



South St. Paul School Board - Committee-of-the-Whole

Monday, January 23, 2023 5:00 PM

Location: CITY HALL

125 THIRD AVENUE NORTH

South St Paul, Minnesota 55075

Agenda

I. EQUITY AND LEARNING (C. Schmidt)	
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• Finance, Facilities and Long-Range Planning	
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SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: January 23, 2023

Place on Agenda: Committee-of-the-Whole

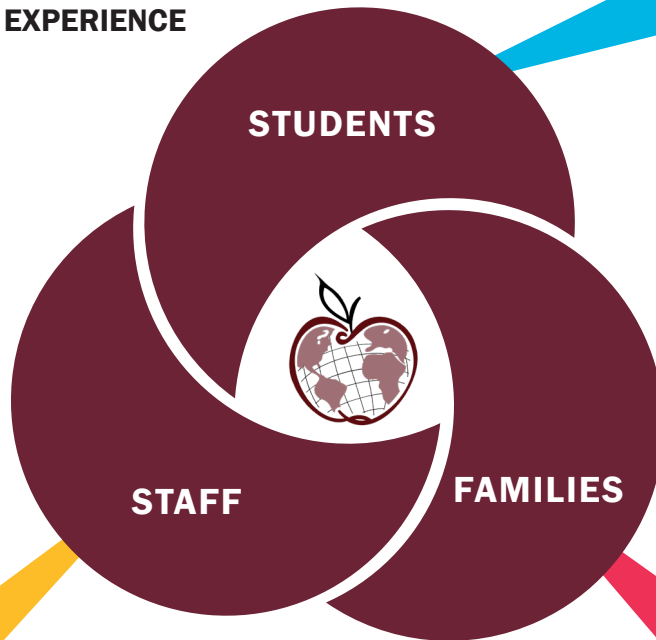
Action Requested: None. Information Only

Attachment: Desired Daily Experience

Topic: Desired Daily Experience
Presenter(s): Superintendent Brian Zambreno and Equity and Learning Director Chad Schmidt
Background: Last fall, leaders from South St. Paul Schools engaged with our stakeholder groups (students, families, and staff) to understand their desired daily experiences and how we can better support their needs. On Monday evening, Superintendent Zambreno and Equity and Learning Director Chad Schmidt will walk through the process that was used to create the attached Desired Daily Experience document and how we intend to use and honor the values this important document holds.
Recommendation: None. Information Only.
Alternatives: N/A

SOUTH ST. PAUL PUBLIC SCHOOLS

DESIRED DAILY EXPERIENCE



STUDENTS

I am seen, heard, valued, and respected for the unique person that I am

- I have a school that feels like a second home
- My identity, experiences, culture, and language are honored by students, staff, and teachers
- School is an inclusive environment that fosters creativity and positive connections

I have a fun, engaging, challenging, and supportive learning environment

- My teachers and other staff are enthusiastic and make learning fun
- My learning experiences are purposeful, relevant, and challenge me to go further
- I know what I am supposed to learn, why I need to learn it, and what my next steps are in the learning process
- I feel safe making mistakes during learning and have opportunities to try again
- Teachers and staff share my successes and positive contributions with my family

My school is a safe and nurturing space

- I like being at school because I feel physically and emotionally safe
- I have a school that is free from bullying and where I am comfortable to be myself
- I have a trusted adult in school who I can go to for support
- I feel included and connected with my peers

STAFF

I am seen, heard, valued, and respected for who I am and what I do

- I feel welcome and included each and every day
- I am a trusted part of a team where my work is recognized and appreciated
- My voice is valued and contributes to a positive school community and the success of others
- I have pride in my work, my district, and my community

I am provided with what I need to succeed

- I have the resources needed to be effective in my role
- I am provided meaningful opportunities to learn and grow professionally
- I receive clear, timely communication and growth-oriented feedback from leadership

I have a safe and positive work environment

- I am physically and emotionally safe at work
- My work environment feels joyful and flexible
- I feel safe trying new things and that it is okay if I make mistakes in that process

FAMILIES

My child is seen, heard, valued, and safe at school

- My child is physically and emotionally safe at school
- My child likes being at school because they feel connected and have a sense of belonging
- My child feels accepted for who they are

My child is prepared for their next step in school, career, and life

- My child is provided a challenging learning environment
- My child has the support and resources they need to be successful
- My child receives growth oriented feedback that builds on their strengths
- My child has access to a variety of high-quality academic and extra-curricular opportunities

I feel valued and respected as a partner in my child's school experience

- The school engages me in my child's learning in ways that are meaningful to me
- I have a clear understanding of what my child is learning and receive timely and accessible information on how they are performing academically
- The school partners with me to meet my child's physical and social-emotional needs
- Our school community embraces the cultural, racial, and linguistic diversity of students, families, and staff



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, January 23, 2023

Place on Agenda: Committee-of-the-Whole and Regular Agenda

Action Requested: Approval

Attachment: 2022-2023 Student Teacher Agreement – St. Thomas University

Topic: Student Teacher Agreement – St. Thomas University
Presenter(s): Joel Milteer, Human Resources Director, and Brian Zambreno
Background: <p>A student teacher placement has been coordinated between St. Thomas University and South St. Paul School District beginning in January 2023. To finalize the student teacher placement, approval of the agreement between St. Thomas University and South St. Paul Schools is necessary. This agreement and placement aligns with South St. Paul Schools Student Teaching Policy #437.</p>
Recommendation: <p>Approval of 2022-23 Student Teacher Agreement with St. Thomas University.</p>
Alternatives: <p>Do not approve Student Teacher Agreement and direct administration with next steps.</p>

**MUTUAL AGREEMENT FOR STUDENT TEACHING
BETWEEN
UNIVERSITY OF ST. THOMAS
ST. PAUL, MINNESOTA
AND
SOUTH ST. PAUL PUBLIC SCHOOLS
2022-23**

This agreement is entered into between South St. Paul Public Schools, South St. Paul, Minnesota (the “District”) and University of St. Thomas, St. Paul, Minnesota (the “College/University”). The purpose of this Agreement is to outline the terms of the training/student teaching experience for the student of the College/University and to identify the responsibilities of the College/University and the District.

The following conditions are made a part of the agreement:

The College/University agrees to:

1. Place at the District only student teachers who are eligible for such placement under state and College/University rules, and School Board regulations. All student teacher placements will be initiated through and approved by the District through its department of human resources.
2. Inform its faculty and students of the District’s policies and regulations that relate to the placement at the District.
3. Provide District with College/University student teaching expectations/requirements.
4. Pay stipend to the cooperating teacher of the District based on College/University policy for each student teacher placed, subject to timely receipt by College/University of properly completed Form W-9s from the District or cooperating teacher, as applicable..
5. Provide regular student teaching supervision by a qualified designee(s) of the College/University.
6. Cooperate with the District in the development and implementation of the District’s Student Teaching Program.
7. Notify the District in the event a student teacher placed at the District is no longer enrolled in the College/University’s program.

The District agrees to:

1. Supply to the student teacher so placed by College/University an opportunity to work in a teaching learning situation under the supervision of a practicing teacher who holds a continuing license and has at least three years total teaching experience.

2. Cooperate with College/University in the development and implementation of the District's Student Teaching Program.
3. Ensure that all student teachers placed at the District complete a criminal background check, at the expense of the student teacher or College/University, prior to the student teacher beginning at the District.
4. Provide appropriate supervision of the student teacher while at the District pursuant to rules promulgated by its Board. Such rules may not conflict with any minimum requirements established by the State or College/University with regard to the Student Teaching Program.
5. Immediately notify College/University if there is a change in the licensure status of any cooperating teacher providing supervision to any student teacher assigned hereunder.
6. Not replace any of its employees nor fill any vacancies normally filled by an employee with a student teacher assigned under this agreement. Therefore, a student teacher will not act as a substitute teacher.
7. Provide the College/University with copies of all policies and regulations applicable to student teachers.
8. Provide emergency medical care to the student teacher or College/University faculty member, at the District (if available) in case of injury or illness, or obtain other appropriate treatment as they choose. Any hospital or medical costs arising from such injury or illness will be the sole responsibility of the College/University faculty member or student teacher who received the treatment and not the District.
9. Reserve the right to deny a student teaching opportunity to an applicant and to terminate a student teaching assignment at any time, due to a lack of funding or for any other non-discriminatory reason. In addition, a student teacher's participation in the program may be terminated at any time (a) with the mutual consent of both parties, or (b) unilaterally by College/University for any non-discriminatory reason. District will consult with College/University prior to terminating a student teacher's participation in the program. College/University will promptly notify District of any termination of a student teacher's participation in the program.
10. Recognize that it is the policy of both the District and the College/University to prohibit discrimination and ensure equal opportunities in its educational programs, activities, and all aspects of employment for all individuals regardless of race, color, creed, religion, gender, national origin, sexual orientation, veteran's status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class against which discrimination is prohibited by federal, state, or local laws and regulations. The District agrees to adhere to this policy in implementing this agreement.

Liability:

Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and will not be responsible for the acts of the other party and the results thereof. The District's liability will be governed by Minnesota Statutes Section 466.04, as amended.

Term of Agreement:

This agreement will commence on January 9, 2023, and end on June 30, 2023. This Agreement may be terminated by either party at any time upon 60 days' written notice to the other party. Termination by the District will not automatically become effective with respect to student teachers then participating in the learning experience program, and said student teachers may be allowed to continue at the sole option of the District.

General Provisions:

1. Neither the District nor the College/University will assign or transfer any rights or obligations under this agreement without the prior written consent of the other party.
2. Any amendments to this agreement will be in writing and signed by authorized representatives from each party.
3. The parties agree that in fulfilling the duties of this agreement, they are responsible for complying with the Americans with Disabilities Act, 42 U.S.C. Chapter 12101, et seq., and any regulations promulgated by the Act.
4. Student teachers are participants in an educational program, and for purposes of this agreement, shall not be considered employees of either the College/University or the District, except as provided for in Minnesota Statutes Section 122A.69. Student teachers shall not be entitled or eligible to participate in any benefits or privileges given or extended to employees of the College/University or the District, except as provided by Minnesota Statutes Section 122A.69.
5. Except as otherwise provided in law or College/University policy, data on students is private and may not be shared with any other party. If the District receives a request from a third party for any data provided to the District by the College/University, the District agrees to immediately notify the College/University. The parties additionally acknowledge that the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g and 34 C.F.R. § 99, apply to the use and disclosure of education records that are created or maintained under this agreement. Specifically, each party agrees that to the extent that it maintains Education Records of the other party's students (the "receiving party"), it shall maintain such Education Records in accordance with the requirements of the Family Educational Rights and Privacy Act, as amended ("FERPA"), and any other applicable U.S. or state laws, regulations or accrediting agency standards applicable to the privacy or confidentiality of such Education Records. Without limiting the foregoing, the receiving party agrees that with respect to such records, (a) the receiving party is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and redisclosure of personally identifiable information from Education Records of the other party's ("disclosing party") students; (b) it shall not disclose or allow access to personally identifiable information from an Education Record of the disclosing party's students without the prior written consent of the eligible student (or parent/guardian, as the case may be) as defined in 34 C.F.R. § 99.3, except as permitted by law; and (c) to the extent that the disclosing party discloses personally

identifiable information from Education Records to the receiving party, the receiving party's officers, employees and agents will use and have access to the information only for the purposes for which disclosure is made. Pursuant to FERPA requirements, all Education Records of College/University's student teachers, regardless of whether maintained directly by College/University, District or by other entities, remain the property of the disclosing party. The receiving party agrees to access and use Education Records of the disclosing party's students only for legitimate and lawful educational purposes, pursuant to the disclosing party's FERPA policy, and further agrees to return or destroy such Education Records immediately upon the written request of the disclosing party. As used herein, "Education Records" means all such records described by 34 C.F.R. § 99.3 maintained by, for or on behalf of the disclosing party, including without limitation, any record, file, data or other information concerning any student's financial information protected under the Gramm-Leach-Bliley Act.

6. Student teachers assigned to the learning experience program at the District under this agreement will be required to sign a Student Teaching Program Agreement before the student teacher begins the Student Teaching Program at the District.

Approved:

Signed For: **University of St. Thomas**

Name: _____ Name: _____

Title: _____ Title: _____

Signature: _____ Signature: _____

Date: _____ Date: _____

Signed For: **South St. Paul Public Schools**

Signature: _____
School Board Chair

Date: _____



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, January 23, 2023

Place on Agenda: COW

Action Requested: None, review only

Attachment: Budget PowerPoint

Topic: 2023-24 Budget Planning
Presenter(s): Brady Hoffman, Finance Director
In planning for the development and projection of the 2023-24 budget, we would like to address various parts of the planning process, including: <ul style="list-style-type: none">- Budget Timeline- Enrollment- Budget assumptions- 5 Year Projection
Recommendation: N/A
Alternatives: N/A

FY24 Budget Planning

Brady Hoffman
Director of Finance
January 23, 2023



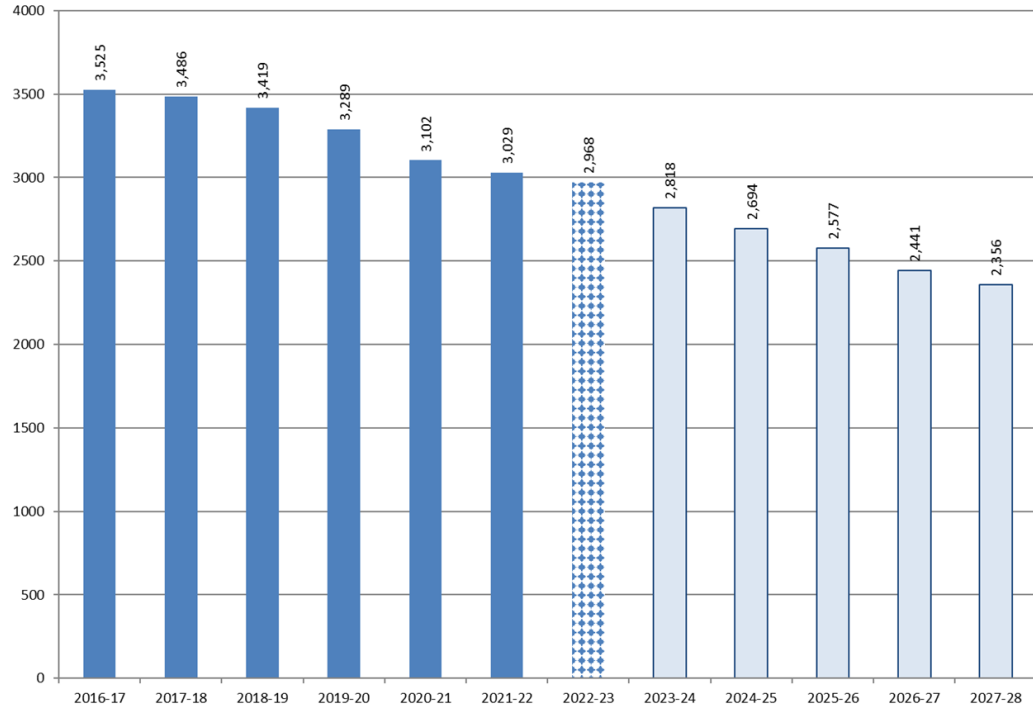
FY24 Budget Timeline

School Board Calendar

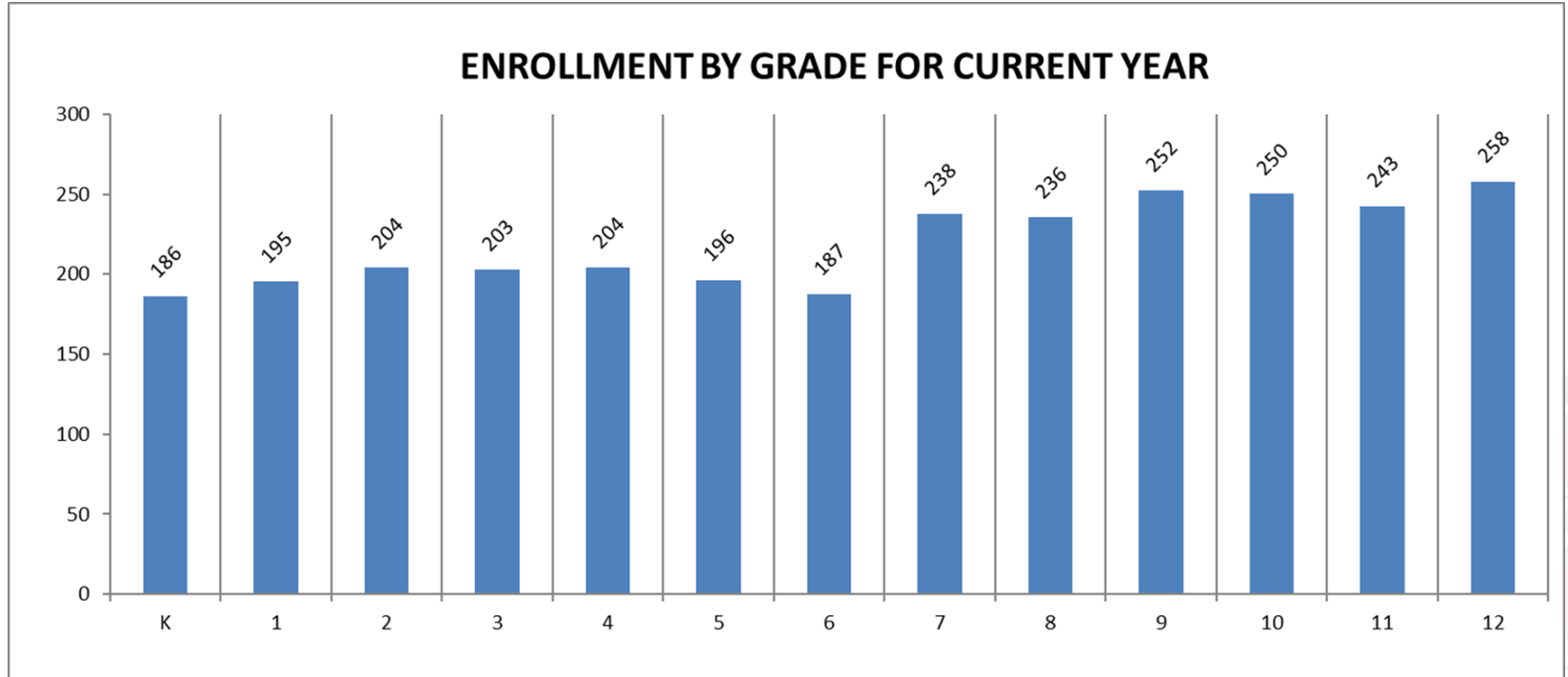
January 23	Budget Overview and Approval of Guiding Change
March 13/27	Budget Update Approval of Proposed Budget Adjustments, if necessary
April 10/24	Budget Update Approval of Proposed Budget Adjustments, if necessary
May 8/22	Budget Update Approval of Proposed Budget Adjustments, if necessary
June 12	School Board review final draft of proposed adopted budget, all funds
June 26	Board approval of FY24 adopted budget, all funds

Enrollment Projection

ENROLLMENT HISTORY & PROJECTED TOTAL ENROLLMENT

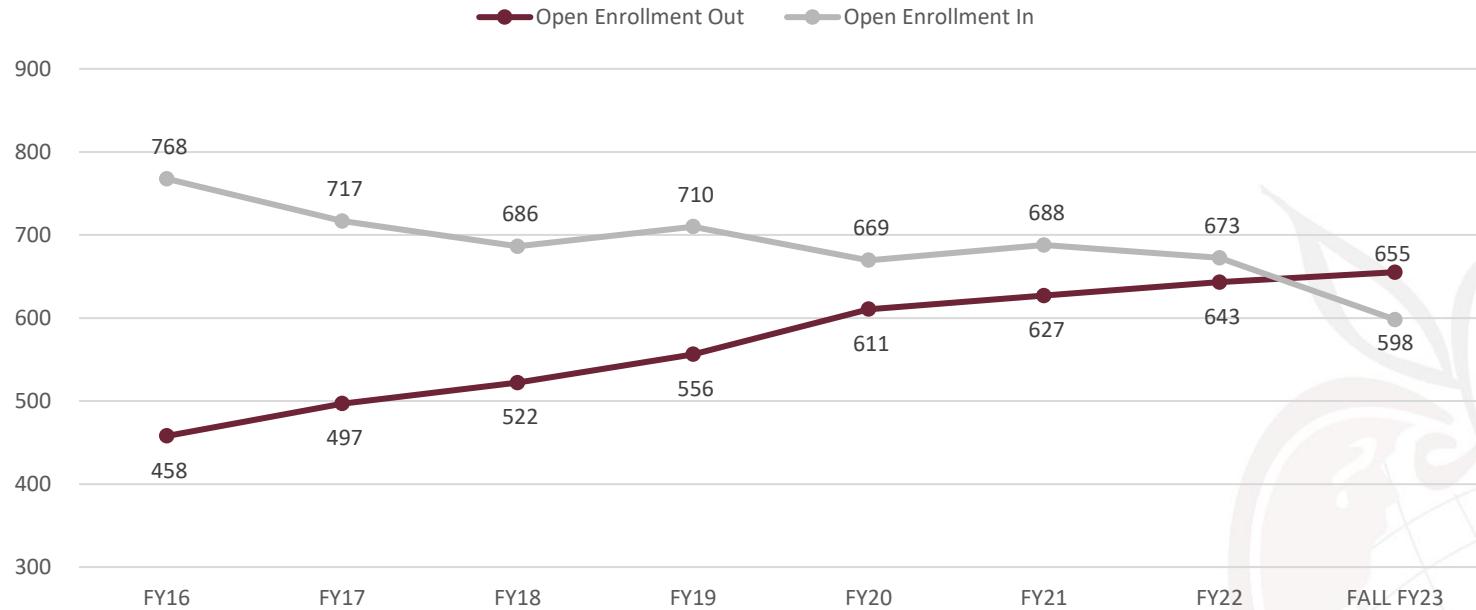


FY23 Projected ADM's



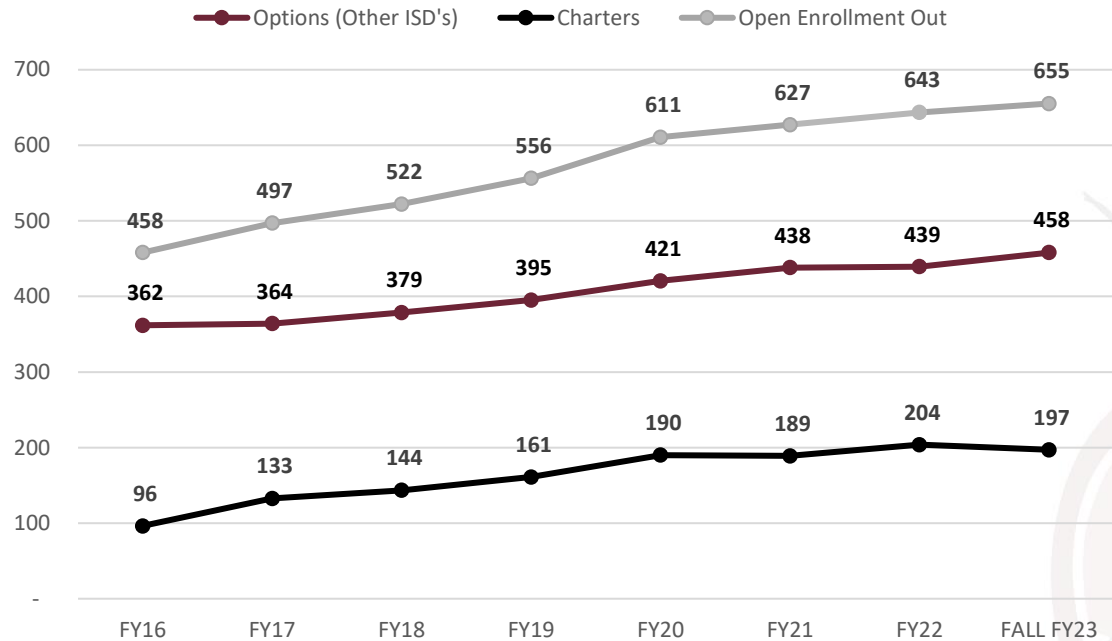
Net Open Enrollment

Open Enrollment Trend



Open Enrollment Out

Total Open Enrollment Out



Birth Rates

Key Findings

- Between school year 2010-2011 and 2020-2021, the total number of resident births across South St. Paul Public School District declined 31.1% from 278 to 191
 - Kaposia Attendance Area: 128 to 95 (-25.5%)
 - Lincoln Attendance Area: 150 to 96 (-35.8%)
- Between school year 2010-2011 and 2020-2021, the total number of resident births across surrounding school districts declined 18.9% from 6,285 to 5,098
 - Inver Grove heights District: 364 to 236 (-35.1%)
 - South Washington County District: 1,344 to 1,215 (-9.6%)
 - St. Paul District: 4,041 to 3,161 (-21.8%)
 - West St. Paul-Mendota Heights-Eagan District: 536 to 485 (-9.6%)

TABLE 5: HISTORICAL RESIDENT BIRTHS BY DISTRICT ELEMENTARY ATTENDANCE AREA & SURROUNDING SCHOOL DISTRICTS

Birth Year	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2010 - 2020
Kindergarten Year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	% Change
Kaposia Attendance Area	128	124	96	130	124	104	106	91	103	113	95	-25.5%
Lincoln Attendance Area	150	141	143	108	121	128	131	108	116	105	96	-35.8%
South St. Paul District Totals	278	265	239	238	245	231	238	199	219	218	191	-31.1%

Enrollment Migration

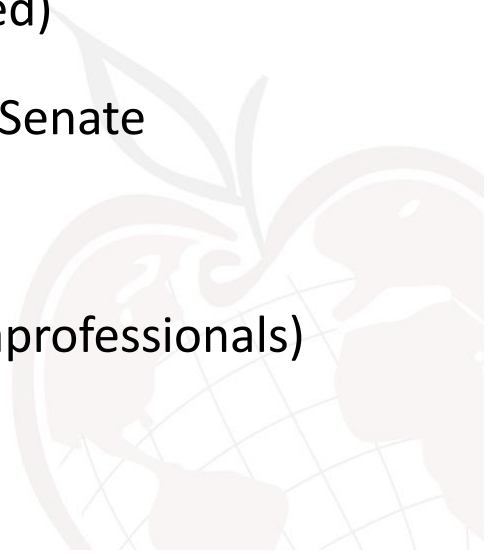
	Enrollment History - END-OF-YEAR ADM DATA							Enrollment Projections - END-OF-YEAR ADM DATA					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K	231.3	235.6	232.7	225.5	206.9	189.8	186.0	159.2	175.2	174.4	152.8	172.0	172.0
1	256.8	228.0	224.8	239.8	220.4	199.2	195.2	184.6	158.0	173.9	173.1	151.6	170.7
2	294.0	261.8	233.4	211.5	216.2	221.8	204.0	192.6	182.2	155.9	171.6	170.8	149.6
3	267.3	265.8	263.9	212.9	200.2	205.7	202.7	191.5	180.8	171.0	146.4	161.1	160.4
4	272.4	261.6	266.2	249.3	207.1	198.2	204.3	199.0	188.0	177.5	167.9	143.7	158.2
5	281.5	281.3	272.9	256.7	240.5	199.3	196.4	201.1	195.8	185.1	174.7	165.3	141.5
6	282.6	259.9	265.4	257.1	232.1	228.4	187.5	183.9	188.3	183.4	173.3	163.6	154.8
7	267.2	274.0	252.7	256.8	258.1	233.7	237.7	188.0	184.3	188.8	183.8	173.7	164.0
8	262.6	270.4	269.6	252.4	252.4	251.7	235.5	235.9	186.6	182.9	187.4	182.5	172.4
9	271.7	249.9	266.7	255.1	262.8	248.1	252.1	233.9	234.4	185.3	181.7	186.1	181.3
10	265.8	258.3	241.6	253.7	243.3	254.2	250.1	245.2	227.6	228.0	180.3	176.8	181.1
11	250.5	254.8	236.7	223.0	235.2	224.9	242.5	233.7	229.1	212.6	213.0	168.4	165.1
12	235.8	264.1	253.6	248.9	225.9	254.2	257.9	259.3	249.8	244.9	227.2	227.7	180.0
K-12	3439.2	3365.5	3280.2	3142.6	3001.0	2909.1	2851.9	2707.8	2580.0	2463.7	2333.2	2243.3	2151.0
K-12 Change		(73.7)	(85.3)	(137.6)	(141.5)	(91.9)	(57.2)	(144.1)	(127.8)	(116.4)	(130.5)	(89.9)	(92.3)
% Enrollment Change		-2.14%	-2.53%	-4.20%	-4.50%	-3.06%	-1.97%	-5.05%	-4.72%	-4.51%	-5.30%	-3.85%	-4.11%

Enrollment Migration

	Enrollment History							Enrollment Projections					
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
12 - K		(0.2)	(31.4)	(28.1)	(41.9)	(36.1)	(68.2)	(98.7)	(84.1)	(75.4)	(92.1)	(55.2)	(55.7)
1		(3.2)	(10.8)	7.1	(5.1)	(7.8)	5.4	(1.4)	(1.2)	(1.3)	(1.3)	(1.2)	(1.3)
2		5.1	5.3	(13.3)	(23.6)	1.4	4.8	(2.6)	(2.4)	(2.1)	(2.3)	(2.3)	(2.0)
3		(28.2)	2.1	(20.4)	(11.3)	(10.5)	(19.1)	(12.5)	(11.8)	(11.1)	(9.5)	(10.5)	(10.4)
4		(5.7)	0.4	(14.6)	(5.9)	(2.0)	(1.3)	(3.7)	(3.5)	(3.3)	(3.1)	(2.7)	(2.9)
5		8.9	11.3	(9.5)	(8.8)	(7.7)	(1.9)	(3.2)	(3.1)	(3.0)	(2.8)	(2.6)	(2.3)
6		(21.6)	(15.9)	(15.8)	(24.6)	(12.1)	(11.8)	(12.5)	(12.8)	(12.5)	(11.8)	(11.1)	(10.5)
7		(8.6)	(7.2)	(8.6)	1.1	1.6	9.3	0.5	0.5	0.5	0.5	0.4	0.4
8		3.2	(4.4)	(0.3)	(4.4)	(6.5)	1.8	(1.8)	(1.4)	(1.4)	(1.4)	(1.4)	(1.3)
9		(12.7)	(3.6)	(14.5)	10.5	(4.3)	0.4	(1.6)	(1.6)	(1.2)	(1.2)	(1.2)	(1.2)
10		(13.4)	(8.3)	(13.0)	(11.8)	(8.6)	2.0	(6.9)	(6.4)	(6.4)	(5.1)	(5.0)	(5.1)
11		(11.0)	(21.7)	(18.7)	(18.6)	(18.4)	(11.7)	(16.5)	(16.2)	(15.0)	(15.0)	(11.9)	(11.6)
12		13.6	(1.2)	12.2	2.9	19.1	33.0	16.7	16.1	15.8	14.7	14.7	11.6
Total Migration		(73.5)	(53.9)	(109.5)	(99.6)	(55.8)	11.0	(45.3)	(43.7)	(41.0)	(38.4)	(34.7)	(36.7)
Total Enrollment Change by Year		(73.7)	(85.3)	(137.6)	(141.5)	(91.9)	(57.2)	(144.1)	(127.8)	(116.4)	(130.5)	(89.9)	(92.3)

FY 2023-24 Budget Assumptions

- Challenges with many unknown variables
 - This is a funding biennium at the legislature (increases to state funding will not be known before budget needs to be adopted)
 - Elections – Democrats control Governor, House and Senate
 - Long-term impacts of inflation
 - Unsettled union contracts (Teachers, Principals, Paraprofessionals)



5 Year Projection

SOUTH ST. PAUL Public School District

Five Year General Fund Budget Projection Summary

Definitions	Actual 2021-2022	Budget 2022-2023	Projected 2023-2024	% Chg	Projected 2024-2025	% Chg	Projected 2025-2026	% Chg	Projected 2026-2027	% Chg	Projected 2027-2028	% Chg
Revenue	\$47,732,393	\$45,715,777	\$49,626,345	8.6%	\$46,975,199	-5.3%	\$46,366,554	-1.3%	\$45,773,669	-1.3%	\$45,368,362	-0.9%
Expenditures	\$45,604,220	\$44,808,428	\$45,803,043	2.2%	\$46,462,855	1.4%	\$47,108,790	1.4%	\$47,776,644	1.4%	\$48,467,302	1.4%
Revenue Over (Under) Expenditures	\$2,128,173	\$907,349	\$3,823,302		\$512,344		(\$742,236)		(\$2,002,975)		(\$3,098,940)	
Fund Balance	\$8,268,597	\$9,175,946	\$12,210,209		\$11,925,863		\$10,379,135		\$7,563,708		\$3,644,199	
Assigned Fund Balance	\$3,438,483	\$3,394,614	\$3,487,631		\$3,504,024		\$3,446,822		\$3,316,909		\$3,127,661	
Unassigned Fund Balance	\$4,830,114	\$5,781,332	\$8,722,578		\$8,421,840		\$6,932,313		\$4,246,799		\$516,537	
Percent Unassigned	10.6%	12.9%	19.0%		18.1%		14.7%		8.9%		1.1%	
Unassigned Target Fund Balance %	8.0%	8.1%	8.1%		8.1%		8.1%		8.1%		8.1%	
Minimum Unassigned Fund Balance	\$3,648,338	\$3,647,797	\$3,727,979		\$3,781,388		\$3,833,699		\$3,887,777		\$3,943,692	
Fund Balance Over (Under) Target	\$1,181,777	\$2,133,535	\$4,994,599		\$4,640,452		\$3,098,613		\$359,022		(\$3,427,155)	

Questions





SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: January 23, 2023

Place on Agenda: Committee-of-the-Whole and Regular Business Meeting

Action Requested: Approval

Attachment: 2023 School Board Committee and Liaison Assignments

Topic: 2023 School Board Committee and Liaison Assignments
Presenter(s): Chair John Raasch
Background: Attached is a draft of the 2023 Board Committee and Liaison assignments. On Monday evening, the Board will review and finalize the assignments for approval at the regular business meeting.
Recommendation: Approval
Alternatives: N/A



SOUTH ST. PAUL SCHOOL BOARD

Chair – John Raasch
Vice Chair – Monica Weber
Treasurer – Anne Claflin
Clerk – Nikki Laliberte

2023 Committee Assignments

Finance, Facilities, and Long Range Planning	Meets with the superintendent and Finance Director to discuss key finance items and budget planning. Meets to discuss various building and grounds items and/or planning projects for the District. No recurring schedule. Meet as needed	Anne Claflin Monica Weber
Policy	Review district policies and recommend necessary policy changes to the Board. No recurring schedule. Meet as needed	Bernie Beermann Tim Felton John Raasch
Public Relations/Community Engagement	Works with administration to engage community in various planning/projects for the District. No recurring schedule. Meet as needed	Tim Felton Wendy Felton Nikki Laliberte
Superintendent/Executive	This committee has traditionally been represented by the Chair, Vice Chair and Treasurer. Organizes and prepares Superintendent evaluation and other executive business. No recurring schedule. Meet as needed	Anne Claflin John Raasch Monica Weber

2023 Liaison Assignments

AMSD (Association of Metropolitan School Districts)	Meets monthly with area board representatives, superintendents, and local legislators to discuss and advocate for student and district needs. Typically meets the first Friday of each month @ 7:30 AM	Monica Weber
Community Education Advisory Committee	Works in part with the Community Education Director to assess community needs, programming, and evaluate program effectiveness. Typically meets the 2 nd Tuesday of each month @ 4:15 PM	Bernie Beermann Monica Weber (A)
Intermediate School Dist. 917	District 917 is an intermediate district, comprised of nine member districts throughout Dakota County, that serves special education, secondary technical, and DCALS (Dakota County Alternative Learning School) students. *ISD 917 offers a \$5,000 stipend for this position. Typically meets on the first Tuesday of each month at 4:30 PM.	Wendy Felton
MN State High School League	The School Board Chair attends official MSHSL meetings as needed.	John Raasch
SSP Educational Foundation	Raises funds to provide an innovative source of public-school funding to support enrichment initiatives, scholarships, research opportunities, training, intervention, and prevention strategies that extend beyond the normal classroom experience. Typically meets the 2 nd Wednesday of every month @ 6:00 PM	Wendy Felton Anne Claflin (A)
SSP Open Foundation	Raises funds to support extra-curricular activities at SSP Secondary. Typically meets the 3 rd Wednesday of every month @ 8:00 PM	Tim Felton
Local Issues	Meets the fourth Wednesday of each month from 8:00 – 9:00 AM. Local Issues is hosted by the River Heights Chamber of Commerce with the intent to bring local elected officials, city, school and business leaders together to discuss items relevant to SSP.	Anne Claflin



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: January 23, 2023

Place on Agenda: Committee-of-the-Whole

Action Requested: None. Discussion Only.

Attachment: None

Topic: Committee Updates
Presenter(s): School Board Members
Background: School Board members will provide an update for the following committees that they serve on: <ul style="list-style-type: none">• District 917• Association for Metropolitan School Districts (AMSD)• Community Education• SSP Educational Foundation• Finance, Facilities and Long-Range Planning• Local Issues• SSP Open Foundation• District Policy• District Community Engagement and Public Relations• District Superintendent/Executive
Recommendation: N/A
Alternatives: N/A