week operation highlights
- Enrollment fluctuation in the first weeks
- Daily enrollment: 2023 -24 and 2024 -25

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION

Director Carrillo: I think I was one of the directors who was requesting this earlier, so thank you very much and just so that the public is very aware, this is very pre-pre preliminary and I've handled these numbers myself and its always word of caution, not to jump up and start getting narratives out of this, but would your sentiment be cautiously optimistic based on the what you see here.

- Our research evaluation assessment department is conservative and as the previous director of research evaluation assessment I too am conservative, I would say that it looks promising and I would remain cautiously optimistic, and at the same time, I would not be surprised if we are very close to our enrollment last year or even a little bit under for October 1, it wouldn't be a surprise. I am very optimistic that we will come in higher than our projection and that is that in and of itself is a good sign, because what we're seeing is like a leveling off what may have just been. It's a leveling off until we can meet in the middle and then begin to go up so yes.

Regarding the clearing of enrollments in the work that goes into that, I want to paraphrase it to see if I understand it correctly, because I want to make sure the public as well understands is the work behind the clearing, saying students is enrolled at a school, A but also, maybe enrolled at a private school or a charter school or a surrounding district, and an idea is like is that student really at school A and we confirmed it so then therefore that enrollment is cleared or he's not there. There's an empty seat that we cleared that that enrollment, so is that the idea is it is essentially determining where that student is among the many possibilities

- Yes,

Director Valliant: Just a comment, about the lunch. My ninth grader came home and told me that he didn't eat because the lunch line was long but he also said it was a pizza day so I guess it's a compliment.

Director Henderson: I do have a question you mentioned that we're still currently most likely in a place of less loss versus increase can you share a little of it and maybe it doesn't, maybe it can be more hypothetical, but what would it feel like or look like to see when we're at the tipping point of going into an increase? How will we know when that is?

- it's very much where we are right now, there are a couple of things there tends to be less certainty with regard to if we're going to continue to decline, or if we're going to sure stabilize, and we've been having that conversation for the last couple years. If we continue to go down this road, we will stabilize, and then so and we are at that Apex, I'll say another indicator is that our projections will lag, so you'll see our projections which are very solid, I'll say that the standard measure of projections and have been for several years, so our projections definitely the district level are very solid. They will tend to lag, and they tend to get larger, because as you're having the pattern and the trend is changing, it's less predictive, the projections, and so if we've been more and more coming in above projection and so and our projections are a year. They go on trend and if we continue to come in October 1 above projection, and if that number keeps getting larger, that's another indicator that it makes me more comfortable to think that we are changing.

So if I'm understanding correctly, then it's actually a in some ways and I'm can't say it quite as eloquently as you did, but in some ways, it's helpful that we are coming in over projection or have previous years and if we continue to maintain that and do you go in over projection

- It's a sign that we're starting to write that course, but accurate through the share. I would say, yes, but not for too many years, just for a couple of years and then our projections will catch up and one other thing is our continuation rate, there's a couple of ways to look at it. We want larger kindergarten enrollments, but then we also want continuation of families that we have, so we'd want to see our continuation rate stabilize, or grow.

D. Second Reading | Gender Inclusion Policies - Policy 500.00 (Students) - Update & Policy 416.00 - (Staff) – Proposed

M. Pop, Director - Office of Equity presented the Second Reading | Gender Inclusion Policies - Policy 500.00 (Students) - Update & Policy 416.00 - (Staff) – Proposed. Within the presentation were details about:

- Policy 500.00 – Gender inclusion overview, shifts, and new language
- Policy 416.00 Gender Inclusion – Staff overview and language update
- Additional considerations and next steps.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION

Director Henderson: it was a bit nitpicky, but looking at a few of the and policy 500 to specifically under letter G for the definitions should where it says things like identity matches the gender, they were assigned at first, should that be sex?

- No, sex and gender are defined very differently, and so when you look at the definitions that are traditionally used it really makes a distinction. Gender is perceived and known to be very fluid and different, and so therefore that's why we don't use, we don't use sex.

I'm not saying that, but we want to change gender identity, but I my understanding and I've got some feedback from a community member is that when we're referring to what if someone is identified as at birth that it's sex as opposed to gender, because it also says it in some of the other places of where it's specifically assigned sex at birth and then we have other places where it says gender. I think we need to make that distinction and have the language match or let's just finalize what the correct language. I'll double check that throughout the policies.

E. Second Reading | Board Policy 509: Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds

M. Sullivan, Director of Security Ops and H. Nistler, Assistant Superintendent of Specialized Service presented the Refunding Bond Information Second Reading | Board Policy 509: Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds. Within the presentation were details

about:

- Policy 509 overview and purpose
- Special education considerations
- Communication plans
- Changes once policy is adopted
- What does it look like in practice

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION

Director Allen: This is good and I'm glad that we're implementing this policy. I went to the model policy meeting that they have with community members and police officers around the state, working on this policy, specifically because they are creating a model policy that they'll be reimplementing beyond that, are we going to have to change this policy. When that happens, or model policy they're developing is going to be applied to other districts. How's it work?

- I don't know that I was aware that those conversations were taking place. If there were more changes, if there was another model policy made and the board could absolutely consider making changes to this policy at any time.

They weren't getting very far, so also that I'm hoping that we're not going to go backwards was my concern was once they get done with their whole process. So, I think they still have like 2 or 3 more meetings to do once they get done with their process, and they make this model policy available to all school districts. I don't want us to go backwards and start implementing some of that stuff that they were talking about in those meetings.

- Through the chair, I think we are all in agreement on come that. Thank you.

Director Valliant: So, my only comment is it's nice to hear about the work that you're doing with the parent groups specifically around communicating this policy to parents letting them know that is this, you know where I can find it, and just send it out once we're a prodigal, we'll probably get lost in like an email because we get so many emails and so I'm just really glad to hear that's happening.

F. First Reading: Budget Policy - 1. Budget Policy Draft

Director Y. Carrillo presented that First Reading: Budget Policy - 1. Budget Policy Draft. Within the presentation were details about:

- Policy preamble
- Policy purpose
- Requirement
- Board budget operations
- Work session and options
- Public input
- Adjustments and reallocation
- Adoption and implementation

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION

Director Vue: I look at the policy, there's a sequence of actions that we had taken. It's in an order sequence, and because of that, I just want to suggest that we move the public input before the working session noted simply because the public input will help us inform our work session.

Director Carlo: Just a quick follow-up question to that, would the public input be move after the budget options are presented when there's little bit more clarity around what the thoughts are around, where spending it will happen or both places. I mean, I know we do different levels of engagement at different times but just a clarifying question.

Director Vue: My thought it was we were supposed to do 2 public input sections to begin with but you can add more to that.

Director Carrillo: Yeah, I was just going to add that it spells it out one of the public input sessions, and I think the one that where we take the most feedback from would be in the fall, which will always happen before these budget options are being floated or worked on and I think the idea is that more than moving it prior is you're talking about physically moving the paragraph. Okay!

Director Allen: I just want to point out that this kind of all stemmed from board members getting outside of Minnesota and some of these legalities that MSBA requires around how we govern here in the state of Minnesota, and it allowed board members to get outside of Minnesota and go to other folks who are also governing in other districts, to hear about how their budget process is set up and realized that we didn't have to conform to status quo that we could create a budget process that was good for our board and for the public for our students and for our administration, and it works more cohesively, and so I just want to point that out, because there's a lot of league out of the east, connected to how we govern in MSBA. I don't want to say anything bad about MSBA, but the majority of the folks that represent MABS, don't govern urban school districts and so they don't really know and understand what it takes to manage a district of this size with this much diversity and it's necessary if you want to really govern properly to look outside of the state to see how other urban districts are running and then we can start to kind of move in a way that's effective for our communities,

Director Valliant: it might be quick, and it's not necessarily about the budget policy. What I learned is that they have so many templates, but those are templates. I clarified that with them, is this the way there has to be done? No, this is just a template. As long as we're following the law. So agree on with Director Allen, one when it's a share that even for other school boards in Minnesota, who made you listen for some reason that those templates, the MSBA provides ourselves with that simplicity

Director Carlo: My question is regarding reallocation, and if I know that there was discussion in the COB meeting around like an actual dollar figure related to When the board gets notified and I know that there was discussion around, does that number need to be higher or does that number need to be lower? What I remember from that conversation was that at a figure was, I believe that there was more consistent transactions between different accounts that happened or reallocations that happen at that figure. Can you to ease my mind a little bit? Help me understand what some of those dollar transactions would be between different accounts as compared to those transaction

- I'm not aware of any such transactions but we will certainly as per policy once it's adopted inform the board if they do occur.

Okay, and just to clarify, when I say transactions, it might mean something different than does that mean something completely different than demarcation of like when funds are reallocated between one account to another?

- As an example, if we were to move money out of instruction and put that into facilities. Those are 2 different program types that would be an example of triggering the communication of that movement of funds and to this point, you're not aware of any of those type of things happening on a regular basis that amount.

Director Henderson: I think a lot of where this policy came from and originated from was for a desire for a better understanding of what the board and the community can anticipate. When it comes to budgeting, not necessarily in response to things had already existed, but instead of the things that felt needed to exist in the way that we wanted to work with each other moving forward. I think there are still like some maybe more pedantic questions that I have for Director Ward and for members of the policy committee that I'll follow-up with on, but I do I appreciate a lot of the list of a lot of the work and time that has gone into this, both within board members, community members who have raised this as a concern and then also to administration to work on this.

- In addition to that, a big part of the impetus behind the formulation of the policy that we're considering is that up until this point school district didn't have one okay and when we had a fund balance policy, but not a budget policy and it is true that most school districts have a budget policy. So, when we recognized that and started working on it, it did seem timely, and it made sense for us to create one too. You're not building or amending something that has already been established. Or noticed and we are establishing something new.
- We talk about board budget, 2 highlight some of the conversation that we had at the committee of the board's discussion about this that it's important to note that the board's intent wasn't to prioritize its budget over the other many program budgets in the district. So just think somewhere

in there that we should say something about it's the board's intent to align their department of program budget with all the other overall district program budgets, goals and parameters, something to say that the boards it was not the board's intent too. I know that's not the board's intent but when reading this, it appears that the board is prioritizing its budget over other program in schools budget and just some language around there that would help.

I think I think we can we can accommodate with some kind of statement that would read along the lines of the board's intent to make sure that have input and an awareness of their budgeting process that we're not content to prioritize our budget over other programs.

What I'm hearing is, the policy working group will or policy group will take some of this back and work on particularly the board budget section and making sure that that fits in or is relevant to the overall policy.

- I just wanted to clarify. I'm just scroll up a little bit, here in the one of the conversations that we had at the working session was that the purpose of a budget policy for the organization is really around the modification and the approval of revenues and expenditure and that that really is the ultimate responsibility of the board and so part of our conversation was that the community would be taken out of the purpose as what I understood what if we agreed to, and that part, their reference to the community would be in the preamble, not in the policy purpose because the policy purpose is really around the board ultimately approving the revenues and expenditures of the district.

Yeah, we can review that, but my understanding is that we do need to set expectations for the roles of the community and that is something that is clearly the purpose of what the board is intending is to make sure that the community understands what their role is in. If we do not spell it out, then the community is going to come and ask us again, what is our role and we're delineating a place for where they have a voice and being able to communicate with us both at the working session and at the public input ways that they can engage with the board relating to you know, setting the budget doesn't mean that they're going to have ultimate authority over approving and reviewing and enacting the budget. I would suggest again, that is another conversation for the policy work group.

G. Board-Initiated Goals Governance Presentation

Director Vue presented the Board-Initiated Goals Governance Presentation. Within the presentation were details about:

- Recap of April BOE
- Phases and Progress
- Shortfalls and draft goals
- Student outcome goals and programmatic goals
- Deistic relation goals and internal goals

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION

Director Henderson: Some months ago, we sat together and talked through an idea of how do we taking the work that was started. The idea of how do we create expectations and parameters for the district and clear the goals that the board has set forth, how do we do that work differently and how do we do it in a way that works should. So members of the board have we've spent some time over the last, however, many months thinking about what that could look like we had an ambitious timeline, an ambitious goal and quite frankly, are now in a place where we react to adjust and readjust and we have learned a lot about our own capacity, the things that we can do and can't do this places that we can show up really well and have really wonderful conversations and the places where we need more support and to be clearer about what that support looks like. So tonight, we are acknowledging and saying that we have not met the mark. I think, in terms of our timeline, we are going to have to adjust that move forward, reassess what that looks like, and we are still committed to building a process that works for St. Paul, and that allows us to have a clear expectations and at the same time, give ourselves administration and the community some grace in how we get there and to come back together and have clearer expectations of each other and how we show up and do this work, I still feel really encouraged by the opportunity that we have to work together and it also means that we have to be clear on our end about what it is of your asking and how we get there,

Director Vue: Let's continue to say that timelines are important, but they are also there to be adjusted and adapted and I think we would rather do this work well, then push it through and leave at the end of the day and think we didn't meet the mark. We missed it so. That's where I am at right now. Really appreciate the frankness of our conversation at the last COB, a lot of opportunity for us and excited to see how we can adjust and move this forward, whether that's on our adjusted timeline, if that looks a little bit different to you open to some flexibility

Director Carrillo: I just wanted to say, even though it feels like a letdown that we couldn't meet the very high demanding goals that we set for ourselves. I still feel very proud of all the work that we have done so far and more importantly, I feel very, very happy or I should say, I feel very safe with the with the thought that that our board is willing to say this is not good enough and we're not going to drum up some goals that we have. The fact that we're deciding we're holding ourselves accountable to that is very important to me and I'm very comforted in that thought and then finally, I just want to say that you know, for those people who have completed the surveys, we will still use that data. It's not data that we're going to throw away. We will value those entries

Director Valliant: I think I mentioned before that no school boards in SPPS ever adopted Governance goals, I typically relied on a strategic plan to sort of measure. The outcome and performance of our schools, so I guess I just wanted to say, this is something very new and I think I've been in this district long enough to understand that whenever you do something new it's very rare that you knock it out of the park on the first try. I commend this board for continuing to work through this process who want to command and encourage administration to kind of work with us as we move this process and I want to say it to community that this doesn't get done with you. The board we're not here to tell you what's best for you. It's our intent to work with you so we can find that out together. So, we all can hold each other accountable and bring forth what's best for our students.

13. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

Director Valliant: Comment, responding to Public Commenter's request to pull a BAI

Director Allan: Why contract with St. Thomas for work study for Discovery Cub and what happened to Grow your own program at Como?

Director Carrillo: An assessment of summer spending and what percentage of it are from the ARP. Temp serviced related to Nutritional Services, that are their timeline from process to earning/ be eligible for benefits and what happened to the worker over the summer. How safety and security are working collaboratively with the office of school support to really be doing proactive teaching around expectations. Especially during the beginning of the school year, and what outcomes look like, feel like, what is the rights and responsibilities? There are a lot of BAI that are contracting with Saint Paul Tech, with the history of Gate Way To College and St. Paul tech. How are the College and Career Readiness and learning taking precaution. Would like a presentation about this contact and goals with St. Paul College in the future, either at COB or BOE.

B. Board of Education Reports/Communications

Director Henderson: I was out there with the student on the first week of school. I will say aside of seeing the kiddos with really big backpacks. I think the highlight was talking to staff and hearing complaints about things that were like fixable and minimal versus I feel unsafe. I was talking to students and seeing them excited to be there on the 1st day of school and families who were ready and really excited to send their kiddos into her building is exactly the way I want us to show up and I know that community wants us to show up as well, so just wanted to point that out that it was a really good experience.

Director Allen: I just want to shout out the facilities team because I went over to Hidden River, that was one of the first buildings I worked in almost a long time ago so I'll tell you a long time ago and so I was really concerned about moving that huge middle school into that building because I knew how that building was set up, I knew what it felt like in there when I worked there and then a long time ago. My thoughts were, it's going to probably be worse than that. No, it's amazing. So I just want to shout out the facilities team for turning that space around. I also want to shout out Principal Vibar, because I know how

particular she is about all of the things in her building and I'm sure that she contributed to a lot of that happening and it is now a beautiful, vibrant building right in the middle of Hamlin midway area, so thank you to the team that made that happen and I'm excited for their time here this year and then excited for what it can be moving forward.

Director Henderson: The last thing that I will share is that superintendent search community engagement is starting. There is information that is supposed to online. That should be already gone out in an email and additional communication that will go out community members. This is a really wonderful opportunity to share what it is that we want and need in the leader in our building in our district. We are going to continue to do this work and keep folks updated as we go but keep your eyes out and show up to the forums that we have available.

14. ADJOURNMENT

Director Henderson moved to adjourn the meeting; Director Allen seconded the motion.

The motion was approved by roll call vote:

Director Allen	Yes
Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Absent
Director Vue	Yes

The meeting adjourned at 9:41 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:

Xue Yang, Interim Assistant Clerk,
St. Paul Public Schools Board of Education