

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
REGULAR MEETING OF THE BOARD OF EDUCATION
Administration Building
360 Colborne Street
Saint Paul, Minnesota 55102

July 18, 2023
5:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **ROLL CALL**
3. **APPROVAL OF THE ORDER OF THE MAIN AGENDA**
4. **RECOGNITIONS**
5. **PUBLIC COMMENT**
6. **APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
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14. **ADJOURNMENT**
#BoldSubject#

**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

**June 20, 2023
5:30 p.m.**

MINUTES

1. CALL TO ORDER

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

2. ROLL CALL

Board of Education: J. Kopp, Z. Ellis, J. Foster, H. Henderson, U. Ward, J. Vue, C. Allen
Superintendent Gothard

C. Long, General Counsel; S. Dahlke, Assistant Clerk

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

4. RECOGNITIONS

BF 33222 Acknowledgement of the Partnership between SPPS and Hiway Credit Union

Hiway Credit Union has been a longstanding partner of Saint Paul Public Schools. This partnership aligns with the District's long-term outcome of preparing all graduates for college, career and life.

With support from school leadership, Hiway Credit Union currently operates branches in four SPPS high schools: Como Park, Harding, Highland Park, and Johnson.

The Hiway – SPPS partnership includes a variety of student supports and educator opportunities, including paid student internships, financial literacy, educator externships, job site tours, student field trips, CTE Advisory Council membership, teacher grants, and more.

Hiway Credit Union has graciously offered to financially support the Saint Paul College Intro to Business course at the 3M Advanced Training Center in the 2023-24 school year.

5. PUBLIC COMMENT

- | | |
|------------------------------|--|
| 1. <u>Jenelle Hill</u> | Budget concerns |
| 2. <u>Jacquelyn Propersi</u> | Budget cuts to school FY24 |
| 3. <u>Peter Hendricks</u> | FY24 Budget and Amendments to Sup't Contract |
| 4. <u>Pang Yang</u> | Envision |
| 5. <u>Pao Thao</u> | PreK |
| 6. <u>Lis Thao</u> | PreK move |
| 7. <u>Julia Yang</u> | Phalen PreK |
| 8. <u>Michelle Wall</u> | Transparency and accountability |
| 9. <u>Thomas Lucy</u> | Review of SPPS climate work for the 22-23 SY |
| 10. <u>David Kubes</u> | Overpayments |
| 11. <u>Leo Jackson</u> | Field usage |
| 12. <u>Christen Glass</u> | Field usage |
| 13. <u>Greg Egan</u> | Budget concerns |

6. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Vue moved approval of the Order of the Consent Agenda with no items pulled for separate consideration. The motion was seconded by Director Foster.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

7. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of May 23, 2023
- B. Minutes of the Special Meeting of the Board of Education of June 6, 2023

MOTION: Director Vue moved approval of the Minutes of the Regular Meeting of the Board of Education of May 23, 2023 and the Minutes of the Special Meeting of the Board of Education of June 6, 2023. The motion was seconded by Director Foster.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Ellis	Yes

Director Foster	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

8. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of May 9, 2023

At the Committee of the Board Meeting on June 6, 2023, Superintendent Gothard welcomed everyone to the meeting, and provided a recap of the quarterly meetings with staff and leaders regarding federal pandemic dollars and accomplishments of the collected efforts and work. He also congratulated our 2023 graduates, and our resilient scholars and their hard work and perseverance, through a global pandemic that affected their high school career. He also provided a brief update on the weather and its impact on those in our buildings, as well as the district calendar. Board members requested information on the highlights from the quarterly meeting, and further information was provided on our successful reading strategies implemented with these funds.

Next, our Legislative Liaison presented updates on the 2023 legislative session, and the SPPS legislative agenda items. Board members requested further details on the student support personnel and the formula and implications, information on the cross-subsidies, and a note for the bill that allows districts to renew a referendum for a one-time instance.

Next, the Policy Update included details on the new proposed Policy 506.06 Search of Student Lockers, Desks, Personal Possessions and Student's Person. Questions from this presentation included the process for locker searches and boundaries in searching items within lockers, similarity of policies in other districts, data of searches, and items found on students over the age of 18 and current statutes. Overall, the Board approved moving this new, proposed policy to the three-reading process.

Next, the FY24 Budget update was presented. Discussion focused on the projection figures, goals of the Enrollment and Retention Committee, further details on the enrollment stabilization, use of ESSER funds and engagement as those funding sources close, further discussion of the FY25 budget process at an upcoming Committee of the Board meeting, and community and Board involvement in future budget cycles, as well as a follow-up request for disaggregated data regarding student achievement and proficiency.

Next, the Board conducted a work session on the proposed budget for the Board of Education, specifically. Line items were reviewed, with potential changes in communications/phones, professional development, board retreat funding, and travel/conferences. There was also a robust discussion on the potential of livestreaming Committee of the Board meetings. Further information was also requested on the status of the SEAB contract.

MOTION: Director Kopp moved that the Board accept the report of the Committee of the Board Meeting of June 6, 2023, and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Henderson.

The motion was approved by roll call vote:
 Director Kopp Yes

Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

9. FUTURE MEETING SCHEDULE

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

- January 3, 2023 | Annual Meeting: 4:30 p.m.
- January 17
- February 21
- March 21
- April 18
- May 23
- June 6 | Special - Non-Renewals: 4:00 p.m.
- July 18
- August 22
- September 19
- October 24
- November 14
- December 19

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

- January 3, 2023
- February 7
- March 7
- April 11
- May 9
- June 6
- August 9 - Wednesday
- September 5
- October 10
- November 8 - Wednesday
- December 5

10. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Gothard noted the recent graduation ceremonies - 17 in total, and the memories, and limitless potential of our graduates. He noted the venues, traditions, and different ways that to personalize our students walking across the stage at graduation. It's often the best time of the school year as we wonder what our students are thinking, what they want to be, and if they feel prepared, and knowing what is out there for them. We show pride in the community, as we come together to celebrate our graduates, as we work to create the best opportunities for them. He thanked and congratulated our graduates, as well as all students, families, and staff for their support.

He also noted his experience at the first day of the CRI Expo, and thanked the presenters for a culturally responsive environment. Culturally responsive instruction is item 3a in the strategic plan and the adopted Ready for Rigor framework is a foundation of the event. He noted hearing teacher Chong Yang speak at

the event, and her poignant story and the journey of culturally responsive instruction. He thanked the Office of Teaching and Learning for planning this event. He also noted the student work on display and the opportunity to express themselves and their communities.

11. AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. Consent Agenda

MOTION: Director Vue moved approval of all items within the consent agenda withholding no items for separate consideration. Director Kopp seconded the motion.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

1. Gifts

BF 33223 Acceptance of Gift from Adams Spanish Immersion PTO

That Board of Education authorizes the Superintendent to allow Adams Spanish Immersion to accept this gift from Adams Spanish Immersion PTO. This gift of \$10,461.28 will be deposited into the intraschool fund 19-410-291-000-5096-U001.

BF 33224 Acceptance of Gift from Central HS PAC

That the Board of Education authorize the Superintendent (designee) to allow Central High School to accept this gift from the CHS Parent Advisory Council. This gift of \$10,000.00 will be deposited into the GT .

BF 33225 Acceptance of Prom Ticket Money from the Central PAC

That the Board of Education authorize the Superintendent (designee) to allow Central High School to accept these funds from Central HS PAC. \$19,907.32 will be deposited Into the Prom intraschool fund 19-210-291-000-5096-P100.

BF 33226 Summer Leadership Program

That the Board of Education authorize the Superintendent to allow Como Park Senior High School/MCJROTC to accept a monetary gift from North Star Marine Veterans Corp of \$6,000.00. The money will be deposited into the JROTC intra-school account, 19-212-291-000-5096-J001, and will be used for the above projects.

2. Grants

BF 33227 Request for Permission to Accept a Grant from the Carlson Family Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant to the Carlson Family Foundation for the funds to expand Innocent Classroom; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 33228 Request for Permission to Accept a Grant from Hiway Credit Union Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from Hiway for funds to support the Intro to Business Course; to accept funds; and to implement the project as specified in the award documents.

BF 33229 Request for Permission to Accept a Grant from the Minnesota Department of Education – Grow Your Own Grant - Pathway for Adults

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Department of Education to sustain the SUTR program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 33230 Request for Permission to Accept a Grant from The Minnesota Jewish Community Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from The Minnesota Jewish Community Foundation; to support LEAP's social and emotional support to their students; to accept funds; and to implement the project as specified in the award documents.

BF 33231 Request for Permission to Accept a Grant from the USDA's Fresh Fruit and Vegetables Program (FVPP)

That the Board of Education authorize the Superintendent to accept a grant from the USDA's Fresh Fruit and Vegetable Program to provide fresh fruit and vegetables in the district; to accept funds; and to implement the project as specified in the award documents.

BF 33232 Request for Permission to Submit a Grant to 3M – Creating Greater Access to Skilled Trades Careers in Saint Paul 2023-2024

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M for the funds to sustain programming at the district-wide career pathway center; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 33233 Request for Permission to Submit a Grant to 3M – STEM Partnerships in Saint Paul 2023-2024

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M to support school year and summer STEM programs in the 2023-2024 school year; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 33234 Request for Permission to Submit a Grant to Allina Health's Charitable Contribution Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to Allina Health for funds to support the district Wellness Initiatives; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 33235 Request for Permission to Submit a Grant to The Asian Organizing Youth Leadership Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the The Asian Organizing Youth Leadership Program for the funds to create a new club and train students to be leaders; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 33236 Request for Permission to Submit a Grant to the Minnesota Department of Education – National School Lunch Program Equipment

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

BF 33237 Request for Permission to Submit a Grant to the Minnesota Department of Education; Part C American Rescue Plan (ARP) Funds: Equity Loan Forgiveness and Retention Incentive Grants

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for the funds to support retention of Specialized Services and Early Childhood Special Education; to accept funds, if awarded; and to implement the project as specified in the award documents

BF 33238 Request for Permission to Submit a Grant to the Minnesota Department of Transportation – Safe Routes to School Boost Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Transportation for the funds to install a traffic garden at Phalen Lake; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 33239 Request for Permission to Submit a Grant to Saint Cloud State University

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Saint Cloud State University to support academic and professional development activities in Mandarin language classes; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 33240 Request for Permission to Submit a Grant to the Sauer Family Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Sauer Family Foundation for the project Raising Readers; to accept funds, if awarded; and to implement the project as specified in the award documents

BF 33241 Request for Permission to Submit a Grant to Trust for Public Land - Community School Yard Renovation Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to Trust for Public Land to support the creation of a community school yard park; to accept funds, if awarded; and to implement the project as specified in the award documents.

3. Contracts

BF 33242 Amendment to Change Inc. Navigator Contract in SPPS for School Year 2022-23, 2023-24

That the Board of Education authorize the Superintendent (designee) to approve the expenditure of ARP funds in an amount not to exceed \$600,000 for Navigators provided by Change Inc. for fiscal year 2022-23 and \$780,000 for fiscal year 2023-24. This amount supports the work of Navigators at Como, Gordon Parks, Harding, Highland Senior, Humboldt, Johnson, Washington.

BF 33243 Benefits Enrollment Decision Software Services with The Jellyvision Lab, Inc

That the Board of Education approve a contract with The Jellyvision Lab, Inc. for employee benefits counseling, effective October 1, 2023 at the proposed rates.

BF 33244 K-10 FASTBridge Reading Screener Renewal

The Board of Education authorizes the Superintendent to enter into a contract with FastBridge/Illuminate. The total cost for services will not exceed \$215,000.

BF 33245 ITB#A227657-A - Fresh Bakery Items

That the Board of Education authorize the renewal of ITB#A227657-A to Bimbo Bakeries USA for furnishing and delivery of fresh bakery items for the period of July 1, 2023 through June 30, 2025, for an estimated value of \$245,000 annually to Bimbo Bakeries USA.

BF 33246 Request for Authorization to Award ITB#A227746-A Large Equipment SY22-23

That the Board of Education authorizes the award of ITB# A227746-A Large Equipment to Culinex, Douglas Equipment, and Trimark-Hockenbergs Equipment for the values of \$124,642.44, 34,953.89, and \$96,497.78; respectively.

BF 33247 Request to Sign the Contract between Minnesota State and SPPS Pertaining to PSEO by Contract Courses Offered at the 3M Advanced Training Center

That the Board of Education authorize the Superintendent (designee) to approve the request to sign the contract between Minnesota State and SPPS pertaining to PSEO by Contract classes offered at the 3M Advanced Training Center

BF 33248 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 FY23.

BF 33249 Request for Proposal (RFP) 23-2667-JG Pupil Transportation Services School Year 2023-2024

That the Board of Education authorizes the Superintendent (designee) to award contract based on responses to Request for Proposal No. 23-2667-JG for additional Yellow buses for Student Transportation to Transit Team for school year 2023-2024, with no ability to extend the contract beyond.

BF 33250 Request For Proposal (RFP) Extension No.A20-0547-A Student Transportation for 2023-2024 School Year

That the Board of Education authorizes the Superintendent (designee) to award contracts based on responses to Request for Proposal No. A20-0547-A for Student Transportation for School Year 2023-2024, with no ability to extend the contracts beyond.

BF 33251 Request to Sign the Financial Accounting and Business Ethics 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 FY23.

BF 33252 Spending Accounts for FSA, DCFSA, and HSA with Optum

That the Board of Education approve a five year contract with Optum Financial, effective January 1, 2024, at the proposed rates

BF 33253 Construction Manager as Advisor Services for Farnsworth Upper HVAC Replacement (Project # 1030-23-01)

That the Board of Education authorize award of construction manager as advisor services and pass through general conditions to Knutson Construction for the not-to-exceed fee of \$766,542.

BF 33254 Design Services for Farnsworth Upper HVAC Replacement (Project # 1030-23-01)

That the Board of Education authorize award of design and construction administration services to ATSR for the not-to-exceed fee of \$449,375.

BF 33255 Procore Technologies Contract Renewal

That the Board of Education authorize award of the two-year contract renewal to Procore Technologies for the continued support of the District's construction projects at a cost of \$340,903 in FY24 and FY25.

4. Agreements

BF 33256 Annual Renewal Oracle Database Cloud Services Agreement with Collier and Vendor Related Services

That Board of Education authorizes District administration to enter into renewal services agreement and related support services as presented for a service period of 12 months in the amount of \$2,193,590 for FY 24.

BF 33257 Approval of Memorandum of Agreement with Laborers Local 563, to Establish Terms and Conditions of Employment for 2023-2024

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom the Laborer's Local 563 is the exclusive representative; duration of said agreement is for the period of May 1, 2023 through April 30, 2024.

BF 33258 Approval of an Employment Agreement with United Union of Roofers, Waterproofers and Allied Workers, Local Union No. 96, to Establish Terms and Conditions of Employment for 2023-2025

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Union of Roofers, Waterproofers and Allied Workers, Local Union No. 96, is the exclusive representative; duration of said Agreement is for the period of May 1, 2023 through April 30, 2025.

5. Administrative Items

BF 33259 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and electronic transfers for the period April 1, 2023 – April 30, 2023

(a) General Account	#759869-760828	\$66,811,513.26
	#0004854-0004887	
	#7004750-7004783	
	#0008299-0008432	
(b) Construction Payments	- 0 -	\$2,494,493.73
(c) Debt Service	- 0 -	<u>0.00</u>
		\$69,306,006.99

Included in the above disbursements are two payrolls in the amount of \$44,719,323.62 and overtime of \$234,902.93 or 0.53% of payroll.

(d) Collateral Changes

Released: None

Additions: None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Worker's Compensation Law falling within the period ending October 31, 2023

BF 33260 Recommendations for Exclusion of Students Non-Compliant with Minnesota Statute 121A.15 Health Standards: Immunizations

That the Board of Education exclude noncompliant students from school effective June 28, 2023, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

Human Resources Transactions

BF 33261 Transactions for May 1 - May 31, 2023

BF 33262 Designation of an Identified Official with Authority for Education Identity Access Management

That the Board of Education authorize the Superintendent to authorize Cheryl Carlstrom, Cheryl.Carlstrom@spps.org, to act as the Identified Official with Authority (IOwA) for Saint Paul Public Schools ISD 625.

BF 33263 Retirement Date Changes for Specific SPTRFA Members

That the Board of Education approve the retirement date change requests for the individuals noted herein.

BF 33264 Approval to Create a Cooperative Sponsorship between St. Paul Washington Technology Magnet and St. Paul- Johnson for Girls' Basketball

Authorize the Superintendent (or Designee) to approve the Cooperative Sponsorship for Girls' Basketball with St. Paul- Washington Technology Magnet and St. Paul- Johnson.

BF 33265 Property Insurance Renewal

That the Board of Education authorize the Superintendent to renew a 12-month policy for property insurance coverage with Affiliated FM for the period of July 1, 2023 through June 30, 2024, at a cost of \$1,393,700.

BF 33266 Insurance Renewal - General Liability, Commercial Auto, Crime, Educators Legal Liability, Excess Liability, Law Enforcement Liability

That the Board of Education authorize the Superintendent to accept a 12-month bundled policy for General Liability, Commercial Auto, Crime, Educators Legal Liability, Law Enforcement Liability, and Excess Liability coverage with Liberty Mutual Insurance Company for the period of July 1, 2023 through June 30, 2024, at a cost of \$1,493,531.

BF 33267 Rights & Responsibilities Student Handbook Revisions for SY2023-24

That the Board of Education authorize the Superintendent (designee) to approve the proposed revisions made to the Rights & Responsibilities Student Handbook for SY23-24.

BF 33268 Phase Gate Approval of the Griffin Stadium (Central High School) Electrical System Upgrade (Project # 3021-22-01): Gate #3 – Project Budget; Gate #3A – Finance Plan Update

That the Board of Education approve the Griffin Stadium (Central High School) Electrical System Upgrade project (Project # 3021-22-01) at Phase Gate Check #3 – Project Budget; Gate Check #3a –Finance Plan Update, setting the final project budget at \$504,000 and indicating direction to proceed with construction bidding.

BF 33269 Facilities Department FY24 Purchases over \$175,000

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

BF 33270 Maximum Hourly Rate Increases for Pre-Qualified Professional Consultant Construction Managers as Advisors

That the Board of Education authorize the administration to adjust the terms of professional consulting services in accordance with the Request for Qualifications No. A21-1305-A to incorporate new maximum hourly billing rates per the above table.

6. Bids

BF 33271 Phase Gate Approval of the Frost Lake Building Addition and Renovation (Project # 1100-19-01): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3501-JG for the Frost Lake Building Addition and Renovation project (Project # 1100-19-01) to Greiner Construction for a lump sum base bid of \$283,000.

BF 33272 Phase Gate Approval of the Griffin Stadium (Central High School) Electrical System Upgrade (Project # 3021-22-01): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

That the Board of Education approve the award of Bid No. A23-3542-JG for the Griffin Stadium (Central High School) Electrical System Upgrade project (Project # 3021-22-01) to Hunt Electric Corporation for a lump sum base bid plus Alternates #1 & 2 of \$251,585.

7. Change Orders

ITEMS PULLED FOR SEPARATE CONSIDERATION - None

FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. Phalen Lake Hmong Studies Magnet & Hmong Language and Culture Middle School Name Change: Third Reading

BF 33273 Phalen Lake Hmong Studies Magnet & Hmong Language and Culture Middle School Name Change: Third Reading

Superintendent Gothard then welcomed staff and families to present the third, and final, reading of this proposed name change.

The rationale was shared, as well as the criteria for the name change. The name options selected were:

- Cag Txuj – Cag means “roots” and Txuj means “knowledge”
- Huam Vam – Huam Vam in Hmong means “to prosper, “to grow”, or “to flourish.”
- Txuj Ci – Txuj ci in the Hmong language refers to the cultural knowledge of a people
- Pov Haum Txuj – Pov Haum in Hmong refers to a valuable and special rock or gem; it can often have protective and special powers Txuj refers to cultural knowledge and learning. Together, Pov Haum Txuj refers to the school as a very valuable and protected place for learning.
- Zaj Npau Suav – Zaj Npau Suav in the Hmong language means “The Dream”

Information on the engagement process was also shared. Voting results were also presented, with Txuj Ci and Huam Vam receiving the highest votes in the initial poll, and **Txuj Ci** receiving the highest amount of votes in the final round of voting.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Vue thanked the parents and families for their work. This is the result of generations of work in SPPS, and in thinking about our Hmong community, it is historic to have a school in SPPS in our language, and the Hmong language to represent the community, and he thanked everyone for their work.

MOTION: Director Vue moved to approve that the Board of Education accept and declare that the names of:

- Phalen Lake Hmong Studies Magnet be changed to Txuj Ci HMong Language and Culture Lower Campus; and
- Hmong Language and Culture Middle School be changed to Txuj Ci HMong Language and Culture Upper Campus;

and authorize the Superintendent and his designees that all steps necessary to effectuate this change. Director Henderson seconded the motion.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

B. Proposed Increase in Fees for High School Sports Participation

BF 33274 Proposed Increase in Fees for High School Sports Participation

Superintendent Gothard then welcomed staff to present the Proposed Increase in Fee for High School Sports Participation. Background details were provided as well as guiding principles. A set of proposals was also shared, including the proposed fees for 2023-24 and for 2024-25. Details on the waiver process were also provided. A recommendation for the increase in student participation fees was also included.

QUESTIONS/DISCUSSION:

- Director Ellis thanked the team for their work on this item, and their thoughtfulness and kindness towards students and families.
- She requested further information on paperwork and forms or expectations for families with FRL and universal meals.
- She also requested details on how the costs will be covered. Response: The costs are covered by the athletic directors now, and the athletics fees allow for the purchase of equipment, and other items. We are able to “get by” on small athletics budgets, and search for equipment on sale or find ways to reuse

items. We continue to make it work. We will continue with our current process to ensure that all students interested in playing a sport are able to do so.

- Director Ellis also requested information on support for families to watch their student play at a game or event. Response: Gate revenue is a portion of athletic office budgets, and they are charged for stadium or gym events. Most sports do not have a ticket price to attend, except football, basketball, and volleyball, and swimming at Humboldt. The gate fee is also important to “fill the gaps” in athletic fees, and there are options for families to purchase season passes at reduced rates. We want to be inclusive of all students, and families to support their athlete, and not create a hardship for a family. We want to ensure the athletic fees are reasonable because we also want families to be able to attend the games.
- Director Ward noted that with the universal meal legislation, wondering if data from the FRL forms is still collected. Response: Yes, there is a great need for the that data to be collected. The MSHSL Foundation allocates funds back to schools’ athletic programs based on the FRL data.
 - Director Allen requested further information on the incentives to ensure families complete the form. Response: We continue to use the multifaceted approach, with the majority from schools, and there are competitions and encouragement for families to complete the forms. We also call families, as well as utilize technology, such as text messaging. Each year it increases.
 - Director Allen recommended to add to communications about the FRL form about how it adjusts our budget.
 - Principal Littles-Butler noted the term “Benefits Forms” to change the narrative of this form, and it is about more than lunch – it is a gauge where families are and how to support in different capacities.
- Director Henderson requested information on the waiver process. Response: We are currently working on the details of the process, but if a student qualifies for benefits, the athletic director will work with the student to start the waiver process.

MOTION: Director Vue that the Saint Paul Public Schools Board of Education approves the following increase in student participation fees:

Effective July 1, 2023:

- **Participation fees for any non-exempted sport will be \$30 if the student qualifies for free/reduced lunch and \$60 otherwise.**

Effective July 1, 2024:

- **Participation fees for any non-exempted sport will be \$40 if the student qualifies for free/reduced lunch and \$90 otherwise.**

Director Ellis seconded the motion.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

C. FY24 Budget Adoption

Superintendent Gothard then welcomed Tom Sager, Executive Chief of Financial Services to present the FY24 Budget Adoption. The purpose of the presentation was reviewed, including the presentation and recommendation of the proposed Fiscal Year 2024 budget for approval. Topics included timeline and parameters, revenue – all funds, expenditures – all funds, projected FY24 ending fund balances, summary of mail points, next steps: summer plans for budget engagement, and the final recommendation. Strategic investments were reviewed – in students, school, staff, and families and community. The engagement process was also reviewed, including engagement with students, community conversations with Marnita's Table, and 75 budget meetings with school and department staff.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- The Board noted a question about PreK and a section moving from their school to the Early Childhood Hub, and what are we doing to ensure we continue a pipeline to elementary school, as opposed to simply a place for one year, and then onto another building? Response: This is a good problem to have concerning enrollment, because it honors our families, and after working with the school and with Student Placement, we were able to honor the majority of families who applied. Phalen Lake and the EC Hub are working together for families to feel a part of the Phalen Lake community, in programming and activities, and for our PreK students to have a seat in the kindergarten program at Phalen Lake. We also worked with families and a survey for busing.
- Director Henderson noted a question on the public engagement plan regarding the budget for FY24, and if that plan will remain the same year after year. Response: We will use the study act, and have a plan for 24-25, ask for feedback on how it worked, and then refine as we go.
- Director Henderson noted the space to be asking stakeholders and what they want to see before the budget is approved, and to meet the needs of everyone involved.
- Director Allen noted the safety and security enhancement mentioned, and it is centered around extra surveillance for students, and wondering about professional development to improve the safety of our schools and when the change in culture will occur and expectations for all students to have a sense of belonging and connectedness. Response: Security cameras are enhancements, and allow us to install camera quality in areas. The increase in SSLs was also noted, and the creation of a plan to provide a group of individuals with the right training to build relationships with students, ensure campuses are safe and they have been effective.
- It was noted about the amount of training provided to our SSLs and training for staff throughout the district, and to be proactive, and meet students where they are and stay ahead of challenging situations. At the CRI Expo, everyday student routines were noted.
- Information was also requested on restorative practices and investments in that work within the budget. Director Allen provided additional information from the Minnesota Department of Education website on the topic of ensuring safe schools and the subcategory of restorative practices and provided a quote from their website regarding this topic. She noted hearing in listening sessions about the importance of this work, and its necessary for folks to feel safe and best practices. It is within the first tenant of the Ready for Rigor framework, and claim spaces for kids that are safe and where they feel ready to learn. There are also restorative practices opportunities this summer, and circle practices to design systems of relationships and accountability, and each is open to SPPS staff. There is a multifaceted approach, and foundational responsibilities we have for students, families and staff, and is included in the Rights and Responsibilities Handbook, as a reference. Collaborative walk-throughs in each comprehensive high school also show the implemented systems and how to improve, and continuous improvements for buildings and feedback on their plans. The Office of Student Support was also noted, and their support in processing incidents and resources available, and continuing to add restorative practices opportunities. The capacity was also noted, and how to be a more restorative place for our scholars.
- Director Allen noted she appreciates the mindset, but in order for it to impact students, all people involved in the education process also need to have that mindset for students so they can feel and see it happening. In terms of establishing culture, there needs to be an understanding on restorative justices and practices, and tools for support. We have to fully invest in this work, and shift the

restorative mindset as a district as a whole with restorative leaders and equitable outcomes - it's important to understand to make investments in this direction. With punitive actions, we will achieve the same negative outcomes. Academic is not only behavioral. She noted the need to see significant investments in moving in this direction, and the ability to go through the healing process and to be accountable and change behaviors and then see the culture change.

- Director Ward noted that before he left on parental leave, he made a request to be presented with a plan for how to engage with the community more in the creation of the budget and how the Board can also help to shape the budget next year. This is a draft of how to get to that point, and he thanked the team for committing to a process to engage with the community.
- He noted that the other aspect of his request involved the Board's role in shaping the budget – and the different philosophies in the Board's role. Response: The Board sets the direction for the school district, and most expenditures are based on board-approved action, and collective bargaining agreements. The board's typical discretion is from a governance standpoint, and setting direction, and aligning the strategic direction with available resources.
- Director Ward also noted a question around trying to shape the inputs into the budget, rather than receiving a budget and making changes to what is presented. Superintendent Gothard noted the work of the Board as a whole, and the future community engagement for FY25, and hard decisions that will need to be made in the future – we are grateful for the current revenue, but have a lot of needs as well.
- Director Ward also noted further questions on the role of the board and expenditure changes in the budget. Superintendent Gothard noted that there are a number of staffing allocations, and the Board would then need to review all of them. He also noted that we are a \$1B organization that is dynamic – inputs change, and there are different program needs. This is the largest possible budget, and we need to be mindful of the structure and standards. We also have staffing ratios to consider.
- Director Ward noted that there is a possibility of an amendment to the budget, but there is not enough information to consider, with the budget book not containing all information, and the Board received it on Friday. It seems as though the Board is not given the opportunity to make potential changes under the current process – it is they receive the budget, ask questions, and then approve. It is frustrating for him because as he was coming onto the board and advocating for change. It seems strange to not have enough information to make decisions if the decisions make sense for the district. Director Ward also noted his hopes for the role of the Board in future budget processes, and hoping to receive it earlier. Superintendent Gothard noted that the Board receiving section allocations would not align with guidelines and would undermine the District in the allocation of \$1B. He also noted the new Chiefs within Human Resources and Financial Services, and their work and challenges. They were able to send out budget allocations to sites sooner, and create a dashboard with information, and allow principals to start interviews on May 5th. The team comes together and reflects – to do right for our kids and the community. Engagement and alignment will be a helpful practice in the work between the Board and Administration. Director Ward noted he is excited about how that could look, and how the Board could be more involved in shaping the budget.
- Director Allen agreed with the setting of a new engagement timeline, and it would be helpful to have information before the Board starts to receive emails regarding budget decisions at sites, as well as projected enrollment figures. Chief Sager noted that forecasts are compiled in January of the following year and there is analysis of seat counts in February, and then cohort survival method to determine forecasts. There was also further information provided on allocations to program leaders and principals.
- How much is invested in extracurricular activities and clubs for a strong sense of belonging for students? Response: About \$6.5M is invested in activities and engagement, and there are other items that offset some of the costs. We know activities and programs create engagement and belonging and it is a very important aspect of investment for our students and families.
- Director Ellis noted the investment in transportation in this budget. She also noted information shared in phone calls and conversations and information provided to the Board. She noted the need to understand budgetary decisions and the rationale for them to explain to the community. We need a way to be proactive and not reactive. Response: We can work on ways of finding information and the information that is shared. Examples of changes to the high school master schedule were shared – including the Ethnic Studies requirement and the impact on the schedule and staffing. Director Ellis noted the information that was shared with the Board on Friday regarding the budget, and trying to

piece together the information and asking questions, and understanding the documents and information.

- Director Ellis also noted the impact of a parent affected by budgetary decisions at their school, and the need to be proactive with information, and understanding the how and why and moving forward. She also noted restorative practices and contract language.
- Director Henderson noted that one of the confusing and frustrating aspects was being unable to identify when decision-making was happening, and the wanting to know and share with the community and stakeholder involvement. How have students and families shown up in the budget presented today? Response: Superintendent Gothard shared the number of FTEs and positions that are funded with ARP funding, and some will need to be offloaded in the future when the funds are no longer available, but some have done such compelling work, that we will find a way to continue, which may be at the expense of other areas. One other way is enrollment – we are +48 students, last year it was -469, and that is because of the practices we have in place. He also noted the expansion of PreK, and the impacts on the sections for Phalen Lake. He noted transportation and yellow buses investments, as well as safety. The East African Magnet school is another example, and hearing the demands from the community and positive reactions to this announcement and plan. We want schools to be inviting and physically and academically safe so students can feel like they can be their full authentic selves. It is about value statements, and collective actions.
- Director Kopp thanked her colleagues for the questions and conversation, and asked her colleagues that if they are requesting information or timelines, improved practices, to make a note and to send it to Board administration to collect and share with Administration on information that is needed. She also noted board awareness, and to be mindful of district decision information in conversations in community and to ensure an understanding of that information before sharing to not create confusion, or different information in the community. It would be a helpful practice for the Board, and further conversation on what that could look like, within the Board engagement with the budget. She also noted her personal experience in being a parent and advocating for her child's school. She recommended information on the budget process to create a true sense of understanding of school district funding and the broad process of how it works.
- Director Vue requested information on the unassigned General Fund – which is about \$75M. Response: That is the unassigned fund balance of 5.2% of the total General Fund that allows for flexibility, as opposed to a reserve account. Director Ward also noted that those funds serve as an emergency fund, if for example, the government shut down and there was no funding, as an ability to stay afloat for several months.
- Superintendent Gothard then read a prepared statement, which included information on engagement, collaboration with district leaders and principals, conversations in community about their values and hopes, with students, and our new East African Magnet School. This \$1B budget is an incredible investment in our young people. Next year, with the federal funds expiring, it will be different. He thanked the board members and students, families, and staff for this budget and making decision to get to this point. He appreciates the commitment, and will continue to work together to share with care and equity and student achievement at the forefront.
- Director Ward noted he has gone back and forth on this budget vote, and noted the exciting investments in our students, and advocating since he has been on the Board with our students in mind. At the same time, he is struggling to feel comfortable in voting in favor of this budget, as he did not receive the information requested, such as a detailed budget able to be analyzed and elevated for changes. He also noted a number of requested from community for an alternative budget that eliminated any cuts for staffing which was not received. He intends to vote no in hopes we can schedule a meeting later this month to answer those questions.

BF 33275

FY24 Budget Adoption

MOTION: Director Vue moved the approval and adoption of the Fiscal Year 2023-2024 Proposed Budget as presented. Director Kopp seconded the motion.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes
Director Ward	No
Director Vue	Yes
Director Allen	Yes

D. Action on the Superintendent's Contract

Chair Vue noted at the November BOE meeting, the Board approved a new three-year contract for Superintendent Gothard. This contract was entered into by both the District and Superintendent in good faith and with the best intentions of everyone involved.

In April, an issue was brought to the Board's attention regarding some of the terms regarding deferred compensation and whether those terms were consistent with state law. In reviewing the matter in greater detail and through discussions with Dr. Gothard, we – the Board AND Dr. Gothard – agree that we want make sure that his contract meets all federal and state requirements and that there is no question regarding anyone's intentions or integrity.

QUESTIONS/DISCUSSION:

- Director Ward requested more information on this action. Response: General Counsel Long provided more information, such as tax deferred compensation and the compliance with federal or state law, and the decision to propose changes with respect to deferred compensation in the contract.
- The amount of compensation does not change – it is simply shifting to make it compliant with law? Response: Yes, that is correct.
- There are no changes in so far as the dollar impact to the district or superintendent? It is just aligning with the law as best as possible in trying to fix how it was done previously? Response: Yes, that is correct.

BF 33276 Action on the Superintendent's Contract

MOTION: **Director Vue moved that the contract between the Board and Superintendent Gothard that was approved at the November Regular Meeting of the Board of Education be rescinded and replaced with the contract before you to be dated today. Director Kopp seconded the motion.**

The motion was approved by roll call vote:

Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

10. INFORMATIONAL AGENDA ITEMS

A. Policy Update

1. SECOND READING: Updates to Policies 204.01, 205.00, 206.00 and 210.00
2. SECOND READING: Rescission of Policy 213.00
3. SECOND READING: Adoption of New Policy 214.00
4. FIRST READING: Policy 506.06 Search of Student Lockers, Desks, Personal Possessions and Student's Person

Superintendent Gothard then welcomed staff to present the Policy Update. Background was provided on these policy updates, including the rationale for the proposed changes, an overview of the proposed changes to the selected 200-level policies, and links to the proposed updated language.

For the rescission of Policy 213.00 – Board of Education Professional Development, the rationale for the rescission is that it is redundant to Policy 211.00 – Board Member Development, and that the two paragraphs that compose Policy 213.00 are included in Policy 211.00.

For the proposed new policy 214.00 – Out-of-State Travel for Board Members, there is a requirement by state statute to have a policy on out-of-state travel for board members.

For the first reading of Policy 506.06 – Search of Student Lockers, Desks, Personal Possessions, and Student's Person, the rationale for the proposal of this policy was reviewed, including that the District does not currently have an office Board policy as required per statute and that while this is a new District policy, the adherence is not new.

The purpose of the proposed policy was reviewed, as well as definition of “contraband.” Further information was also provided on lockers and personal possessions with a locker, desks, and personal possessions and student's person.

The full presentations, as well as the proposed changes to each policy, with changes in red, were also included in the BoardBook.

QUESTIONS/DISCUSSION:

- General Counsel Long provided details about the MSBA model policy regarding board member travel, and it was first originated based on the statute in 2005, and then the model policy was also revised in 2009.

C. Envision SPPS: Final Report

Superintendent Gothard then welcomed staff to present Envision SPPS: Final Report. The topics included Evaluation, General Implementation, and New Enrollment Initiatives. The evaluation timeline was shared, as well as evaluation areas and questions, including impact on students and families, sustainability of schools including enrollment, transportation analysis, and success of schools and programs in providing students with a well-rounded education. Further information was also provided on the impact on teachers and instructional staff, including staff retention analysis, principal interviews, and promising practices within school culture and staff cohesion and transition.

Within General Implementation, information was provided on Obama Elementary School and active choice and staff placements, as well as updates for Highwood Hills, LEAP, and Wellstone.

Within New Enrollment Initiatives, information was presented on enrollment and retention campaigns, PreK enrollment, East African Elementary Magnet School and the decision-making process, staff hiring and recruitment, and marketing and recruitment for the new school and program.

QUESTIONS/DISCUSSION:

- Director Foster requested further information on well-rounded education and the analysis of that topic.
- The impacts of transportation were also noted, as well as role of arts, languages, and the ongoing process for evaluating and improvement in those buildings. We now have a basepoint, and looking at our portfolio of schools to be realigned with numbers and moving forward. There is qualitative and quantitative data regarding well-rounded educations, and what does it mean now and how are we moving forward with gauging, assessing, and checking and building capacity.
- Director Kopp requested data on 23-24 projections for enrollment and Envision-affected schools – and wondering if they are stabilizing or shrinking, and data that could be sent to the Board.
- Director Kopp noted the opportunity for Envision impacted schools to look at the FMP 5-Year Plan and understanding those physical changes, and it's important to sit with communities and the great things happening, and there are also schools we are not seeing who have needs and that have arisen out of Envision, and the opportunity to express things important for them in the physical space, so it could be Envision Plus.
- Director Foster requested information on gauging ongoing access and opportunity to build well-roundness and continue to see improvements so all buildings are well-rounded and have opportunities. She also noted the process for this district, staff, families, and students, and well-rounded education and spaces for additional supports and opportunities will be a priority to watch and monitor, as well as the Board to rally behind this work, and community engagement.
- Thanks to Kara Arzamendia and Chief Turner for the presentation.
- Director Vue noted that while Envision may be over, there are still some loose ends, including the move of JJ Hill to the Obama building. There is still an opportunity to hear what is happening with buildings, and with Bruce Vento being re-built and capital projects reports.

D. Student Outcomes Focused Governance: Contract Update

Vice Chair Kopp and Chair Vue then provided information on this item. Since November, the intention has been to bring forward a contract at this meeting to begin the full implementation of Student Outcomes Focused Governance. We have been working diligently with the Council of the Great City Schools and their team. After exploring all possibilities, we were unable to arrive at a contract that both parties could feel good about proceeding with. They are grateful for the participation of this Board, Senior Executive Leadership Team, and others who were instrumental in the trainings, and the work around logic models and the legal aspects with General Counsel. Even during the budget discussion, we heard the language of Student Outcomes Focused Governance, and have noticed an increase in thinking about inputs, outputs, and outcomes. While we are not embarking on this journey at this time, we have built a foundation and common language to spend more time on student outcomes. We may develop our own framework in the future. Thanks to everyone for their participation, even through difficult conversations.

Director Allen thanked the Chair and Vice Chair for bringing this to the Board and opening our minds to the framework. She encouraged board members to look into other options, because while it was unfortunate we were unable to come to an agreement with CGCS, this is best practices for the board to adopt a framework. There is a Saint Paul way to build it for Saint Paul, and to broaden minds around engagement with community to determine what works.

Director Vue noted that even though we were unable to reach an agreement, goals and guardrails are important for our students, and to centralize the work of seven individuals. With the robust discussion around the budget, there were embedded priorities and goals, and ways for the Board to come together to do that work. Even though we were unable to reach a contract with CGCS, this work does continue and moves forward as we look to what our students know and are able to do.

Director Ellis also noted the importance of this work and decisions based on our students. She doesn't believe this was the only way, and we do need a way to move forward and thinking differently about how and what our students are learning, and resources and opportunities to map this work and process.

13. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

- Director Foster requested information on the process for new hires to the district, including onboarding. Chief Pratt-Cook provided details on the progress and information provided to new employees, and the onboarding process. She also noted the process improvement work within Human Resources, and the process and systems changes and focus on the beginning of the school year.
- Director Ellis requested information on training and professional development around mandated reporting. She also requested information on the number of students in Special Education receiving compensatory hours from the past school year, and noted her feedback from community on this issue.
- Director Foster also requested information of current numbers of IEPs and Special Education data, and the alignment with dismissals and suspension rates.

B. Board of Education Reports/Communications

- Director Ellis noted her experience at graduation ceremonies and the Obama 100 Year celebration, and her personal connection to the Obama building. She is curious about the archives of yearbooks and school history, and how we are saving school and community information. She also acknowledged that on June 16th it had been one year since the passing of colleague, Darren Ginther and our thoughts remain of him and his family.
- Director Vue noted the Culturally Relevant Instruction Expo, and encouraged all board members to attend.

14. ADJOURNMENT

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

The motion was approved by roll call vote:

Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

The meeting adjourned at 10:34 p.m.

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

Prepared and submitted by:
Sarah Dahlke
Assistant Clerk, St. Paul Public Schools Board of Education

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

**SPECIAL MEETING OF THE BOARD OF EDUCATION
Administration Office
360 Colborne Street
Saint Paul, MN 55102**

**June 21, 2023
4:30 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:33 p.m. by Director Kopp.

II. ROLL CALL

Board of Education: J. Kopp, J. Vue, U. Ward, H. Henderson, J. Foster, Z. Ellis, C. Allen

Administration: Superintendent Gothard, S. Dahlke

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: It was moved by Director Vue, and seconded by Director Henderson, to approve the order of the agenda. It passed by acclaim.

IV. MOTION TO CLOSE MEETING

MOTION: It was moved by Director Vue and seconded by Director Henderson that the Board of Education close the special meeting and continue the meeting as a closed meeting to discuss the annual performance evaluation of the Superintendent, Joe Gothard, as is provided for by Minnesota Statutes Section 13D.05, subd. 3(a). It passed by acclaim.

V. NEW BUSINESS

The Board of Education and staff discussed the annual performance evaluation of the Superintendent, Joe Gothard, as is provided for by Minnesota Statutes Section 13D.05, subd. 3(a).

VI. MOTION TO OPEN MEETING

MOTION: It was moved by Director Vue to conduct the remainder of this meeting as an open meeting. The motion was seconded by Director Ward. It passed by acclaim.

VIII. ADJOURNMENT

MOTION: It was moved by Director Vue, and seconded by Director Ellis, to adjourn the meeting. It passed by acclaim.

The meeting adjourned at 7:34 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

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

TOPIC: Future Meeting Schedule

2023 Regular Meeting Schedule

Time: 5:30 p.m. (unless noted otherwise)

Location: Conference Rooms A and B – 360 Colborne Street, Saint Paul, MN 55102
(unless noted otherwise)

- January 3, 2023 (Annual Organizational Meeting)
- January 17, 2023
- February 21, 2023
- March 21, 2023
- April 18, 2023
- May 23, 2023
- June 6, 2023 (Special Meeting – Non-Renewals) | 4:00 p.m. | Conference Room 5A
- June 20, 2023
- July 18, 2023
- August 22, 2023
- September 19, 2023
- October 24, 2023
- November 14, 2023
- December 19, 2023

2023 Committee of the Board Meeting Schedule

Time: 4:30 p.m.

Location: Conference Room 5A – 360 Colborne Street, Saint Paul, MN 55102

- January 3, 2023
- February 7, 2023
- March 7, 2023
- April 11, 2023
- May 9, 2023
- June 6, 2023
- August 9, 2023 – Wednesday
- September 5, 2023
- October 10, 2023
- November 8, 2023 – Wednesday
- December 5, 2023

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

DATE: July 18, 2023

TOPIC: Acceptance of Donation from Trust Point Inc. to Maxfield Elementary School

A. PERTINENT FACTS:

1. Maxfield would like to accept a gift of a Book Vending Machine from TPI Foundation
2. The monetary donation is for \$17,978; half of which will be used by Maxfield to purchase a book vending machine and books to fill it.
3. This donation will meet the Districts target area goal of achievement, specifically in reading.
4. This item is submitted by Dr. Leslie Hitchens, Principal, Maxfield Elementary School; and Dr. Adam Kunz, Assistant Superintendent.

B . RECOMMENDATION:

That the Board approve the funds from Trust Point Inc., in the amount of \$17,978, half of which are to be used by Maxfield Elementary School to purchase a book vending machine and books to fill it and that those funds are to be put to code; 19-524-291-000-5096-G501.

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

DATE: July 18, 2023

TOPIC: Acceptance of Gift from Rev. Dr. Darcel Hill

A. PERTINENT FACTS:

1. CDF Freedom Schools would like to accept a gift of \$20,000.00 from Rev. Dr. Darcel Hill.
2. The monetary donation is for \$20,000.00 for CDF Freedom Schools and the Youth Worker Program.
3. This project will meet the District strategic plan focus areas of Effective and Culturally Relevant Instruction.
4. This item is submitted by Kathryn Mommaerts, Community Programs Supervisor; Anthony Walker, Director of Community Education; and Jackie Turner, Executive Chief of Administration and Operations.

B. RECOMMENDATION:

The Board of Education approve the funds from Rev. Dr. Darcel Hill for Youth Workers Program, in the amount of \$20,000, and that those funds are to be deposited into code 04-005-505-321-5040-8503.

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

DATE: July 18, 2023

TOPIC: Open World Learning Community Parent Teacher Organization Donation

A. PERTINENT FACTS:

1. Open World Learning Community Parent Teacher Organization donation is to be used towards field work/fall retreat expenses. These expenses include, but are not limited to: buses, admission fees, supplies, and food/snack items.
2. The donation is \$12,000, and check number 1058. It is to be deposited into account 19-250-291-000-6430-U001.
3. This item will meet the District target area goal of Positive School and District Culture.
4. This item is submitted by Dave Gundale, Principal; Dr. Yeu Vang, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to allow Open World Learning Community School to accept a monetary gift from Open World Learning Community Parent Teacher Organization of \$12,000.00. The money will be deposited into the account, 19-250-291-000-6430-U001.

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

DATE: July 18, 2023

TOPIC: Request for Permission to Accept three Grants from the French-American Cultural Exchange (FACE) Foundation

A. PERTINENT FACTS:

1. The FACE Foundation's Dual Language Fund awards grants for projects that support and expand the burgeoning nationwide network of French bilingual programs in American public schools.

2. Saint Paul Public Schools has received three awards:

Central High School; to support the project "Building program capacity through teacher development and student testing." The goal of this project is to continue professional development for teachers, purchase books, and increase student access to the National French exam, given by the American Association of Teachers of French, and the Diplôme D'études en Langue Française exam, given by the French Ministry of Education. This grant is for approximately \$4,300.

Hidden River; to support the project "Building a Foundation for Independent Learners – Phase 2." The goal of this project is to improve the reading and writing skills of the immersion students in French Language Arts and French Social Studies. This grant is for approximately \$4,000.

L'Etoile du Nord French Immersion; to support the project "Creating a - Francophone Environment for LNFI children." The goal of this project is to strengthen the knowledge and talents of the cultural community experts who are native French speakers to share with students through art, music, and dance. This grant is for approximately \$3,000.

Staff at the schools researched these grant opportunities.

3. Saint Paul Public Schools will serve as fiscal agent for the projects.
4. These projects will meet the District strategic plan goal of Effective and Culturally Relevant Instruction by providing additional resources to strengthen French language curriculum and participation.
5. These are recurring grant-funded projects which will take place throughout the 2023-2024 school year.
6. This item is submitted by Reyna Davila-Day, Grants Assistant; Leah Corey, Innovation Office Director; Stacey Gray Akyea, Chief of Equity, Strategy, & Innovation; and Jacqueline Turner, Executive Chief of Administration and Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept three grants from the French-American Cultural Exchange (FACE) Foundation for funds to support French language programs at Central High School, Hidden River, & L'Etoile du Nord French Immersion; to accept funds; and to implement the projects as specified in the awarding documents.

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

DATE: July 18, 2023

TOPIC: Request for Permission to Submit Grant Applications to Project Lead the Way

A. PERTINENT FACTS:

1. Project Lead the Way (PLTW) is currently accepting grant applications for projects that support initial implementation or expansion of Project Lead the Way programming in K-12 schools.
2. Saint Paul Public Schools Office of College and Career Readiness has prepared applications for funds to implement PLTW programming throughout the district. The goal of this project is for students to develop the STEM skills needed to succeed in the global economy. Staff at the program researched this grant opportunity, and applications were submitted for the following schools: Central High School, Como Park High School, Farnsworth Lower, Farnsworth Upper, Harding High School, Highland Middle, Highland High School, Humboldt High School, Johnson High School, Washington Tech Magnet School, and Saint Paul Public Schools Online High School.
3. Saint Paul Public Schools will serve as fiscal agent for the project. The average grant for each school is approximately \$10,000.
4. This project aligns with the District strategic plan focus area of College and Career Readiness by increasing opportunities for students to envision their future, explore careers and prepare for postsecondary education.
5. These are new grant-funded projects. The project period is 12 months.
6. This item is submitted by Reyna Davila-Day, Grants Assistant; Leah Corey, Innovation Office Director; Stacey Gray Akyea, Executive Chief of Equity, Strategy and Innovation; and Jackie Turner, Executive Chief of Administration and Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit grant applications to Project Lead the Way for the funds to implement PLTW programming across the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: July 18, 2023

TOPIC: Contract between SPPS and Achieve Twin Cities

A. PERTINENT FACTS:

1. The Office of College and Career Readiness seeks to continue our collaboration with Achieve Twin Cities for the operation of Career Pathway Centers. This contract is for year five of an agreement previously approved in SY 19-20, SY 20-21, SY 21-22 and SY 22-23.
2. SPPS is committed to increasing academic achievement for all students and to ensuring that every student who graduates from SPPS is college and career ready. Achieve Twin Cities will partner in this work by providing a Career Pathway Center staff who will:
 - a. support students and families through planning for post-secondary options, including completing applications, the financial aid process, and post-secondary testing
 - b. support college access partners to identify and serve prospective students
 - c. coordinate opportunities for students and families to connect with representatives, including but not limited to 2-year college, 4-year college/university, certificate, apprenticeship, employment, and military options.
 - d. promote and support students to visit post-secondary education/training opportunities
 - e. coordinate career and college exposure opportunities
3. This contract will expire on July 31, 2024.
4. Career Pathway Centers will be available at the following SPPS high schools: Central, Como Park, Creative Arts, Harding, Highland Park, Humboldt, Johnson, and Washington. Expenses shall not exceed \$600,000.
5. This collaborative project will meet the District strategic goal of preparing all students for college, career and life.
6. This item is submitted by Carita Green, Executive Director of College and Career Pathways and School Supports; and Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the contact between SPPS And Achieve Twin Cities for the 2023-24 school year.

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

DATE: July 18, 2023

TOPIC: Contract between Saint Paul Public Schools and Junior Achievement North pertaining to JA BizTown, JA Entrepreneurship Pathway and JA Launch Lessons/Career Speakers Series

A. PERTINENT FACTS:

1. This contract outlines the partnership between Saint Paul Public Schools and Junior Achievement North, pertaining to JA BizTown, JA Entrepreneurship Pathway and JA Launch Lessons/Career Speakers Series.
2. This contract is in place for the 2023-24 school year. All 5th grade students are eligible to participate in JA BizTown curriculum and on-site (or virtual where needed) simulation. Schools will opt in for JA Biz Town. SPPS students will be eligible to participate in other JA programs via their classroom or individual participation.
4. SPPS will pay \$18,006.26 for JA BizTown (\$10.75/ student). The JA Entrepreneurship Pathway and JA Launch Lessons/Career Speakers Series will be provided free of cost to SPPS students and staff.
4. This programming aligns with the District's long-term outcome of preparing all graduates for college, career and life.
5. This item is submitted by Carita Green, Executive Director of College and Career Pathways and School Supports & Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Contract of between Saint Paul Public Schools and Junior Achievement North for the 2023-24 school year.

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

DATE: July 18, 2023

TOPIC: Request For Proposal (RFP) extension No. 23-3660-JG Student Transportation for 2023-2024 School Year

A. PERTINENT FACTS:

1. This RFP establishes the rates for Type III bus routes, field and athletic trips, summer routes, and other transportation services for the 2023-2024 and 2024-2025 school years. The period of the contract is from September 2023 to August 2025.
2. The RFP committee reviewed the proposals and awarded based on specific criteria including an extensive evaluation of vendor performance, operational and safety records, vendor capacity, and price. The RFP also includes the ability to negotiate prices.
3. The RFP is being awarded for the School Year 2023-2024 and 2024-2025 with the ability to extend beyond the 2024-2025 school year.
4. Transportation costs increased an average of 9%
 - The increase is the result of higher wages, and driver retention.
 - Fleet maintenance labor and equipment also contributed to the increase.
 - With a two year contract, the district will have a consistent value to budget with.
5. This supports the District Strategic Goal of aligning resources to district priorities through a safe and efficient student transportation system.
6. Submitted by Benjamin Harri, Director, Transportation; and Jackie Turner, Executive Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (designee) to award contracts based on responses to Request for Proposal No. 23-3660-JG for Type III Student Transportation for School Years 2023-2024 and 2024-2025, with the ability to extend the contracts for two additional years.

Transportation Department
St. Paul Public Schools
261 Chester Street
Saint Paul, Minnesota 55107

EXSUM

Transportation Department TYPE III Student Transportation Contract 23-3660-JG

July 18, 2023

BLUF: The SPPS Transportation Department initiated a Type III RFP in May of 2023. The rates are for the 2023/2024 school year and the 2024/2025 school year. This allows for the stabilization in rates over the course of a two year period. With the amount of Type III transportation companies present, there appears to be no shortage of Type III drivers. Our department believes contracting with several companies will allow us the most flexibility when providing transportation services to our families. We believe in creating opportunity and at the same time creating consistency. The safety of our students is the highest priority, and we have confidence that the contractors we select will demonstrate that belief.

The SPPS Transportation Department has determined that extending the contracts to our current Type III vendors and adding three additional vendors is in the best interest of the school district. Stability with our Type III transportation vendors allows for safety and efficiency in our system. The SPPS Transportation department will continue to route efficiently to minimize the number of Type III vehicles required to transport SPPS students.

Conclusion:

SPPS Transportation supports awarding Type III transportation contracts to the following contractors:

Bille Bus, EZY-Ride4U, Halo, OTS, United, Universal, Rift Valley

Benjamin Harri
Director of Transportation
Saint Paul Public Schools

Contractor Comparison No. 23-3660-JG

Background

- Twenty three vendors were involved in the RFP process for St. Paul Public Schools Type III Transportation. Halo, OTS, Rift Valley, United, and Universal, our current vendors, all were a part of the process. New companies submitting bids included: Adroit, AK Car, ANM Trans., A-Way, Bille, Coherent, CST, Dodola, EverDriven, EZY-Ride4U, Five Star Trans., Frontier Trans., Lake City Trans., Loyal Transit Network, Northwest Trans., Ten Thousand Lake Trans., USA Classic Trans., Valley Oasis Trans.
- All companies had very similar bids. The evaluation team had to carefully consider each company's presentation of their operations. We looked very closely at their structure – safety program, dispatch, training staff, etc. We saw that several put in a great deal of effort toward the bid process.
- To provide the best service for SPPS students, we believe competition to do well amongst the companies will drive them to be safe and efficient.

RFP Process

- Process began by notifying four weeks prior to the proposal submission date. This started May 26, 2023.
- All vendors had the opportunity to meet with the SPPS evaluation team on June 20, 2023.
- Proposals were due June 23, 2023.
- Evaluation Team met on June 30, 2023 to finalize the selections of the RFP.

Evaluation Team

- The evaluation team is comprised of four SPPS transportation employees.
- The evaluation team discussed pros and cons regarding all vendors. It was determined that we would like to add to our current contractor list. This will allow for a broader range of coverage and flexibility when needing to fill transportation needs.
- 120 routes were contracted at the end of SY22-23. At this time there does not appear to be a shortage of Type III drivers in St Paul or surrounding areas. The rates will be locked in for two years. This will allow for a small amount stability for SPPS.

Evaluation Team Proposal

- The evaluation team recommends SPPS extends contracts to the following Type III transportation services providers:

Bille	OTS	Universal
EZY-Ride4U	Rift Valley	
Halo	United	

- Total route coverage will be determined at the start of school year 2023/2024.

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

DATE: July 18, 2023

TOPIC: Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and District Lodge No. 77 International Association of Machinists and Aerospace Workers AFL-CIO, Exclusive Representative for Machinists

A. PERTINENT FACTS:

1. New Agreement is for a three-year period from July 1, 2023, through June 30, 2026.
2. Contract changes are as follows:

Wages: Effective July 1, 2023, the salary schedule increased 2.5% for all classifications. Effective July 1, 2024, the salary schedule increased 2.5% for all classifications. Effective July 1, 2025, the salary schedule increased 2.0% for all classifications.

Longevity Pay: Effective July 1, 2023, employees who have completed five (5) full-time equivalent years of service as of July 1 shall receive an additional \$.20 per hour above the normal hourly rate of pay. Employees who have completed fourteen (14) full-time equivalent years of service with the Employer as of July 1 each year shall receive an additional \$.40 per hour above the normal hourly rate of pay.

Deferred Compensation: Effective July 1, 2024, the District's contribution to a deferred compensation match will increase by \$100 to a maximum of \$1,300 per year for employees hired after January 1, 1996.

Contribution to Cafeteria Plan Credits: Effective January 1, 2024, each eligible full-time employee with single coverage shall receive an increase from \$620 to \$680 per month which may be spent in a District-qualified cafeteria benefits plan. Each eligible full-time employee with family or single+1 coverage shall receive an increase from \$1,295 to \$1,355 per month which they may spend in a District-qualified cafeteria benefits plan. Any dollars remaining from this amount after enrollment in core and optional benefits will be returned to the employee as salary.

3. The District has three (3) regular employees in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2023-2024 budget year: \$307,914
 - in the 2024-2025 budget year: \$312,660
 - in the 2025-2026 budget year: \$318,913
5. This item will meet the District target area goal of alignment.
6. This request is submitted by Patricia Pratt-Cook, Chief Human Resources and Talent Management; Jim Vollmer, Assistant Director of Employee and Labor Relations; Daniel Wells, Labor Relations Manager.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those machinist employees in this school district for whom District Lodge No. 77 International Association of Machinists and Aerospace Workers AFL-CIO, is the exclusive representative; duration of said Agreement is for the period of July 1, 2023 through June 30, 2026. 42

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

DATE: July 18, 2023

TOPIC: Community Action Partnership Head Start and St. Paul Public Schools
Memorandum of Understanding

A. PERTINENT FACTS:

1. Community Action Partnership Head Start and the St. Paul Public Schools will enter into a partnership that spans across student enrollment, early childhood screening, early childhood special education and kindergarten transition.
2. Community Action Partnership Head Start and the St. Paul Public Schools have a long history of partnership. The Memorandum of Understanding will facilitate ongoing partnership.
3. The Memorandum of Understanding will be in effect for two years.
4. See attached Executive Summary.
5. This project will meet the District strategic plan long term outcome of improving kindergarten readiness.
6. This item is submitted by Lori Erickson, Assistant Director; Craig Anderson, Executive Director; and Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into this partnership.

EXECUTIVE SUMMARY

Bottom Line Up Front

The St. Paul Public Schools and Community Action Partnership Head Start have defined a two year partnership that clarifies the roles of the collaboration.

Background Information

The St. Paul Public Schools and Community Action Partnership have a strong, collaborative relationship. The partnership is intended to include children ages Birth-5 participating in the Head Start or Early Head Start Program and the St. Paul Public Schools Early Childhood Programs.

The partnership spans across key multiple St. Paul Public School departments.

Highlights include:

Early Childhood Screening:

St. Paul Public Schools Early Childhood Screening (ECS) staff collaborate with Head Start when students enroll in the district. Head Start staff complete early childhood screening required within 90 days of Pre-K enrollment and share the results with SPPS in an electronic format. ECS provides Head Start information and applications to families as an early education opportunity.

Early Childhood Family Education:

Early Childhood Family Education will collaborate with Head Start to provide parent education and hold events for educational purposes, such as literacy nights. ECSE will share information on openings in 3 year old classes for students that are unable to attend Head Start.

Early Childhood Special Education:

Early Childhood Special Education (ECSE) provides services to students ages 3 to kindergarten entrance who have Individual Education Program plans and are enrolled in Head Start. For children ages Birth to 3rd birthday, ECSE collaborates with Early Head Start to coordinate home based services. ECSE staff provide inclusive services in Head Start sites located within district boundaries. ECSE and Head Start leaders collaborate on offering professional development, problem solving and coordination of services. An ECSE representative serves on the Head Start Mental Health team to assist with referrals to special education. ECSE staff encourages and supports families in applying for Head Start before the child's 3rd birthday to promote timely transition to an early learning classroom. ECSE students must meet Head Start eligibility criteria to enroll. SPPS provides transportation for ECSE students when Head Start is unable to transport.

Title One/Homeless:

Project REACH staff will refer families to Head Start programs when appropriate. We collaborate and communicate with the Head Start staff to problem solve transportation,

enrollment, and scholarship application issues for families experiencing homelessness and housing insecurity.

Student Placement:

Student Placement Center (SPC) staff provide annual language specific school choice presentations to nine groups of parents highlighting the enrollment process and timelines.

**Memorandum of Understanding Between
Community Action Head Start (HS) and Saint Paul Public Schools (SPPS)
August 2023-August 2025**

This agreement establishes the collaboration between Community Action Partnership Head Start and Saint Paul Public Schools. The agreement outlines the responsibilities and commitments of each party. It is not meant to be all-inclusive and can be altered with agreement of both parties at any time. This agreement is intended to include children ages Birth-5 participating in the Head Start or Early Head Start Program and Saint Paul Public Schools Early Childhood Programs.

To the extent this agreement requires or permits sharing of private or confidential data about students between Community Action Head Start and Saint Paul Public Schools, no such private or confidential data will be shared unless the Parties receive consent from the relevant parent/guardian in a manner consistent with the law.

Saint Paul Public Schools Early Childhood Screening:

Early Childhood Screening (ECS) is a program that helps to identify health and developmental needs of young children before they enter Kindergarten. The screening includes vision, hearing, height, weight, development, speech, and review of health and immunization information. The screening is required by law

<https://www.revisor.mn.gov/statutes/cite/121A.16> for entrance into Kindergarten in Minnesota Public Schools.

Saint Paul Public Schools Early Childhood Family Education:

The mission of Early Childhood Family Education (ECFE) is to strengthen families through education and support of all parents in providing the best possible environment for the healthy growth and development of their children. ECFE provides parent education and early childhood education. Saint Paul families can attend ECFE weekly classes, Family Literacy programs or receive home visiting services. The Minnesota Statute that guides Early Childhood Family Education is Minnesota Statute §124D.13.

Saint Paul Public Schools Pre-Kindergarten Program:

The Pre-Kindergarten Program provides education for children the year before kindergarten to prepare them for school success. Classes focus on teaching children to see themselves as capable learners, develop reading, writing and math skills, and work well with other children and adults.

Saint Paul Public Schools Early Childhood Special Education:

Early Childhood Special Education (ECSE) in the St. Paul Public Schools provides special education services to children from ages birth to kindergarten in home, community and school-based early childhood programs, and ECSE classrooms located in elementary schools. Children are eligible for services based on a special education evaluation. Early Childhood Special Education Services are provided in accordance with the Federal Law

IDEA 2004, Part B and Part C, <https://www2.ed.gov/about/offices/list/oseo/oseo-idea.html> , Minnesota Rule 3525.1350 Infant and Toddler Intervention Services <https://www.revisor.mn.gov/rules/?id=3525.1350> and Minnesota Rule 3525.1351 Intervention Services: Ages Three Through Six Years. <https://www.revisor.mn.gov/rules/?id=3525.1351>

Title I Homeless, Project REACH: The Title I Homeless Program, Project REACH, is a shelter and street based program that promotes school stability and academic success of children experiencing homelessness. The program identifies children and provides direct enrollment assistance to early childhood programs to families experiencing homelessness. The staff in this program can provide families with information and application assistance for all early childhood prekindergarten programs in Ramsey County and Saint Paul Public Schools, and/or refer to neighborhood ECCE programming sites. Programming and parent education support are provided for families at two transitional housing locations serving families experiencing homelessness. Families experiencing homelessness can also receive assistance with school supplies which include books, backpacks, crayons, and early childhood learning tools. We also provide referrals to community based organizations such as: medical clinics, eye clinics, food shelves, housing navigators, mental health clinics and others.

Community Action Head Start and Early Head Start

Head Start and Early Head Start offer comprehensive early care and education programming to help prepare children for school as well as services to support parenting skills, self-sufficiency and leadership skills for parents/guardians. Head Start also has a strong nutrition and health component requiring all children to be up-to date on immunizations, working towards having a medical home, and maintaining Minnesota State Early and Periodic Screening, Diagnostic and Treatment (EPSDT) Well Child and Teen Check-up requirements.

Early Head Start serves pregnant women and children birth - age three. Children are age eligible for Head Start on the third birthday. Families must meet the income requirements per the Head Start Performance Standards. Foster children, families experiencing homelessness and families receiving public assistance (Supplemental Nutrition Assistance Program (SNAP), Minnesota Family Investment Program (MFIP) and Supplemental Security Income (SSI) are categorically eligible. Head Start provides a variety of program options to meet the needs of families in the community. Program options are outlined below.

Early Head Start (Home Based):

Ages served: pregnant parents and children birth-age 3

Schedule: September- August, weekly home visits 1.5 hours, 2 group socializations are offered monthly

Community Action Center-Based Head Start (Part Day Part Year) option:

Ages served: children ages 3-5

Schedule: September- May, Monday- Thursday, 8:00- 11:30 or 1:00-4:30.

Community Action Center-Based Head Start (Extended Day) option:

Ages served: children ages 3-5

Schedule: September- June, Monday- Thursday, 8:00 a.m.- 3:30 p.m or 9:00-4:30 (depending upon location).

Community Action Center-Based Head Start and Early Head Start Full Day Full Year option:

Ages served: children ages 6 weeks- 5 years

Schedule: September- August, Monday- Friday, 7:30 a.m.-5:30 p.m. or 7:00-5:30 (depending upon location)

Note: This program option requires that families qualify for additional funding from a supplementary source (such as Child Care Assistance Program (CCAP) or Pathway I Scholarships). This option provides working families or those in school or in search of employment with the benefits of high-quality care and education for their child as well as comprehensive Head Start services.

Community Action Center-Based Child Care Partners:

Community Action Head Start partners with three community child care providers to offer additional Head Start services in community based sites. Partner sites include Wilder Child Development Center, Montessori American Indian Childcare Center and Community Child Care Center.

Ages served: children ages 3- 5 years,

Schedule: September- August, Monday- Friday

Note: This program option requires that families qualify for additional funding from a supplementary source (such as CCAP or Pathway I Scholarships). This option provides working families or those in school or in search of employment

with the benefits of high-quality care and education for their child as well as comprehensive Head Start services.

Note: Community Action Head Start also partners with Fraser to offer therapeutic preschool services for children who have a mental health diagnosis.

Community Action Center-Based Early Head Start/Agape High School Site:

Community Action Head Start partners with Agape High School to provide six center-based Early Head Start classrooms to serve teen parents that attend Agape High School as well as some community slots.

Ages served: children 6 weeks- 3 years

Schedule: September- August, Monday- Friday with a home visiting option for some parents during the summer

Note: This program option requires that families qualify for additional funding from a supplementary source (such as CCAP or Pathway I Scholarships). This option provides working families or those in school with the benefits of high-quality care and education for their child as well as comprehensive Head Start services.

Community Action Head Start Mixed Delivery Sites:

Ages served: 4 years old

Schedule: September- June, Monday- Friday

Community Action Head Start partners with Highwood Hills Elementary, Expo for Excellence Elementary, and Eastern Heights Elementary funding 80 preschool Head Start spots to be served within 8 SPPS PreK classrooms.

Elements of Program	Head Start	The District
1. Coordinate educational activities	Initiate and host meetings with school district personnel to include decision- makers from Head Start and ECSE, ECFE, Pre-K and Kindergarten representatives for the purpose of coordinating elements contained within this agreement to the maximum extent possible in an effort to	Saint Paul Public Schools will send representatives from the appropriate departments and fully participate in joint meetings and work cooperatively with appropriate Management from various departments in Head Start (depending on the coordination of activity or process), to fulfill the intent of this agreement.

	ensure all children are afforded a high quality early childhood education that meets their individual needs and facilitates a smooth transition into kindergarten.	
2. Share information about preschool programs (Head Start and the LEA's) with the public.	Families residing within the boundaries of the St. Paul Public Schools (SPPS) who apply for Head will receive information about early childhood education programs offered through SPPS. The Head Start Enrollment Department will refer all over income families to SPPS. MS§21A.126	In an effort to maximize placement of preschool children In educational opportunities, SPPS will share with families living within the boundaries of the Saint Paul Public Schools (SPPS), information about the early childhood education programs offered by Head Start.
3. Selection priorities (service target groups) to maximize the opportunities.	Head Start will review its approved enrollment selection criteria with the identified SPPS departments. Head Start services are offered to families with incomes that are at or below 100% of the federal poverty guidelines. Some slots are also available for families with incomes above 100% of the federal poverty guidelines. Head Start will encourage the school district departments to refer income eligible children to Head Start	In an effort to maximize the number of preschool children participating in educational opportunities, SPPS will share with family's information about the early childhood education programs. offered by Early Head Start and Head Start:
4. Collaboration with Child Find	Head Start and SPPS will work together to conduct early childhood screenings, and to identify children with special education needs. Head Start will refer children who are over income to the Early Childhood Screening program of the SPPS district. Head Start and SPPS are	The school district and Head Start will work together to conduct early childhood screenings and identify as early as possible children with special educational needs. The school district

	<p>committed to early identification and intervention to assume the best possible outcomes for children.</p> <p>Early Head Start and SPPS will work together to identify as early as possible infants and toddlers with special educational needs.</p>	<p>provides, as mandated by the state (MSI 2JA,16), the Early Childhood Screening program for all children ages 3-5 who reside within the school district boundaries. Screening provided by Head Start meets the requirement for all children to be screened one time prior to kindergarten entrance.</p> <p>Head Start and the school district are committed to early identification and intervention to assure the best possible outcome for children ages 0-5.</p>
5. Establishing service area	<p>Head Start offers services to 0 to 5 year olds from income eligible families living within Ramsey County. Priority goes to families with the greatest need as outlined in the program's enrollment selection criteria.</p>	<p>Saint Paul schools provide services to children living within the Saint Paul Public Schools boundaries.</p> <p>Students eligible for ECSE services who live outside of St. Paul can open enroll and receive services at St. Paul Head Start locations.</p>
6. Offering joint training for staff and parents	<p>Whenever possible, Head Start will make training opportunities available to SPPS Early Childhood staff, as appropriate. The agenda of the annual meeting(s) will include alignment of Head Start and SPPS initiatives, including training and planning for the following school year (See Element I above).</p>	<p>Whenever possible, SPPS will make training opportunities available to Head Start, as appropriate.</p> <p>SPPS Early Childhood Special Education (ECSE) will provide training to Head Start on the referral and</p>

		assessment process for IFSP and IEP for children with special educational needs.
7. Coordinating Technical Assistance	<p>Head Start and the school district will work collaboratively, sharing resources and expertise as needed. The agenda of the meeting will include alignment of Head Start and SPPS initiatives in planning for the following school year (See Element 1 above).</p> <p>Head Start and the school district will work collaboratively and proactively on problem solving for student success through regular meetings with program leaders.</p>	<p>Head Start and the school district will work collaboratively, sharing resources and expertise as needed. The agenda of the meeting will include alignment of Head Start and SPPS initiatives in planning for the following school year.</p> <p>Head Start and the school district will work collaboratively and proactively on problem solving for student success through regular meetings with program leaders.</p>
8. Procedures for the following:		
A. Referral for Special Education evaluations	Head Start will facilitate the evaluation of all Community Action Head Start children with suspected special education needs by referring them in a timely manner to the SPPS Early Childhood Special Education team. Early Head Start will refer children ages birth to 3 years to Help Me Grow or through a mutually agreeable process. Written parent permission will be obtained by Early Head Start staff when staff are referring children for evaluation for Special Education.	SPPS ECSE will conduct timely evaluations of Early Head Start/Head Start children who are referred to Help Me Grow or directly to SPPS due to suspected disability. SPPS ECSE will secure parental consent to release of information with Early Head Start/Head Start staff for EHS/HS children who are being evaluated by SPPS for special education eligibility.
B. IEP/IFSP Meetings and Placement Decisions	Early Head Start/Head Start will fully participate in the IEP/IFSP process with parental consent. Head Start and Early Head Start will also support the parent	With parental consent to release information, SPPS will invite and inform Early Head Start/Head Start staff of IEP/IFSP planning meetings, and collaborate on

	participation in the IEP/IFSP process.	an ongoing basis in an effort to provide the least restrictive environment for children with special needs.
C. Ongoing Collaboration Efforts for Children With Special Needs	<p>Early Intervention Specialists, Head Start and Early Head Start classroom teachers, and Early Head Start Family Support Specialists, under the supervision of the Head Start Early Intervention Services Manager, are responsible for incorporating the IEP/IFSP goals into weekly lesson plans, and for conducting on-going child assessments and monitoring the progress of each child in the program. Head Start and Early Head Start will implement the IFSP/IEP in the regular education classroom and support families in the implementation in home settings.</p> <p>Head Start and Early Head Start will ensure there is frequent and ongoing collaboration between Head Start staff and SPPS ECSE staff.</p>	<p>SPPS will provide support to Head Start and Early Head Start teachers and Early Head Start Home Visitors in implementing educational strategies to meet goals in Head Start and Early Head Start classrooms for those children who have an IEP/IFSP and receive center based services and home based services. SPPS special education staff will be responsible for providing IEP services within the Head Start/Early Head Start classroom or home to meet the IEP/IFSP goals. SPPS will ensure there is frequent and ongoing collaboration between Head Start/Early Head Start staff and SPPS ECSE staff including regular consultations between staff for the purposes of monitoring progress and planning appropriate classroom interventions.</p>
9. Collaboration on Transition plans (including children with special needs)	<p>Family Advocates and CECs will plan one Family Fun Event per year at each Head Start site that is focused on Kindergarten registration. Information about SPPS School Choice will be provided and Family Advocates will support families in registering for Kindergarten.</p>	<p>SPPS Early Learning leadership will provide Kindergarten spring enrollment events (Open House, Registration, Family Fun Nights) information to Head Start no later than May 1 of each year.</p>
A A written Transition Plan will be developed in collaboration with SPPS that outlines comprehensive	<p>Head Start staff will work with SPPS staff in developing a written Transition Plan that addresses collaborative</p>	<p>SPPS staff from Placement, ECSE, and Early Childhood Screening will participate in the development of a</p>

transition policies and procedures that support children transitioning.	activities that will offer support to children transitioning from Head Start to Kindergarten. This plan will be reviewed and updated, as needed, annually.	transition plan for Head Start children who are transitioning to Kindergarten. This plan will be reviewed and updated, as needed, annually.
<p>B. Systematic Procedures for transferring Head Start program records to appropriate SPPS location (with parent consent)</p> <p>The Head Start application includes parental consent to share information with the school district.</p>	<p>Head Start has developed an effective process for transferring HS program records for each child scheduled to attend SPPS. These records are released with parental consent.</p> <p>Head Start staff send “End of Year Home Visit Forms” and Teaching Strategies Gold assessment data to SPPS Student Placement at the end of the school year (June) for Head Start children who will be attending Kindergarten within SPPS in the fall. Head Start has written permission from parents to release this information.</p> <p>Head Start staff send early childhood screening reports for children who will be transitioning to an SPPS kindergarten in the fall to SPPS Early Childhood Screening. Head Start has written permission from parents to release this information.</p>	<p>SPPS Staff from Placement, ECSE, and Early Childhood Screening have collaborated with HS in establishing an effective process for receiving HS records for each child scheduled to attend SPPS for Kindergarten.</p> <p>SPPS receives Head Start end of year student data. Data is entered into Campus. Early Learning leadership will alert Administrators and Kindergarten teachers of the Head Start data.</p> <p>SPPS Early Childhood Screening receives early childhood screening reports for Head Start children transitioning into an SPPS Kindergarten.</p>
C. End of Year Head Start assessment data is shared with District	Head Start staff will electronically transfer TS Gold assessment data to SPPS for children. This information can be used by the LEA Kindergarten teachers to help them get to know and prepare for Head Start children transitioning into their classrooms. Head Start staff are also available to LEA	SPPS Early Learning staff will alert administrators and Kindergarten teachers of Head Start flag in Campus. The Head Start flag will highlight the kindergarten student’s Head Start end of year assessment data.

	Kindergarten teachers to discuss the needs of individual Head Start children with parent permission.	
D. Collaboration of supporting parents with limited English speaking skills in understanding the instructional program that the LEA will be offering their child, as well as their rights to an equal education for their child, if appropriate.	Transition related materials will be translated into the dominant languages of transitioning children and their families. Interpreters are made available to speak to the family about the transition to Kindergarten in their home language.	SPPS will make District resources available to support parents with limited English speaking skills in understanding the programs available to their child.
E. Transitioning children with special education needs	<p>Early Head Start/Head Start staff will participate in transition planning for EHS/HS children receiving SPPS Special Education services.</p> <p>Head Start will collaborate on an ongoing basis in an effort to provide the least restrictive environment for children with special education needs.</p>	With parental consent to release information, SPPS will invite and inform Early Head Start/Head Start staff in IEP/IFSP planning meetings and collaborate on an ongoing basis in an effort to provide the least restrictive environment for children with special needs.
F. Establishing regular communication with the McKinney Vento Homeless Liaison	The ERSEA Manager will maintain regular contact with the McKinney Vento Liaison and share recruitment materials. Children and families experiencing homelessness will be prioritized for Head Start services.	SPPS will identify staff who are responsible for coordinating services and referral to Head Start for children ages 0-5 who are eligible for the McKinney-Vento Homeless Act
G. Alignment between Head Start and SPPS regarding Head Start Child outcomes and their alignment with MN Early Learning Standards for the purpose of developing shared expectations entering kindergarten	Head Start Child Outcomes and the MN Early Learning Standards will be reviewed on an annual basis at the spring meeting of the Community Action Partnership Head Start Education Advisory Council. Each LEA will be invited to participate on this Council and give input into the process of review.	SPPS will send a delegate to the Community Action Head Start Education Advisory Council meetings and be prepared to give input into the Head Start child outcomes and how they align with the Minnesota Early Learning Standards and Kindergarten readiness for SPPS.
The following outlines the		

terms of inclusive programming being offered for children with an IEP through SPPS in Head Start classrooms located in St. Paul:		
<i>Overall Programming:</i> The Head Start program will operate under the Head Start Performance Standards, MN Department of Human Services Child Care Centers Rule 3 Licensing and State Statutes, Head Start Education Philosophy, Family & Community Partnership Philosophy and Health Related Services Philosophy.	Children enrolled in Early Head Start/Head Start will receive the full complement of Early Head Start/Head Start services at no cost to the family and the School District. Head Start staff will support the implementation of the IEP/IFSP goals for children with special educational needs with the support of SPPS Special Education teachers and staff. IEP/IFSP goals will be addressed and incorporated into the weekly lesson by individualizing each child's learning needs. Any services related to the IEP/IFSP over and above typical Head Start comprehensive services will be provided by the school district.	Parents with children who are eligible for special education services will be encouraged to fully participate in the parent involvement component of the Head Start program. The school district is responsible for developing and providing services on IFSP/IEPs. IFSP/IEP goals will be addressed and incorporated into classroom lesson planning through regular collaboration with Head Start and ECSE staff.
School District and Community Action Head Start will work collaboratively to enhance the services provided by both programs. Through this collaboration, the following services will be provided:	Early Head Start/Head Start Children who are receiving SPPS ECSE services will be required to follow Head Start enrollment and health requirements. Head Start staff will assure that parents/legal guardians have signed the Consent for Release of Information form for Early Head Start/Head Start children who are participating in SPPS ECSE programming prior to releasing or exchanging information about such children with SPPS staff.	Early Head Start/Head Start children who are referred to SPPS ECSE for evaluation will be assigned a MARSS number by SPPS if not already created. The school district staff will support Early Head Start/Head Start children who are receiving SPPS ECSE services in accessing the general education curriculum. SPPS staff will ensure that parents/legal guardians have

		signed the Consent for Release of Information form for Early Head Start/Head Start children who are participating-in SPPS ECSE programming prior to releasing/exchanging information about such children with Head Start staff.
<i>Administration:</i> Both the school district and Head Start will be responsible to supervise their program components and coordinate efforts and communication between the two programs.	Head Start Center Education Coordinators will support the SPPS staff who provide services to children at the Head Start center. The Early Intervention Services Manager will provide administrative support. The Center Education Coordinators will work in conjunction with the School District ECSE Assistant Director and assigned ECSE Program Manager to coordinate schedules to foster Head Start/ECSE staff collaboration, and to address any concerns.	<p>The appropriate ECSE Assistant Director and Program Manager will provide supervision to the assigned school district staff and will collaborate with the Head Start Center Education Coordinator to ensure special education services are delivered.</p> <p>The placement of an SPPS paraprofessional in a Head Start site is based upon students IEP needs and data. Teams will complete an SPPS_Paraprofessional Agreement form to guide the instructional responsibilities of each staff member and for a specified length of time and is not a guarantee for the entire school year. District administration allocates staffing within budgetary guidelines and follows labor agreements. A paraprofessional agreement form will be provided to the Early Intervention Specialist and the Early Intervention Services Manager.</p>
<i>Facility:</i> The classrooms	Head Start Staff will complete	Classrooms with school

(indoors and outdoors) will be maintained in a safe and clean manner that complies with the <i>MN</i> Department of Human Services Child Care Centers Rule 3 Licensing regulations and State Statutes Head Start Performance Standards.	regular health and daily safety checklists at the classrooms for the period of time that facility is in use. Center Education Coordinator will ensure that routine cleaning duties and facility maintenance occurs.	district staff assigned will perform classroom duties along with the Head Start staff maintaining a clean and safe environment for all the children in the classroom.
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<p>Education Program: Head Start/Early Head Start classrooms use the Creative Curriculum and Teaching Strategies Gold (TS Gold). Head Start will screen children using the Minneapolis Preschool Instrument (MPSI) and the Devereux Early Childhood Assessment (DECA) screening tool. Early Head Start uses the Ages and Stages Questionnaire (ASQ). Children who do not pass the screenings and/or are suspected to have a delay or disability will be referred to Help Me Grow or directly to the district. Individual programming according to the IEP/IFSP for children who are eligible, will occur for children with special learning needs through adapting the curriculum to address their IEP/IFSP goals.</p>	<p>Head start staff will implement the educational program, in conjunction with school district staff, as outlined in the Education Philosophy and Early Childhood Manual, according to Performance Standards and MN Rule 3 Licensing. All children enrolled in Head Start will receive an on-going assessment by Head Start teaching staff with checkpoints three or four times per year (depending upon program option) using Teaching Strategies Gold.</p> <p>Head Start will make the Teaching Strategies Gold assessment data for children in referral or receiving ECSE services available to SPPS Special Education staff.</p>	<p>SPPS ECSE staff providing services in Head Start classrooms will support the implementation of the Head Start educational program. School District staff will be responsible for developing and implementing an IEP/IFSP in collaboration with Head Start staff, that includes accommodations and modifications to allow students to fully participate in the Head Start program. ECSE licensed staff may assist in gathering Teaching Strategies Gold assessment data for students with IEPs. ECSE licensed staff direct the work of ECSE paraprofessionals.</p> <p>Evaluation and IEP progress monitoring data gathered by SPPS ECSE staff will be shared with the relevant Head Start staff if parental consent to exchange information is obtained.</p>
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<p>Program Eligibility: Children eligible for Head Start services are living within Ramsey County and meet the program's age and income eligibility guidelines. Transportation may be offered according to the Head Start transportation guidelines depending upon service area. The staff to child ratio will be guided by the Minnesota Care Centers Rule 3 licensing regulations and State Statutes, and Head Start Performance Standards.</p>	<p>Head Start will be responsible for recruiting and enrolling Head Start eligible children. Head Start will assist parents in completing the program application. Head Start staff will be responsible for keeping the Head Start seats full. Head Start will make appropriate referrals for special education services if a delay or disability is suspected.</p> <p>Head Start may enroll children with an identified disability who are over income.</p>	<p>School District staff will support the recruitment and enrollment of Head Start eligible children.</p> <p>School District staff will be responsible for responding to referrals of children suspected of having a delay or disability in a timely manner.</p>
<p>Calendar: The program will follow the calendar for Head Start.</p>	<p>Head Start program and services will follow the regular Head Start calendar.</p> <p>Head Start will consider the SPPS calendar when developing their calendar. Head Start will share their calendar with SPPS.</p>	<p>Children receiving Special Education services at Head Start will follow the regular Head Start calendar. IEP/IFSP services cannot be offered at the center when Head Start is not open. SPPS staff follow the SPPS calendar days for Pre-K.</p>
<p>Meal Service: The Head Start nutrition program will be followed and family style meals will be served in the classroom. The Head Start menu for breakfast, lunch and snack will be used in all classrooms. The CACFP program will be used to support this aspect of the program for those children qualifying.</p>	<p>Head Start will assume the financial responsibility for providing meals and snacks for all Head Start children.</p>	<p>SPPS ECSE staff will provide interventions, accommodations and modifications as determined by student needs to promote student success in participating in family style meals.</p>
<p>Transportation: Head Start will transport Head Start enrolled children who live within the Head Start bus route and dually enrolled children who live on the Head Start bus route.</p>	<p>Whenever possible, Head Start will offer transportation to children who reside or attend Head Start in Ramsey County. Due to budget constraints, and limited transportation workforce issues, transportation is not guaranteed and families must</p>	<p>For children with disabilities, specialized equipment for transportation will be provided by SPPS if not available from Head Start. If transportation is not available from Head Start, SPPS will consider the need for special transportation for</p>

	live within the bus route, which changes from year to year due to changing enrollment.	ECSE students in order to meet FAPE.
Supplies/Resources: Head Start will provide the daily supplies for general classroom operation and will work with the school district in acquiring supplies that address the individual needs of a child with an IEP.	Head Start will be responsible for ordering all classroom/center supplies. The teaching teams will determine what supplies are needed and will make their requests to the program through the Center Education Coordinator.	SPPS teaching staff, in conjunction with Head Start staff, will determine additional specialized equipment or instructional materials needed to meet the individualized needs of children with IFSPS/IEPs. Specialized equipment or materials for children with special needs (example adapted seating) will be supplied by SPPS ECSE. Specialized equipment will be returned to SPPS at the end of the year or when a student leaves the program.
Record Keeping: Records on all children will be kept according to the requirements outlined in the Head Start Education Philosophy as required by the school district.	Head Start staff will keep required records on all children enrolled in Head Start and will support school district staff in tracking IEP goals for children with special needs. Head Start staff will assist in the collection of ECSE assessment data for all children in their classrooms.	SPPS ECSE licensed staff will maintain up to date student special education records and will take the lead on data collection for progress monitoring of IEP goals. SPPS ECSE paraprofessionals will collect student data as directed by licensed staff.
Student Insurance:	Head Start carries liability insurance which covers the building, Head Start students and volunteers while they are engaged in Head Start sponsored activities.	SPPS carries liability insurance. SPPS staff are covered by SPPS insurance while engaged in the course and scope of their employment.
Substitutes: Whenever deemed necessary and in accordance with the Head Start Performance Standards and MN Department of Human Services Child Care Rule 3 Licensing regulations and State Statutes, a substitute will cover absences.	Head Start will provide substitutes when a Head Start staff person is absent.	The school district will provide a substitute ECSE licensed educator or paraprofessional when deemed necessary for an individual child who receives special education services in a Head Start classroom. SPPS will provide substitutes to the extent possible.

Signatures/Date:

Sonia Gass
Community Action Partnership of Ramsey and Washington County Executive Director

Nicolee Mensing
Senior Director, Head Start and Early Head Start

Lori Erickson
Pre-K Program Assistant Director

Sarah Zielinski
Early Childhood Special Education Assistant Director

TBD, ECFE Supervisor

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

DATE: July 18, 2023

TOPIC: Request to Enter into the Saint Paul Children's Collaborative Agreement

A. PERTINENT FACTS:

1. The Saint Paul Children's Collaborative's mission is to mobilize the influence and resources of the city, county, school district, and community to improve outcomes for young people in Saint Paul ages birth to 18 years, or high school graduation or birth to age 21 years for young people with disabilities.
2. The Saint Paul Children's Collaborative was first established pursuant to Minnesota Statutes 124D.23 and 471.59 in a Joint Powers Agreement signed by the Saint Paul Independent School District #625, City of Saint Paul, Ramsey County and Community Action Partnership in 2004.
- 3.. The Minnesota Department of Human Services is requiring the original 2004 Joint Powers Agreement be updated to correct some changes in organizational names and clarification of several other sections, with no substantive changes to the Agreement, or any change to the costs of administering the Collaborative.
4. This Agreement is entered into by and among the City of Saint Paul; Ramsey County Board of Commissioners (including Social Services, Saint Paul-Ramsey County Public Health, and Community Corrections Departments); Saint Paul Independent School District #625; and Community Action Partnership of Ramsey & Washington Counties.
5. This Agreement has been entered into by the Parties for the purpose of coordinating the Representatives in the activities of the family services collaborative and for meeting the requirements of Minnesota Statute 124D.23. Activities shall include policy development, planning, and advocacy.
6. This Agreement shall be effective when it's adopted by all Parties and shall continue in full force and effect until terminated by the Parties.
7. The Parties agree to establish an Integrated Fund for the purposes of helping provide an integrated service system and funding additional supplemental services. The Integrated Fund will be used to purchase supports, interventions, and services for children and families in the focus population; to coordinate the provision of supports, interventions, and services; and to operate the Collaborative. The Fund shall contain dollars contributed by the Parties to support operations of the Collaborative. Those contributions shall not be less than \$50,000 from Saint Paul Independent School District #625 each fiscal year from budget code 01-005-134-000-6305-0000.
8. This project will meet the District strategic plan focus area of Family and Community Engagement.
9. This item is submitted by Dana Abrams, Director, Family and Community Engagement and Jackie Turner, Executive Chief of Administration and Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into the Saint Paul Children's Collaborative Agreement for the purpose of coordinating the Representatives in the activities of the family services collaborative and for meeting the requirements of Minnesota Statute 124D.23.

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

DATE: July 18, 2023

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

A. PERTINENT FACTS:

1. Community Action Partnership of Ramsey & Washington County - Head Start and Saint Paul Public Schools desire to enter into a lease agreement at the Belvidere building, located at 271 Belvidere Street East.
2. The administration is agreeable to lease space to Head Start.
4. Terms and conditions of the Lease Agreement include the following:
 - a. The lease term will be twelve (24) months commencing July 1, 2023 and terminating June 30, 2025, with a two (2) one (1) year extension options.
 - b. The District will lease approximately Three Thousand One Hundred Eighteen (3,118) square feet of dedicated space at 271 Belvidere Street East to Head Start.
 - c. Rent for this term shall be Five Thousand One Hundred Eighteen and 72/100 Dollars (\$5,118.72) monthly. Revenue will be applied to debt service.
3. This lease agreement meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
4. This item is submitted by Tom Parent, Executive Director of Operations and Administration, and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATIONS:

That the Board of Education authorize the execution of the Lease Agreement between the District and Head Start at the Belvidere building, located at 271 Belvidere Street East.

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

DATE: July 18, 2023

TOPIC: Partnership and Regrant Agreement between Saint Paul Public Schools and The Trust for Public Land

A. PERTINENT FACTS:

1. The Trust for Public Land (TPL) was awarded a grant from the McNeely Foundation to undertake a community schoolyard project, and is regranting a portion of the grant to the District for a schoolyard project at Eastern Heights Elementary School.
2. TPL is a non-profit organization that create parks and protects lands for people, ensuring healthy, livable communities for generations to come.
3. The District and TPL will partner to improve the schoolyard at Eastern Heights in a manner that centers health, equity and climate.
4. The term of the Agreement will commence upon execution and continue through September 30, 2023.
5. TPL will regrant the District the sum of \$25,000 to implement outdoor capital improvements at Eastern Heights.
6. This project aligns with the District strategic plan focus area by aligning resource allocation to District priorities.
7. This item is submitted by Tom Parent, Executive Director of Operations and Administration, and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the execution of the Partnership and Regrant Agreement between the District and The Trust for Public Land for outdoor capital improvements at Eastern Heights Elementary School.

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

DATE: July 18, 2023

TOPIC: Community Action Partnership Head Start and St. Paul Public Schools Memorandum of Understanding.

A. PERTINENT FACTS:

1. Community Action Partnership Head Start and the St. Paul Public Schools will enter into a mixed delivery partnership that supports Pre-K expansion (80 seats) at the following sites: Eastern Heights, EXPO for Excellence and Highwood Hills.
2. Community Action Partnership Head Start and the St. Paul Public Schools have a long history of partnership. The Memorandum of Understanding will facilitate ongoing partnership.
3. The Memorandum of Understanding will be in effect for one year.
4. See attached Executive Summary.
5. This project will meet the District strategic plan long term outcome of improving kindergarten readiness.
6. This item is submitted by Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into this partnership.

EXECUTIVE SUMMARY

Bottom Line Up Front

The St. Paul Public Schools and Community Action Partnership Head Start will enter into a mixed delivery partnership increasing Pre-Kindergarten enrollment by 80 seats at the following sites: Eastern Heights, EXPO for Excellence and Highwood Hills.

Overview

The St. Paul Public Schools and Community Action Partnership Head Start will enter into a mixed delivery partnership that will provide access to high quality Pre-Kindergarten programming to an additional 80 children in the city. The mixed delivery partnership will provide:

- Pre-Kindergarten programming taught by district licensed teachers and paraprofessionals.
- Head Start family services such related to student health and family advocacy.

In total, up to 80 additional new Pre-K students will be served at three locations, doubling the number of available Pre-K seats at each school:

Site	SY22-23 Current Pre-K Sections	SY23-24 Additional Pre-K Sections	Total increase in Pre-K Capacity
Eastern Heights	1	2	+20 students
Highwood Hills	1	2	+20 students
EXPO	2	4	+40 students

- These locations were selected based on their **proximity to the greatest Pre-K** needs in the city and their capacity for additional students.

**AGREEMENT BETWEEN
SAINT PAUL PUBLIC SCHOOLS
And
HEAD START**

This Agreement (“**Agreement**”) is entered into between Independent School District No. 625, Saint Paul Public Schools (the “**District**”) and Community Action Partnership of Ramsey and Washington Counties, a Minnesota non-profit corporation (“**Head Start**”). The District and Head Start may be referred to throughout this Agreement as a “**Party**” in the singular, and “**Parties**” when both are referenced, as the context requires.

RECITALS:

A. The District is an independent school district organized under the laws of the State of Minnesota with its principal administrative office located at 360 South Colborne Street, Saint Paul, Minnesota 55102.

B. The District serves approximately 35,000 students in the City of Saint Paul, with a mission to inspire students to think critically, pursue their dreams and change the world. In addition, the District desires to improve Kindergarten readiness through high-quality Pre-Kindergarten programming.

C. Head Start is an early childhood program operating under Community Action Partnership of Ramsey and Washington Counties, a Minnesota non-profit corporation with a corporate office address of 450 North Syndicate Street, Saint Paul, Minnesota 55104.

D. Head Start is an early childhood program that provides high quality Pre-Kindergarten programming for eligible families with children between the ages of three to five years. The Head Start mission statement is: “To eliminate poverty, offer support, and deconstruct the systems that cause and perpetuate economic disparities for people in our community.”

E. In furtherance of their respective goals, the Parties wish to partner with each other pursuant to Minnesota Statute 124D.151, subdivision 3, to establish and implement a mixed-delivery, high-quality, publicly-funded voluntary Pre-Kindergarten program that includes strategies for recruitment, contracting, and monitoring of fiscal compliance and quality programming pursuant to the following terms and conditions:

AGREEMENT:

NOW THEREFORE, in consideration of the mutual promises and covenants contained in this Agreement, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

- 1.0 Notice to Head Start.** No contract with the District shall be effective until it has been executed by the person(s) authorized and required to sign the Agreement pursuant to the District’s Contract Signature Authority Matrix, as may be amended and in effect at the time of contracting. All contracts with a total dollar value of \$175,000.00 or more require the approval of the District’s Board of Education (“**BOE**”) before such contract shall be effective and binding on the District. Signatures by authorized District representatives and BOE approval, when required, shall be conditions precedent to the lawful formation of this Agreement.
- 2.0 The Program.** The Parties hereby agree, pursuant to Minnesota Statute 124D.151, subdivision 3, to establish and implement a high-quality, publicly-funded voluntary Pre-Kindergarten program that includes strategies for recruitment, contracting, and monitoring of fiscal compliance and quality programming (the “Program”).
- 3.0 Term.** The term of this Agreement shall be from the date of the last signature below (“Effective Date”) until June 30, 2024 (the “Term”), unless earlier terminated or extended as set forth in this Agreement.
- 4.0 Extension.** The Parties may agree to extend the Term of this Agreement for four (4) successive periods of one (1) year each, provided that the Parties agree in writing to any such extension period at least sixty (60) days prior to the expiration of the then current term. Any such extension shall be on the same terms and conditions as specified in this Agreement.
- 5.0 Scope of Parties’ Services.** In furtherance of the Program identified above, the Parties shall perform the following services, as well as the services identified in the attached Addendum (the “**Services**”):
- 5.1 The District shall:**
- 5.1.1** Enroll and make reasonable efforts to retain eligible students for the Program according to the contracted number of funded slots.
 - 5.1.2** Ensure all staff successfully pass a Background Study in accordance with the District’s background check procedures and the requirements set forth in Section 1302.90 (b) of the Head Start Program Performance Standards prior to interaction with any students.
 - 5.1.3** Provide parents with an orientation to the school, the Program philosophy, daily schedule, parent involvement expectations, and rules and regulations including complaint and problem resolution procedures.
 - 5.1.4** Provide families with high-quality educational services, employing staff that meet the requirements of the Minnesota Department of Education, Head Start Performance Standards, and the 2007 Head Start Act.
 - 5.1.5** Ensure families have input and choices regarding opportunities for parent involvement and education.

- 5.1.6** Cooperate with Head Start staff to deliver Head Start services to enrolled families.
- 5.1.7** Follow the District's approved school-year calendar.
- 5.1.8** Offer at least one annual home visit with each Head Start student. The major purpose of the home visit is to partner with families in establishing goals related to the growth and development of the child. Education home visits must be initiated and carried out by the classroom teacher. The second required home visit will be conducted by Head Start staff.
- 5.1.9** Host at least two (2) parent-teacher conferences each school year.
- 5.1.10** Adhere to Head Start Performance Standards (*major points are highlighted in the Addendum*), the 2007 Head Start Act and other pertinent regulations and directives from the Office of Head Start.
- 5.1.11** Upon request, provide Head Start with transcripts and a copy of the District's Teachers and Paraprofessional Training for all teachers and paraprofessionals who work with Head Start students. Staff must meet the qualifications according to the Federal Head Start Performance Standards and the 2007 Head Start Act.
- 5.1.12** All teachers who provide direct services to Head Start students will continue to participate in the District's Teacher Development & Evaluation program.
- 5.1.13** Continue to use the District's Early Childhood Learning Instructional Coach to ensure that District processes and coaching for assessing all education staff to determine strengths, areas of needed support, and identifying staff that would benefit most from intensive coaching, as outlined in 1302.91 (c) of the Head Start Performance Standards.
- 5.1.14** Require each teacher working with Head Start students to attend at least 15 clock hours of professional development each year. Provide Head Start with a copy of these training records as requested.
- 5.1.15** Pre-K Leadership shall attend regular meetings with Head Start, as requested.
- 5.1.16** Cooperate with monitoring, site visits, technical assistance, and training as individually determined for continuous improvement and any necessary correction or improvement requirements.
- 5.1.17** Submit and maintain documentation associated with contract fulfillment, including but is not limited to, student menus (monthly), annual completion of Head Start Program Information Reports ("**PIR**"), and student assessment data.
- 5.1.18** Document daily attendance and submit enrollment information to Head Start on a weekly basis.
- 5.1.19** Provide Head Start with a copy of each enrolled student's current immunization and physical records in accordance with the Child and Teen Check-up schedule.
- 5.1.20** Head Start students shall be supervised by District staff at all times of the day.

- 5.1.21 District shall provide transportation for Head Start students. Transportation will be arranged by the District and coordinated directly with the parents.
- 5.1.22 District staff will comply with District's Employee Handbook, including but not limited to, the Code of Conduct

5.2 Head Start shall:

- 5.2.1 Provide the District with training and technical assistance on Head Start goals, objectives, and performance standards, as needed.
- 5.2.2 Maintain full enrollment within 30 calendar days of any vacancy. Provide ongoing recruitment efforts, as needed.
- 5.2.3 Conduct an orientation with parents regarding the Head Start philosophy, services, and activities during the application and enrollment process.
- 5.2.4 Provide monitoring of Head Start Performance Standards (major highlights are included in the Addendum), report on results, and develop correction and improvement requirements.
- 5.2.5 Provide toothbrushes and toothpaste for all students.
- 5.2.6 Create schedules for documentation submissions.
- 5.2.7 Provide consultation on the Head Start Performance Standards to School Principals and classroom teachers.
- 5.2.8 Provide information, instructions, and forms needed to document in-kind matching funds, if requested.
- 5.2.9 Offer opportunities for additional parent involvement and education through invitations to events at nearby Head Start center locations, if requested.

6.0 Compensation for Services: Compensation for the Services identified in this Agreement will be as follows:

- 6.1 The District shall be compensated based on student enrollment, rather than on per diem attendance. District is eligible for payment provided that a student attends at least one school day during the billing month. Billing will be based on enrollment and attendance for the prior month. Payment will be remitted to the District within 30 days following receipt of invoice.
- 6.2 Head Start shall pay District for up to 80 students in the Program during each Term at the rate of up to \$8,500 per year per student (i.e. \$850 per month per enrolled student slot from September 2023 - June 2024).
- 6.3 Head Start will reduce the number of contracted slots allocated to the District if the District is unable to maintain 80 student slots.

7.0 Consent Release of Information and Provide Services. The Parties shall cooperate to ensure that all appropriate Consent to Release Information protocols are in place

between the Parties and consents for Head Start to provide services within a District building are completed.

8.0 Evaluation, Reporting and Information Requirements. The Parties agree as follows:

- 8.1** The District shall timely furnish Head Start with additional demographic, programmatic and financial information regarding Head Start students as required for effective management of Services and/or to respond to funding or regulatory agencies. The District shall furnish such information within a reasonable period, as requested and in accordance to regulations.
- 8.2** The District shall properly and accurately maintain enrollment, fiscal, attendance, personnel, daily lesson plans, IEPs, and other records sufficient to document that the District has met the performance requirements of this Agreement. Upon request and to the extent permitted by law, these records shall be subject to review by authorized Head Start agents and appropriately authorized legal or regulatory authorities.
- 8.3** Each Party shall maintain its financial records for a minimum of three (3) years after the last day of Services, provided that a Party may, by furnishing written notice during the Term, request a reasonable extended retention period to allow completion of audits by such Party, its regulatory bodies, or funders.
- 8.4** The Parties may duplicate, use and disclose in any manner consistent with the provisions of the Data Privacy restrictions, all data delivered under this Agreement.
- 8.5** Each Party may evaluate the performance of the other Party under the provisions of this Agreement at any time. Each Party reserves the right to authorize independent evaluations at its own expense as outlined in the Addendum. The parties agree to act in good faith to resolve any areas of concern or non-compliance.
- 8.6** Each Party agrees to furnish the other Party with service and financial reports in a format requested by the other Party within twenty-five (25) days of the end of each calendar quarter, per request.

9.0 Effort and Supervision. Each Party will devote best faith, commercially reasonable efforts to effectively perform the Services under this Agreement. The Parties shall fulfill their responsibilities under this Agreement independent of direct day-to-day supervision by the other Party.

10.0 Criminal Background Checks. Head Start shall, at Head Start's expense, conduct national criminal background checks for all its employees, contractors, staff members, or agents ("**Head Start Personnel**") who will have contact with the District's students, families and staff. If Head Start Personnel is found to have a conviction, the Executive Chief of Talent Acquisition and Retention for the District shall be notified. Such notification shall be sent by US Mail or courier and include the following information on company letterhead: (i) the name of the Head Start Personnel; (ii) the proposed work assignment; (iii) proposed work location; (iv) the contact person for Head Start; and (v)

a copy of the background report. The District's Executive Chief of Talent Acquisition and Retention will review the criminal background report and inform Head Start whether or not the Head Start Personnel in question will be allowed to provide Services to the District under The Program.

- 11.0 Non-exclusivity.** Nothing in this Agreement shall be construed to require exclusivity of Services. The District and Head Start shall have the right to contract with and provide Services to any other third parties.
- 12.0 Taxes.** Each Party is solely responsible for its own respective federal, state, and local income taxes in connection with this Agreement.
- 13.0 Expenses.** Unless otherwise specifically identified herein, Head Start and the District shall be solely responsible for their own respective expenses, including but not limited to, the cost of offices and facilities, license and permit fees, meals, travel expenses, lodging, entertainment, computers, software, electronic devices, tools and equipment, printers, internet connection, email service, telephones, office supplies, materials, staff, insurance premiums, including but not limited to workers' compensation, business liability, automobile, medical, disability and life insurance, items of general business, and all other expenses incurred in the course of performing the Services.
- 14.0 Independent Contractor.** The Parties enter into this Agreement as, and shall continue to be, independent contractors. Each Party shall act in accordance with this status and shall not, nor shall its employees or representatives, hold itself out as an employee or agent of the other Party. Under no circumstances shall either Party or their respective employees or agents look to the other Party as their employer, or as a partner, agent, or principal. Nothing in this Agreement shall be construed to constitute Head Start as the partner, employee, or agent of the District. Nothing in this Agreement shall be construed to constitute District as the partner, employee, or agent of Head Start. Neither party has any authority to bind the other in any respect and neither party shall make any representations, express or implied, that it has any authority to act for or to bind the other Party in any way.
- 15.0 Worker's Compensation.** Each Party shall procure and maintain workers' compensation insurance coverage for all staff during the term of this Agreement. Neither party nor its employees and representatives shall be entitled to, nor shall they make any claim for, any benefits accorded to the other party's employees, including workers' compensation.
- 16.0 No Fringe Benefits.** Head Start agrees and acknowledges that Head Start and its employees and assistants are not entitled to any benefits that the District may provide to the District's own employees. Head Start, for itself and Head Start's employees and assistants, hereby irrevocably waives the right to receive or participate in such employee benefits. The District agrees and acknowledges that District and its employees and assistants are not entitled to any benefits that Head Start may provide Head Start's own

employees. The District, for itself and the District's employees and assistants, hereby irrevocably waives the right to receive or participate in such employee benefits.

17.0 Compliance with Law. Each Party shall comply with all federal, state, and local laws, rules, regulations, ordinances, decrees, and orders relating to or in carrying out the terms of this Agreement. These requirements include, but are not limited to, all applicable health, fire, and program licenses, zoning requirements, certification of staff and staff training during the Term of this Agreement, including the Head Start Performance Standards. If requested, each Party shall provide the other Party with documentation of compliance with all applicable licensing and other regulations, including requirements for corrective action.

17.1 Each Party shall comply with the reporting requirements of maltreatment of minors as described in Minnesota Statute Chapter 260E. Notwithstanding any term to the contrary, failure to maintain health and safety standards and/or to endanger a child through negligence or failure to follow appropriate requirements for reporting suspected child abuse may be cause for immediate suspension or termination of this Agreement. Notwithstanding any other provision of this Agreement, revocation of any applicable local or state license by either Party shall be cause for immediate termination of this Agreement.

17.2 Head Start shall provide consultation to the District regarding program deficiencies or violations of Head Start Performance Standards and, except for deficiencies noted above, Head Start may permit a reasonable period of time for the District to achieve compliance with applicable requirements. Head Start shall provide the District a written statement of any required corrective requirements for improvement and the District shall respond to Head Start on corrective actions taken in writing.

17.3 Head Start shall provide the District with the Head Start Performance Standards and Guidance and an advance copy of any evaluation tool used to conduct formal evaluation of the Program. The District may appeal differences of opinion regarding Head Start's interpretation or application of Head Start Performance Standards to Head Start's Director or Executive Director.

18.0 Permits; Licenses. The Parties shall each secure and maintain any and all permits, licenses, and consents necessary to carry out the terms of this Agreement.

19.0 Non-Discrimination. No persons shall, on the grounds of race, color, religion, age, sex, sexual orientation, disability, marital status, public assistance status, creed, national origin or other protected class, be excluded from full employment rights in, participation in, be denied the benefits of or be otherwise subjected to discrimination under any program, service or activity under the provisions of any and all applicable federal and state laws against discrimination of the Civil Rights Act of 1964. If, during the Term of this Agreement, or any extension thereof, a Party discovers that the other Party has violated any applicable rules, regulations, laws, ordinances, or has engaged in discriminatory

practices, the other Party may terminate this Agreement as provided by the Termination Provision of this Agreement at Paragraph 25 below.

20.0 Insurance. Head Start will maintain the following insurance:

SPPS ISD 625 INSURANCE REQUIREMENTS

Saint Paul Public Schools- ISD 625 requires that the following minimum insurance requirements be met by entities entering into contracts with ISD 625 – Saint Paul Public Schools.

Coverage		Limits
Commercial General Liability	\$1,000,000	Each Occurrence
	\$300,000	Damage to Rented Premises Each Occurrence
	\$1,000,000	Personal and Advertising Injury
	\$2,000,000	General Aggregate Per Project
	\$2,000,000	Products & Completed Operations Aggregate
	Additional Insured Status Waiver of Subrogation	
Business Automobile Liability (AI)(WS)	\$1,000,000	Combined Single Limit
	Additional Insured Status	
	Waiver of Subrogation	
Workers' Compensation (WS) Employer's Liability	Statutory	
	\$500,000	Accident Limit
	\$500,000	Disease – Policy Limit
	\$500,000	Disease – Person Limit

(Statutory Coverage as required by state in which the work is to be performed. If you are self-employed with no other employees, a qualified self-insured, or not required to carry Workers' Compensation, you must submit a letter stating this, or a copy of your certificate of self-insurance.)

Umbrella/Excess (Must be on follow-form basis)	\$1,000,000	Per Occurrence
	\$1,000,000	Aggregate
	Additional Insured	
	Waiver of Subrogation	

All policies to be purchased from a carrier licensed to do business in the state of Minnesota and carry a Best Rating of A-VII or better.

Certificate Description of Operations area must identify project. Additional insured status applies to completed operations as well.

Certificates of Insurance must be on file at Saint Paul Public Schools – ISD 615, prior to start of work. A current certificate is required at all times – including the Completed Operations term. Renewal certificates are to be provided 30 days prior to expiration of certificate on file.

Direct writers may use own proprietary form for providing proof of insurance is the ACORD 25 Certificate form with attached copies of additional insured and waiver of subrogation endorsements.

Certificates to be submitted to:

Saint Paul Public Schools – ISD 625
Purchasing/Business & Financial Affairs
360 Colborne Street
St. Paul, MN 55102

Note: If any subcontractors or sub-subcontractors are used, they must also meet these insurance provisions.

- 21.0 Indemnity.** The District shall indemnify and hold harmless Head Start, its officers, agents, and employees from and against any and all costs, damages, expenses, losses and claims including but not limited to reasonable attorney's fees, arising out of or resulting from the performance of this Agreement, to the extent caused in whole or in part by the negligent acts or omissions of the District, a subcontractor, or any volunteers. Head Start shall indemnify and hold harmless the District, its officers, agents, and employees from and against any and all costs, damages, expenses, losses and claims including but not limited to reasonable attorney's fees, arising out of or resulting from the performance of this Agreement, to the extent caused in whole or in part by the negligent acts or omissions of Head Start or anyone employed by Head Start. **Nothing in this Agreement shall constitute a waiver by either Party of any statutory limits or exceptions to liability.**
- 22.0 Intellectual Property.** Unless expressly provided by this Agreement, each Party acknowledges that it shall not acquire any intellectual property rights under this Agreement in the products, services, or associated materials of the other, and all rights therein are strictly reserved.
- 23.0 Minnesota Government Data Practices Act Compliance.** The Parties agree that data created, collected, received, stored, used, maintained, or disseminated in the provision of Services under this Agreement may be governed by the Minnesota Government Data Practices Act and that the Parties shall comply with any obligations thereunder. In the event either Party receives a request to release the data referred to in this Section, that Party must promptly notify the other Party. The Parties shall work together to determine whether the data should be released to the requesting party before the data is released. The Parties acknowledge that civil remedies of Minn. Stat. § 13.08 apply to the release of the data by either Head Start or the District. Unless otherwise specified in this Agreement, the District will not disclose to Head Start any private educational data until the District and Head Start enter into a separate data-sharing agreement regarding such disclosure. To the extent the Parties agree upon a data-sharing agreement, that agreement shall be incorporated into this Agreement as **Exhibit C.**
- 24.0 Termination.** This Agreement shall remain in full force and effect from the Effective Date until terminated as follows:
- (a) at any time upon the mutual written consent of the Parties;
 - (b) by either Party by giving sixty (60) days' prior written notice to the other Party;
 - (c) by either Party following ten (10) days after written notice of material breach and opportunity to cure, provided the breaching party has not sufficiently cured the noticed material breach within such ten (10) day period;
 - (d) Immediately pursuant to any violation as set forth in Paragraphs 17.1, 17.2, 18, or 19 above.
 - (e) upon the completion of the Services;
 - (f) the expiration of the then current Term.

- 25.0 No Liability for Termination.** The rights of termination provided in Section 24.0 of this Agreement are absolute and the Party terminating in accordance with such Section shall not be liable to the other for damages of any kind, including but not limited to, incidental, consequential, special, exemplary, or punitive damages; damages for loss of prospective business or loss of continuing business; lost profits; or damages which otherwise arise due to a termination in accordance with the provisions of this Section. This does not relieve either Party, however, from actual damages caused by its breaches of this Agreement, and any and all surviving obligations under this Agreement.
- 26.0 Force Majeure.** If either Party fails or is unable to fulfill its obligations hereunder (other than an obligation for the payment of money), when such failure is due to an act of God or other circumstances beyond its reasonable control, including but not limited to fire, flood, civil commotion, riot, war (declared or undeclared), pandemics, governmental mandates, revolution or embargoes, strikes, labor disputes and/or shortages, or such similar events and circumstances, then said Party's performance shall be excused for the duration of such event and for such a time thereafter as is reasonable to enable the Party to resume performance under this Agreement, provided however, that such Party shall notify the other Party within Two (2) business days of the force majeure event and shall minimize damages and resume performance as soon as practicable. If performance is unable to be completed due to time sensitivity or other circumstances beyond the control of the non-fulfilling Party, the Parties shall enter into an amendment relating to completion of Services, if possible, but if not possible, then termination of this Agreement. In the case of either Termination or delay, Head Start shall still be responsible to pay for all Services rendered and incurred through the date that notice is received or the final day Services were rendered (whichever is earlier).
- 27.0 Severability.** Whenever possible, each provision of this Agreement shall be interpreted in such a manner as to be effective and valid under applicable law, but if any provision contained in this Agreement, or the application thereof, shall be held illegal, invalid, or unenforceable, this Agreement will be interpreted and enforced as if the illegal, invalid, or unenforceable provision had never been a part of this Agreement and there will be added, as part of this Agreement, a provision as similar in terms to the illegal, invalid, or unenforceable provision as may be possible and still be legal, valid, and enforceable under applicable law. In such event, the remaining provisions of this Agreement will remain in full force and effect.
- 28.0 Entire Agreement.** This Agreement and its expressly identified Addendum constitute the complete and final agreement between the Parties concerning its subject matter, and supersede all prior negotiations, agreements, and understandings between the Parties concerning its subject matter. No waiver, amendment, or modification of this Agreement shall be effective unless in writing and signed by the Party against whom the waiver, amendment, or modification is sought to be enforced.
- 29.0 Assignment.** A Party shall not assign any rights or obligations under this Agreement without the prior written consent of the other Party and any purported or attempted assignment shall be void *ab initio*.

- 30.0 Construction.** This Agreement shall be construed as having been negotiated and jointly drafted by the Parties through “arms-length” negotiations, and shall not be construed against either Party based upon either Party being deemed the drafter of the Agreement or being deemed the Party with superior economic power or sophistication.
- 31.0 Governing Law; Venue.** The validity, interpretation, construction, performance, breach, enforcement, and remedies of or relating to this Agreement, and the rights and obligations of the Parties to this Agreement, shall be governed and construed in all respects by the substantive laws of the State of Minnesota (without regard to the conflicts of laws principles of Minnesota or any other jurisdiction that might result in the application of other law). The Parties agree that all disputes regarding the validity, interpretation, construction, performance, breach, enforcement, and remedies of or relating to this Agreement may be brought in the state courts situated in the County of Ramsey, State of Minnesota or the federal court situated in the District of Minnesota (the “**Minnesota Courts**”). The Parties consent and submit to the personal jurisdiction of the Minnesota Courts, hereby waive any objections they may otherwise have to personal jurisdiction or venue in the Minnesota Courts, and agree that the Minnesota Courts are a convenient forum for the resolution of any disputes arising under this Agreement.
- 32.0 Notices.** Any notice or other communication provided for by this Agreement must be in writing and will be deemed given or delivered when personally delivered or when deposited in the United States mail, certified or registered, return receipt requested, postage prepaid and properly addressed, or by recognized overnight courier, next day delivery, charges prepaid, or if given by facsimile, upon evidence of transmission of facsimile, followed by registered or certified mail, addressed to the intended recipient as follows:

If to District:

Lori Erickson
Assistant Director
Office of Teaching and Learning
Saint Paul Public Schools
1930 Como Avenue
Saint Paul, MN 55108

AND

Office of General Counsel
Saint Paul Public Schools
360 Colborne Street
Saint Paul, MN 55102

If to Head Start:

Nicolee Mensing
Senior Director, Head Start and Early Head Start
450 North Syndicate Street,
Saint Paul, Minnesota 55104

AND

Ailana T. McIntosh
Hellmuth & Johnson PLLC
8050 West 78th Street
Edina, MN 55439

[Signature Page Immediately Follows]

ACCEPTED AND AGREED by the Parties as of _____, 2023 (the “Effective Date”).

DISTRICT:

Independent School District No. 625, Saint Paul Public Schools

(Please note signature authority by dollar amounts)

_____	_____	_____
<i>Saint Paul Public Schools</i>	<i>Title</i>	<i>Date</i>
<i>Above signature required for contracts to \$174,999.99.</i>		
<i>REQUIRED for ALL Contracts. Contracts from \$3,500.00 for schools/\$5,000.00 for Departments/Programs to \$174,999.99 also requires District issued Purchase Order.</i>		
<i>Valid Signatories Only:</i>		
<i>Superintendent, Chief Financial Officer, Controller or Purchasing Manager (or formal designee). Or any valid signatories listed in box below</i>		

_____	_____	_____
<i>Saint Paul Public Schools</i>	<i>Title</i>	<i>Date</i>
<i>Above Signature required for any contract over \$175,000.00</i>		
<i>REQUIRED for all Contracts \$175,000.00 and over, also requires District issued Purchase Order.</i>		
<i>Board Approval, (attach Board Agenda Item) list Board Agenda Date: _____</i>		
<i>Valid Signatories Only:</i>		
<i>Board Chair or Superintendent (or Designee as outlined on Board Agenda Item (attached)), Chief Financial Officer, Controller, or Purchasing Manager.</i>		

HEAD START

_____	_____	_____
<i>Head Start Signature</i>	<i>Title</i>	<i>Date</i>

<i>Head Start Printed Name</i>		

<i>Federal Tax ID# or Social Security Number – Attach W-9 (Mandatory in order to process payment)</i>		

<i>Phone Number (include area code)</i>		

<i>Fax Number (include area code)</i>		

<i>Email Address</i>		

**ADDENDUM TO AGREEMENT BETWEEN
SAINT PAUL PUBLIC SCHOOLS
And
HEAD START**

Description of Services – Head Start Program

Head Start Duties	Independent School District No. 625 Duties (the “District”)
ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT and ATTENDANCE (ERSEA)	
Identify and recruit Head Start eligible families for partnership slots. Obtain documents from families necessary for Head Start application and eligibility determination. Refer families on the Head Start waitlist who do not meet one of the four eligibility categories (income eligible, public assistance, foster care, or homelessness) in need of preschool to the school district.	Identify and refer potentially eligible Head Start/ District partnership families to the Head Start Enrollment team to maximize enrollment opportunities. Refer families on the Pre-K waitlist in need of preschool to Head Start.
Determine Head Start eligibility and process completed application materials in a timely manner to maintain full enrollment of funded slots. Children must be Class Age 4 (4 years old on or before September 1) to be eligible for this program option.	Forward Head Start applications and eligibility supporting documents to Hs-Apps@caprw.org within one (1) business day of receipt.
	Notify Enrollment Specialist of a Head Start/ District partnership child’s first day of attendance within one day.
Enter attendance into ChildPlus after receiving information from the District. The Family Advocate will assist with follow up to attendance concerns (after 2 consecutive absences without notice or if overall attendance falls below 90%).	Record attendance within one (1) hour of the student’s scheduled start time. Contact families for any unexplained absences within 1 hour of the class start time. The School Clerk will follow up on any absences or attendance issues by contacting the family and sharing information with the Family Advocate.
	Inform Head Start Enrollment staff if a student will be absent for more than 15 consecutive school days (3 weeks).
Fill vacant slots within 30 calendar days (when slots become vacant during the school year). Head Start will drop a child from their enrolled spot when a child has missed school with no contact from the family for two weeks and at least six contact attempts have been made and documented on the ChildPlus Attendance tab.	The Student Placement Center will timely inform the Head Start team of students leaving the Program.

Support the discussion of finding appropriate placement alternatives for the student referrals, or any related additional support for the student and their family.	The program may not expel, suspend, or unenroll a Head Start student because of the family or child's behavior.
HEALTH	
Provide consultation, as requested, in establishing procedures and practices to respond to medical and dental health of students	Establish and maintain procedures and practices which respond to medical and dental health of students.
Collect Health History at registration. Communicate regularly to ensure completion of medical and dental examination information for students. Support families, as needed, in getting up-to-date on childhood immunizations with Vaccination Catch-Up Plan and to secure medical/dental appointments.	Provide Head Start with a copy of current physical records within 30 days of enrollment, if this documentation and written consent to share is provided by family. Physical should include examination notes, health and developmental history, vision and hearing screen, age-appropriate immunizations, and appropriate lab tests (including blood level).
If hearing and vision screening information is not included in the physical or previously completed by District staff, schedule screenings for students, once per year, at each school location.	Provide a quiet, dim room for screenings completed by Head Start staff. Release student hearing and vision screenings records to Head Start on a regular basis so students are not double-screened, provided Parental written consent has been obtained.
Provide toothbrushes, toothpaste, and toothbrush holders as necessary for all classrooms serving Head Start students. Provide training on facilitating toothbrushing methods in the classroom.	Ensure daily toothbrushing with students, 1x per day, on a routine basis.
Follow-up with applicable families, as needed, about student health concerns.	Provide reasonable accommodations in the classroom to allow the inclusion of students with chronic, ongoing health needs in the center. Ensure all students receive medications that are required, while at school, as needed. Ensure medication is stored out of reach of children. Complete training on handling, storage, administration, and record of medication administration. The District will follow its medication administration procedures and practices.
Provide wipes and pull-ups, as needed.	Utilize diapering materials provided by Head Start for students, as needed.
	Ensure nap and/or rest time is offered daily to all Head Start students, at a minimum of 30 minutes.
Provide opportunities to families to learn about health topics, such as, preventative care, emergency first aid, environmental hazards, health and safety	Distribute health education resources, and inform families of opportunities to learn about health topics.

practices for the home, healthy pregnancy, vehicle and pedestrian safety.	
CHILD HEALTH AND SAFETY	
Provide collaboration on existing safety manuals, protocols and policies and monitor to ensure Head Start Performance Standard are satisfied	Ensure all facilities serving students are: clean and free from pests, free from pollutants, hazards and toxins that are accessible to children and could endanger children's safety; designed to prevent child injury and free from hazards; well lit, including emergency lighting; equipped with safety supplies that are readily accessible to staff, including, fully-equipped and up-to-date first aid kits and appropriate fire safety supplies; free from firearms or other weapons that are accessible to children; have separate toileting areas from areas for preparing food, cooking, eating, or children's activities; and, kept safe through an ongoing system of preventative maintenance.
Provide training on risk reduction and injury prevention, as requested.	Staff with regular child contact will be provided initial orientation training within three months of hire on the following: prevention and control of infectious disease; administration of medication, consistent with standards for parental consent, prevention and response to emergencies due to food and allergic reactions; building and physical premises safety, including identification of and protection from hazards, bodies of water, and vehicular traffic; prevention of abusive head trauma and child maltreatment; recognizing and reporting child abuse and neglect; emergency preparedness and response planning for emergencies; handling and storage of hazardous materials and the appropriate disposal of biocontaminants; First Aid and cardiopulmonary resuscitation (CPR).
Obtain parent/legal guardian authorization for health and developmental procedures administered in the program, as needed.	Share policies for health emergencies with families that require rapid response on the part of staff or immediate medical attention.
Provide training materials for parent and child safety education and awareness, as needed.	Distribute health and safety materials and make appropriate referrals, as needed.
Provide training, as requested related to health and safety prevention and response.	<p>Ensure safety procedures exist regarding the following topics: emergencies, fire prevention and response, protection from contagious disease, and a disaster preparedness plan.</p> <p>Notify Head Start of substantial health and safety incidents/accidents with a Head Start student, including: a serious injury (needing any medical or dental care by a provider) or death, allergic reaction requiring treatment, anytime EMS or fire personnel is called to the building, any lapse in supervision of</p>

	children, missing children, improper medication administration or child maltreatment that occurs
Provide Head Start's Active Supervision policy and procedure and train staff on implementation, as requested.	<p>Follow District's supervision policy.</p> <p>Notify Head Start of substantial health and safety incidents/accidents involving a Head Start student including: a serious injury (needing any medical or dental care by a provider) or death, allergic reaction requiring treatment, anytime EMS or fire personnel is called to the building, any lapse in supervision of students, missing students, improper medication administration or child maltreatment that occurs.</p>
NUTRITION	
Provide consultation by Head Start's Nutrition and Oral Health Coordinator, as requested.	<p>Design and implement nutrition services that are culturally and developmentally appropriate, meet the nutritional needs of and accommodate the feeding requirements of each students, including students with special dietary needs or disabilities.</p> <p>Ensure each students receives meals and snacks that provide $\frac{1}{2}$ to $\frac{2}{3}$ of the child's daily nutritional needs, conform to USDA requirements in 7 CFR parts 210, 220, and 226, and are high in nutrients and low in fat, sugar, and salt.</p> <p>Serve a nourishing breakfast and lunch to all students.</p> <p>Ensure safe drinking water is available to students during the program day.</p>
Provide a current tool for nutritional needs assessment used by Head Start, as requested.	Monitor students for nutritional concerns, and make referrals as needed, to individuals such as a Dietician, Nutritionist, Occupational Therapist, and/or Feeding Specialist.
Distribute nutrition education resources and inform families of opportunities to learn about nutrition topics.	Provide resources and information for nutrition-related, developmentally appropriate activities and education as opportunities arise, when needs are identified, or information is requested by the family.
Mental Health and Early Intervention	
Receive developmental and social emotional screening data from District and enter into Childplus.	<p>Complete a developmental and social-emotional screening on each Head Start student within 45 days of enrollment and provide documentation to Head Start. Provide screening reports, complete with screening date and scores, monthly with Head Start. Provide individual screenings as requested.</p> <p>Prioritize listed sites for screening to meet the Head Start 45-day timeline.</p>

	Refer all students that fall below the average screening range for Special Education evaluations
Work together with the District to find appropriate placement for children that may benefit from Therapeutic Preschool placement, such as Fraser Services.	Share information and collaboration on Head Start spots in Fraser program.
Provide a staff person to provide mental health consultation as needed.	Notify Head Start staff of a need for a referral for Mental Health consultation.
	Implement Intervention Plans for children with behavioral concerns, as created by the PBIS team.
Work collaboratively with the Early Intervention Services Team to determine the appropriate placement of children with established disabilities and an Individualized Education Plan (IEP).	Release IEP's of Head Start student to Head Start Early Intervention Specialist if written consent is provided by the parent/guardian.
Meet to discuss children in referral or with IEP's monthly.	Share information with Head Start for children in referral or eligible for an IEP if written consent is provided by the parent/guardian.
EDUCATIONAL PROGRAMMING	
	Maintain group sizes of no more than 20 students, with two staff present at all times.
	Provide a minimum of 1,020 annual hours of planned class operations over the course of at least eight months per year.
	The District will comply with its background check procedures.
Share current program curriculum options, when requested.	Provide a research-based curriculum that addresses student's mathematical, language, and literacy development.
	Develop, implement and post developmentally appropriate lesson plans that encourage whole child development and provide for student's individual strengths and needs. Provide sample copies of lesson plans to Head Start when requested.
.	Regularly assess student's developmental gains toward the expected outcomes using a research-based assessment tool. A formal assessment (e.g., Work Sampling System) must be completed three times per school year. Results of this assessment must be used to individualize planning for students and shared with parents and Head Start (if written consent is provided by the parent/guardian).
Provide information about the philosophy, rationale, and purpose of home visits. Conduct second home visit with families with an emphasis on transition of students to Kindergarten.	Complete initial teacher home visits each year and two teacher-parent conferences each year.

	<p>Support students and families in their transition from Pre-K to Kindergarten by:</p> <ol style="list-style-type: none"> 1. Help parents understand their child's progress during PreK/Head Start; 2. Help parents understand practices they use to effectively provide academic and social support for their children during their transition to kindergarten and foster their continued involvement in the education of their child; 3. Prepare parents to exercise their rights and responsibilities concerning the education of their children in the elementary school setting; 4. Inform families of the process to apply for District Kindergarten programming 5. Assist parents in the ongoing communication with teachers and other school personnel so that parents can participate in decisions related to their children's education. 6. Inform and encourage families participation in school based events regarding Kindergarten programming (Open House, Registration Events, Spring Family Day).
COACHING AND PROFESSIONAL DEVELOPMENT	
	The District will follow its coaching and professional development plan which will: assess all education staff to determine strengths, areas of needed support, and which staff would benefit most from intensive coaching, ensure staff identified have opportunities for intensive coaching and all education staff working with Head Start students not identified for intensive coaching receive other forms of research-based professional development.
Provide CLASS reliability training for District staff to ensure District has 2 District CLASS assessors.	Conduct a CLASS Assessment, not less than annually in each classroom. Share results with Head Start.
Share training opportunities available to District staff, as needed, to meet 15 hours of required yearly training.	<p>Ensure each Teacher in the Program complete at least 15 clock hours of professional development each year, related to the age of the children taught.</p> <p>Provide Head Start with a copy of annual training records for each teacher, if requested.</p>
FAMILY PARTNERSHIP AND INVOLVEMENT	
Hold family orientations to explain Head Start services, goals, and objectives.	Provide families an orientation to the school, the school philosophy, daily schedule, parent involvement expectations, and rules and regulations, including complaint and problem resolution procedures.

Provide a Head Start staff to support family partnerships. Offer parents opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals. This can include home visits, meeting the family in the community, resource and referral sharing.	Foster collaborative partnership building with parents to establish trust.
Share information and guidance on including families in educational decision making, as needed.	Provide opportunities to support and involve families in making meaningful decisions. Create a variety of opportunities for interaction with parents throughout the year.
Invite families to Family Events at nearby Agency Head Start centers, when appropriate.	Provide a minimum of 4 parent meetings (e.g., PTO or PTA meetings, family nights and events, etc) opportunities each year.
Assist with parent meetings, family events, and parent training opportunities, when requested.	Ensure families have input and choice regarding opportunities for parent involvement and the education of their child.
Elect one Policy Council Representative and one alternate from each identified District site. Provide Program updates prior to each meeting to be shared with the Policy Council. Share meeting highlights with parents after each meeting.	Encourage parent participation on the Policy Council.



**Consent for Exchange of Information by and between
Community Action Partnership of Ramsey and Washington Counties
("Head Start") and Saint Paul Public Schools**

Head Start Parents & Legal Guardians: Your child's records and your records are protected by state and federal privacy regulations and cannot be disclosed without your prior written consent. By signing this form, you authorize Community Action Partnership of Ramsey and Washington Counties ("Head Start") and Saint Paul Public Schools to exchange (request, receive and release) information about you/your child; and release information about you/your child for the purposes of determining eligibility, determining health status, coordination of services and care, referral, program planning, transition, and providing education services to your child.

I hereby authorize and consent to the sharing of data and information by and between Community Action Partnership of Ramsey and Washington Counties ("Head Start") and Saint Paul Public Schools about myself and the child identified below:

- Proof of birth, address, phone number, attendance, emergency information, Income & employment information
- Health and Dental summaries and Health/Dental Insurance
- Assessment, Observation reports, Progress reports
- IFSP/IEP, Referral information for Special Education, Diagnostic Report
- Discharge summary/transition plan
- Classroom adjustments/recommendations
- Preschool Screening Results and Testing Booklets
- Mental Health summaries/assessments/treatment plans
- Other(describe): _____

Client/Parent/Legal Guardian Signature: By signing below, I represent that I have the legal authority to provide the consent and authorization being requested. I understand the information/documents released and received will be used for the purpose of determining eligibility, program planning, referring for and coordinating services and/or providing education services for my child. I understand that I may revoke this consent at any time in writing by signing and delivering authorization revocation contained in the box below.

Client/Child's Name: _____ **DOB:** _____

Parent/Legal Guardian Signature: _____ **Date:** _____

Witness Signature: _____ **Date:** _____

ONLY FILL OUT WHEN REVOKING AUTHORIZATION:

Client/Parent/Legal Guardian Revocation: By signing below, I (client/parent/legal guardian) revoke the authorization granted above:

Client/Parent/Legal Guardian Signature: _____ Date: _____
Witness Signature: _____ Date: _____

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

DATE: 07/18/2023

TOPIC: Monthly Operating Authority

A. PERTINENT FACTS:

1. The Board of Education must authorize and approve all expenditures of the District.
2. The Board of Education must ratify any changes in collateral that have been previously approved by the Assistant Treasurer.
3. This item meets the District target area of goals alignment and sustainability.
4. This item is submitted by Tom Sager, Executive Chief of Financial Services.

B. RECOMMENDATIONS:

1. That the Board of Education approve and ratify the following checks and electronic transfers for the period May 1, 2023 – May 31, 2023

(a) General Account	#760829-762037	\$66,896,437.93
	#0004888-0004914	
	#7004784-7004821	
	#0008433-0008567	
(b) Construction Payments	- 0 -	\$3,601,643.43
(c) Debt Service	- 0 -	<u>0.00</u>
		\$70,498,081.36

Included in the above disbursements are
two payrolls in the amount of
\$44,531,745.46 and overtime of
\$216,071.56 or 0.49% of payroll.

(d) Collateral Changes

Released:

None

Additions:

None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Worker's Compensation Law falling within the period ending November 30, 2023

HUMAN RESOURCE TRANSACTIONS

June 1, 2023 – June 30, 2023

July 18, 2023

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hutcheson, P.	Assistant Principal	07/01/2023	\$50.77	Farnsworth Aerospace Upr
Ramsborg, L. M.	Assistant Principal	07/01/2023	\$54.83	Highland Park Senior High
Pintok, L. M.	Classroom Teacher	08/12/2023	\$42.20	Farnsworth Aerospace Upr
Sherman, K. G.	Classroom Teacher	08/12/2023	\$54.52	Global Arts Plus - Upr
Spoden, A. M.	Classroom Teacher	08/12/2023	\$23.64	271 Belvidere Bldg
Thorson, S. L.	Classroom Teacher	08/12/2023	\$36.72	Hidden River Middle
Sullivan, R. L.	Classroom Teacher	08/12/2023	\$31.25	Hazel Park Preparatory Academy
Dietrich, K.	Principal	07/01/2023	\$74.12	Focus Beyond (18-Adult)
Davies, I.	Teacher on Special Assignment	06/14/2023	\$32.70	Colborne Admin Offices
Kehrberg, K.	Education Assistant	06/24/2023	\$24.22	1780 West 7th St
Maciel, R. B.	Teaching Assistant	08/12/2023	\$19.50	Farnsworth Aerospace Lwr
Boss, V.	Clerical	05/30/2023	\$22.48	1780 W. 7th Street
Moore, L. M.	Clerical	07/08/2023	\$22.91	Early Learning Hub - West
Villegas, Z.	Clerical	07/08/2023	\$28.34	Colborne Admin Offices
Schwartz, E.	Custodian	06/20/2023	\$17.90	Humboldt Secondary
Rainwater, N. L.	Supervisory	06/24/2023	\$41.57	Colborne Admin Offices
York-Myles, K.	Supervisory	06/20/2023	\$52.78	Colborne Admin Offices

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Daniels, D. A.	Assistant Principal From: Classroom Teacher	07/01/2023	\$53.82	Frost Lake Elem
Freeman, G. S.	Assistant Principal From: Classroom Teacher	07/01/2023	\$55.85	Adams Spanish Immrsn Magnet
Garvey, K. R.	Assistant Principal Career Progression	07/01/2023	\$58.39	Washington Tech High
Jackson, T. G.	Assistant Principal Career Progression	07/01/2023	\$54.83	Como Park Senior High
Johnson, S. L.	Assistant Principal From: Classroom Teacher	07/01/2023	\$63.97	Battle Creek Elem
Mrozek, D. R.	Assistant Principal From: Classroom Teacher	07/01/2023	\$63.97	Bruce F Vento Elem

HUMAN RESOURCE TRANSACTIONS

June 1, 2023 – June 30, 2023

July 18, 2023

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Olafeso, K.	Assistant Principal From: Clerical	07/01/2023	\$52.29	Humboldt Secondary
Barnes, A. H.	Central Administrator From: Classroom Teacher	07/08/2023	\$49.50	Como Service Center
Dery, J.	Central Administrator From: Classroom Teacher	06/24/2023	\$50.37	1780 W. 7th Street
French, D. M.	Central Administrator From: Classroom Teacher	07/01/2023	\$59.42	Como Service Center
Grosz-Haider, D. P.	Central Administrator Career Progression	07/01/2023	\$57.81	Como Service Center
Melgar, K. M.	Central Administrator From: Classroom Teacher	07/01/2023	\$57.81	Colborne Admin Offices
Sylva, M. M.	Central Administrator Career Progression	07/01/2023	\$56.47	Como Service Center
Vang Swanson, M. Y.	Central Administrator From: Classroom Teacher	06/13/2023	\$55.80	Como Service Center
Viestenz, J. A.	Central Administrator From: Classroom Teacher	07/01/2023	\$50.30	Colborne Admin Offices
Martin, E.	Classroom Teacher From: Temporary Employee	08/12/2023	\$30.30	Four Seasons A+
Rademacher, B. J.	Classroom Teacher Career Progression	08/05/2023	\$54.34	Como Service Center
Tate, S.	Classroom Teacher From: Temporary Employee	08/12/2023	\$31.75	Mississippi Creative Arts Elem
Tsai, R.	Classroom Teacher From: Temporary Employee	08/12/2023	\$35.19	St Anthony Park Elem
Benson, S. D.	Principal From: Assistant Principal	07/01/2023	\$68.03	Gordon Parks High - ALC
Fell, R. J.	Principal Career Progression	07/01/2023	\$70.82	Four Seasons A+
Vales, J.	Principal From: Assistant Principal	07/01/2023	\$61.43	Adams Spanish Immrsn Magnet
Juhlke, S. L.	School/Community Professional From: Education Assistant	07/05/2023	\$32.33	Student Placement Center
Anderson Millay, X. M.	Education Assistant From: Teaching Assistant	06/03/2023	\$21.55	1780 West 7th Street

HUMAN RESOURCE TRANSACTIONS

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Smith, C. J.	Education Assistant From: Teaching Assistant	08/12/2023	\$23.63	Eastern Heights Elem
Wah, H. K.	Education Assistant Career Progression	05/20/2023	\$23.87	Battle Creek Middle
Commodore, I. J.	Teaching Assistant Career Progression	08/13/2022	\$15.61	Early Learning Hub - West
Osborne, S. J.	Teaching Assistant Career Progression	08/12/2023	\$24.83	Cherokee Heights
Vavra, D. R.	Teaching Assistant Career Progression	04/29/2023	\$20.89	Nokomis Montessori South
Wucherer, M. J.	Teaching Assistant Career Progression	08/12/2023	\$20.89	Cherokee Heights
Asmus, K. P.	Clerical Career Progression	07/01/2023	\$24.47	Colborne Admin Offices
Chang, D.	Clerical Career Progression	07/08/2023	\$28.34	Colborne Admin Offices
Her, M. V.	Clerical Career Progression	08/12/2023	\$32.33	International Academy - LEAP
Powers, J. M.	Clerical Career Progression	07/01/2023	\$27.20	Colborne Admin Offices
Smolik, B. M.	Custodian Career Progression	06/24/2023	\$28.78	Como Park Senior High

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Vlahovic, A. D. I.	Classroom Teacher	08/12/2023	\$37.67	Hazel Park Preparatory Academy

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Byakweli, C. A.	Classroom Teacher	08/28/2023	Obama Service Learning Center
King, R. G.	Classroom Teacher	06/09/2023	Juvenile Service Center
Kuhlers, K. C.	Classroom Teacher	08/28/2023	St. Paul Music Academy
Olson, S.	Classroom Teacher	08/28/2023	Como Park Senior High
Vang, K.	Classroom Teacher	04/24/2023	Como Park Senior High
Charn, M. M.	Classroom Teacher	08/28/2023	Chelsea Heights Elem
Ali, A. F.	Education Assistant	06/05/2023	Early Learning Hub - West
Vang, M.	Education Assistant	05/22/2023	Early Learning Hub - West

HUMAN RESOURCE TRANSACTIONS

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hardaway, K. D.	Custodian	05/25/2023	RiverEast Elem/Secondary
Yang, V. N.	Professional Employee	05/24/2023	Como Service Center

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Anderson, C. R.	Assistant Principal	07/01/2023	\$59.91	Humboldt Secondary
El Shabazz, D. K.	Assistant Principal	07/01/2023	\$54.83	Highland Park Senior High
Ruff, C. L.	Assistant Principal	07/01/2023	\$53.31	Battle Creek Middle
Sanders, A. N.	Assistant Principal	07/01/2023	\$49.25	Wellstone Elem
Smith, D. T.	Assistant Principal	07/01/2023	\$58.39	American Indian Magnet
Johnson, K. L.	Classroom Teacher	08/12/2023	\$38.47	Chelsea Heights Elem
Lilja, K. T.	Education Assistant	08/12/2023	\$28.54	Early Learning Hub - West
Rehbein, B. J.	Custodian	06/20/2023	\$17.90	Rondo Education Center

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Busch, A. C.	Classroom Teacher	05/12/2023	American Indian Magnet
Easty, Z. J.	Classroom Teacher	06/15/2023	Washington Tech High
King, A. M.	Classroom Teacher	06/15/2023	Central Senior High
King, R. G.	Classroom Teacher	06/15/2023	Juvenile Service Center
Messenger, S. L.	Classroom Teacher	06/15/2023	Four Seasons A+
Montgomery, S. K.	Classroom Teacher	05/30/2023	Johnson Senior High
Schlosser, A. K.	Classroom Teacher	05/30/2023	Capitol Hill Magnet
Steinbach, M. K.	Classroom Teacher	06/15/2023	Bruce F Vento Elem
Vang Swanson, M. Y.	Classroom Teacher	06/13/2023	Como Service Center
Vang, K.	Classroom Teacher	05/31/2023	Como Park Senior High
Yates, A. L.	Classroom Teacher	06/05/2023	American Indian Magnet
Akinosun, S.	Classroom Teacher	06/12/2023	St. Paul Music Academy
Charn, M. M.	Classroom Teacher	05/31/2023	Chelsea Heights Elem
Yusuf, A. L.	Classroom Teacher	05/30/2023	L Etoile du Nord French Immrsn
Auger, J. L.	Classroom Teacher	06/13/2023	Early Learning Hub - West
Wallace, A. L.	Classroom Teacher	06/05/2023	Groveland Park Elem

HUMAN RESOURCE TRANSACTIONS

June 1, 2023 – June 30, 2023

July 18, 2023

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
McKenna, D.	Classroom Teacher	06/15/2023	Harding Senior High
Tepley-Uebe, M. J.	Classroom Teacher	06/01/2023	Global Arts Plus - Lwr
Good Buffalo, D. E.	School/Community Professional	06/05/2023	Colborne Admin Offices
Busse, C.	Education Assistant	06/02/2023	Early Learning Hub - West
Yang, K.	Education Assistant	06/07/2023	Battle Creek Middle
Copenhaver, M. C.	Teaching Assistant	06/17/2023	Bridge View
Yang, S.	Clerical	06/05/2023	The Heights
Klar, S. A.	Custodian	06/05/2023	Crossroads Science
Martin, S. D.	Custodian	05/30/2023	Como Service Center
Rivas Medina, B.	Nutrition Services	05/30/2023	Johnson Senior High
Smith, M.	Nutrition Services	06/26/2023	Crossroads Science
Turner, J. E.	Nutrition Services	06/12/2023	Como Service Center
Geiger, J.	Professional Employee	05/30/2023	Como Service Center
Moore, K. D.	Professional Employee	06/07/2023	Colborne Admin Offices

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Steigauf, M.	Central Administrator	07/01/2023	\$57.81	Colborne Admin Offices
Stueber, L.	Teaching Assistant	08/12/2023	\$23.07	Battle Creek Elem
Kelly, A. M.	Professional Employee	07/01/2023	\$44.38	Colborne Admin Offices
Sanders, M. M.	Professional Employee	06/24/2023	\$37.69	Student Placement Center

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Robertson, K. M.	Classroom Teacher From: Central Administrator	08/12/2023	\$55.58	Virtual Learning - Elem
Merdassa, N.	Custodian From: Nutrition Services	06/20/2023	\$17.90	Highwood Hills Elem

REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Whalen, K. M.	School/Community Professional	07/01/2023	\$35.81	Como Service Center

HUMAN RESOURCE TRANSACTIONS**June 1, 2023 – June 30, 2023****July 18, 2023****RETIREMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Putnam, E. A.	Central Administrator	08/01/2023	Como Service Center
Krogseng, J. L.	Classroom Teacher	06/17/2023	Global Arts Plus - Upr
Simmonds, M.	Classroom Teacher	06/17/2023	Virtual Learning - Elem
Witzmann, J.	Classroom Teacher	06/17/2023	Johnson Senior High
Lozano, R.	Education Assistant	06/16/2023	Johnson Senior High
Holmberg, F. L.	Custodian	11/02/2023	Battle Creek Elem

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Brown, T. A.	Principal	07/01/2023	American Indian Magnet
Masini, S. A.	Principal	06/17/2023	Bruce Vento Elem
Parks, A. D.	Assistant Principal	08/06/2023	Battle Creek Elem
Logan, N.	Central Administrator	07/01/2023	Como Service Center
Tran, P. T.	Classroom Teacher	06/17/2023	Battle Creek Elem
Vang, M.	Classroom Teacher	06/17/2023	Jackson Prep Elem
Wehner, R. D.	Classroom Teacher	06/17/2023	Capitol Hill Magnet
Wenisch, J.	Classroom Teacher	06/17/2023	Battle Creek Middle
Sager, B. L.	Classroom Teacher	06/17/2023	Highland Park Middle
Weinkauf, A.	Classroom Teacher	06/17/2023	Parkway Montessori & Comm Middle
Lee, E.	Classroom Teacher	01/21/2023	Nokomis Montessori North
Bird, K.	Classroom Teacher	06/18/2023	Randolph Heights Elem
Byard, L. M.	Classroom Teacher	06/18/2023	Hidden River Middle
Claver, M. S.	Classroom Teacher	06/18/2023	Battle Creek Middle
Gillis, D.	Classroom Teacher	06/18/2023	Hazel Park Preparatory Academy
Herberholt, B. V.	Classroom Teacher	06/17/2023	Battle Creek Elem
Jakubic, K. A.	Classroom Teacher	06/18/2023	The Heights
Johnson, R.	Classroom Teacher	06/18/2023	Four Seasons A+
Linzmeier, B. J.	Classroom Teacher	06/17/2023	Washington Tech High
Marder, T.	Classroom Teacher	06/17/2023	Hidden River Middle
Shaffer, S. M.	Classroom Teacher	06/18/2023	Johnson Senior High

HUMAN RESOURCE TRANSACTIONS

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Shetka, K.	Classroom Teacher	06/18/2023	Groveland Park Elem
Sitzmann, K. M.	Classroom Teacher	06/17/2023	Harding Senior High
Steger, J. A.	Classroom Teacher	06/18/2023	The Heights
Tengwall, M. J.	Classroom Teacher	06/17/2023	Obama Service Learning Elem
Vermedahl, R. L.	Classroom Teacher	06/18/2023	Como Park Senior High
Vinck, J. W.	Classroom Teacher	06/01/2023	1780 W. 7 th Street
Waldo, K. A.	Classroom Teacher	06/18/2023	Obama Service Learning Elem
Yang, J. S.	Classroom Teacher	06/18/2023	Battle Creek Middle
Zimmerman, D. T.	Classroom Teacher	06/18/2023	Virtual Learning - Elem
Barker, E.	Classroom Teacher	06/17/2023	Eastern Heights Elem
Krengel, A. M.	Classroom Teacher	06/17/2023	Battle Creek Middle
Peterson, E. A.	Classroom Teacher	06/17/2023	Battle Creek Middle
Webb, M. D.	Classroom Teacher	06/17/2023	Agape High (ALC)
Adducci, A.	Classroom Teacher	06/08/2023	Colborne Admin Offices
Baltezare, Mary E.	Classroom Teacher	06/17/2023	Mississippi Creative Arts Elem
Butler-Pinkham, E.	Classroom Teacher	06/18/2023	Early Learning Hub - West
Jackson, L. H.	Classroom Teacher	06/17/2023	Daytons Bluff Achievement Plus
Johnson, C. B.	Classroom Teacher	06/17/2023	Open World Learning
Price, T. J.	Classroom Teacher	06/17/2023	Hidden River Middle
Ledbetter, A.	Classroom Teacher	06/17/2023	Global Arts Plus - Upr
Richards, M. A.	Classroom Teacher	06/17/2023	Bridge View
Powers, C. J.	School/Community Professional	06/17/2023	Eastern Heights Elem
Sage, A. A.	School/Community Professional	06/16/2023	Virtual Learning - Elem
Adams, L. L.	Education Assistant	06/15/2023	Colborne Admin Offices
Crocker, P. H.	Teaching Assistant	06/15/2023	Highwood Hills
Busse, C.	Education Assistant	06/15/2023	Early Learning Hub - West
Konkel, K. J.	Education Assistant	06/15/2023	Benjamin Mays/Museum

HUMAN RESOURCE TRANSACTIONS

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July 18, 2023

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Swanger, L. T.	Education Assistant	06/16/2023	Farnsworth Aerospace Lwr Elem
Johnson, P.	Teaching Assistant	06/15/2023	Wellstone Elem
Linton, L. C.	Teaching Assistant	06/15/2023	Early Learning Hub - East
Lyles, I.	Teaching Assistant	06/10/2023	Mississippi Creative Arts Elem
Mejia, R.	Teaching Assistant	06/17/2023	Riverview Dual Immrsn
Salvato, N. I.	Teaching Assistant	06/16/2023	Murray Middle
Say, E. N.	Teaching Assistant	08/04/2023	Crossroads Montessori
Taylor-Knighten, M. J.	Teaching Assistant	06/15/2023	Early Learning Hub - West
Yang, H.	Teaching Assistant	06/15/2023	Nokomis Montessori North
Yang, T.	Teaching Assistant	06/15/2023	Early Learning Hub - East
Vang, G.	Clerical	06/17/2023	Eastern Heights Elem
Juracich, S. R.	Custodian	07/14/2023	Highland Park Senior High
Schwartz, E.	Custodian	07/05/2023	Humboldt Secondary
Sohl, J. D.	Machinists	07/08/2023	Como Service Center
Carey, L.	Nutrition Services	06/16/2023	Riverview Dual Immrsn
Vang, M. S.	Nutrition Services	06/15/2023	Farnsworth Aerospace Upr
Phillips, M. A.	Operations	06/15/2023	Como Service Center
Phomphene, S.	Professional Employee	06/13/2023	Colborne Admin Offices
Scharpen, A. B.	Professional Employee	06/10/2023	Colborne Admin Offices
Rider, L.	Supervisory	07/15/2023	Colborne Admin Offices

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., D. E.	School/Community Professional	07/04/2023
A., I. N.	Education Assistant	06/08/2023
I., A.	Education Assistant	06/15/2023
B., N.	Teaching Assistant	06/09/2023
N., C.	Teaching Assistant	06/15/2023
S., T. M.	Teaching Assistant	06/08/2023

HUMAN RESOURCE TRANSACTIONS
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TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
L., J.	Clerical	06/22/2023
B., C.	Custodian	06/24/2023
C., M. M.	Nutrition Services	05/25/2023

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
C., S.	Teaching Assistant	06/13/2023
S., C. C.	Custodian	06/07/2023

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S., A.	Supervisory	07/01/2023

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

DATE: July 18, 2023

TOPIC: Phase Gate Approval of the Highland Park Middle School Addition and Renovation Project (Project #3081-23-01): Gate #3 – Project Budget; Gate #3A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Highland Park Middle School Addition and Renovation project at the following phase gate(s):
 - a. Gate #3 – Project Budget / Proceed to Bidding
 - b. Gate #3a - Finance Plan Update
2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	September 20, 2022
#3 – Project Budget #3A – Finance Update	July 18, 2023 (current)
#4 – Contract Award #4A – Finance Update	May 2024 (anticipated)
#5.1 – Project Close-Out #5.1A – Finance Update	September 2026 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	October 2027 (anticipated)

3. A summary of the current project budget is as follows:

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$49,500,000	\$330,240	\$328,221	0.66%

4. A summary of current and anticipated funding is as follows:

Funding Source	Amount
LTFM FY23-27*	\$27,759,000
COP FY23-27	\$21,741,000

*LTFM Bond FY23-27 funding is subject to FY23-27 Long Term Facility Maintenance (LTFM) Plan approval by the Board of Education and the Minnesota Department of Education.

5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the Highland Park Middle School Addition and Renovation project (Project # 3081-23-01) at Phase Gate Check #3 – Project Budget; Gate Check #3a – Finance Plan Update, setting the final project budget at \$49,500,000 and indicating direction to proceed with construction bidding.

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

DATE: July 18, 2023

TOPIC: Qwest Corporation Proposal to Purchase Rights to District Property

A. PERTINENT FACTS:

1. In November 2022 the District received a request from Lumen Technologies, on behalf of Qwest Corporation, to acquire interests in property needed for the placement of a fiber cabinet in the form of an easement.
2. The property is located at The Heights Elementary School, 1863 Clear Avenue East, St. Paul, MN.
3. In exchange for the property, Qwest Corporation will pay the District, as full compensation, the amount of Three Hundred and Fifty Dollars (\$350.00)
4. This item is submitted by Tom Parent, Executive Director of Operations and Administration, and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve Qwest Corporation's proposal to purchase rights to District property located at 1863 Clear Avenue East in the amount of \$350.00 for the placement of a fiber cabinet.

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

DATE: July 18, 2023

TOPIC: Approval of Pay Equity Implementation Report

A. PERTINENT FACTS:

1. The Local Government Pay Equity Act, M.S. 471.991 - 471.999 and Minnesota Rules, Chapter 3920 require school districts to provide a Pay Equity Implementation Report every three years to demonstrate compliance with these rules. The report is public data under Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13. The report is available to anyone requesting this information.
2. The District last reported in June 2022 for the 2021 calendar year. In June 2022, the District received a notice of non-compliance in the area of Salary Range Testing for the prior calendar year. The Salary Range Test is the comparison of the average number of years required for both male and female classes to reach maximum salary. Compliance is achieved at a ratio of 80.0% or higher and the District reported at 75.70%.
3. The average number of years required for both male and female classes to reach maximum salary are contractual per each union's bargaining agreement and have not changed since our last report was submitted. Our report was compliant previously.
4. The revised data for this report was reflective of the full year of 2022. The report was resubmitted to the State of Minnesota Office of Minnesota Management and Budget in June 2023. The District is required to provide a reconsideration of pay equity non-compliance response by July 20, 2023.
5. The District would like to request a Reconsideration of Pay Equity Non-Compliance due to our existing contractual requirements per each union's bargaining agreement.
6. There is not cost associated with the submission of this report.
7. This report will meet the District strategic plan goal of alignment.
8. This item is submitted by Patricia Pratt-Cook, Executive Chief, Human Resources.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the Pay Equity Implementation Report and Request for Reconsideration of Pay Equity Non-Compliance submitted to The Office of Minnesota Management and Budget.

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

DATE: July 18, 2023

TOPIC: Phase Gate Approval of the Hidden River Middle School Renovation WS 02-A
(Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hidden River Middle School Renovation project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides demolition (work scope 02-A) for the Hidden River Middle School Renovation project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Project Budget #3A – Finance Update	August 23, 2022
#4 – Contract Award #4A – Finance Update	July 18, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	December 2025 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	December 2026 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$54,200,000	\$6,652,217	\$1,434,957	2.6%

5. The following bids were received:

<u>Lump Sum Base Bid plus Alternates #3, 4 & W1</u>	
Envirobate, Inc.....	\$1,366,480
Lloyds Construction Services	\$2,526,380
Kellington	\$1,573,400

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY22-26	\$54,200,000 ¹⁰⁴

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3703-A for the Hidden River Middle School project (Project #3140-20-02) to Envirobate, Inc. for a lump sum base bid plus Alternates #3, 4, and W1 of \$1,366,480.

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

DATE: July 18, 2023

TOPIC: Phase Gate Approval of the Hidden River Middle School Renovation WS 03-A (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hidden River Middle School Renovation project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides concrete (work scope 03-A) for the Hidden River Middle School Renovation project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Project Budget #3A – Finance Update	August 23, 2022
#4 – Contract Award #4A – Finance Update	July 18, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	December 2025 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	December 2026 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$54,200,000	\$6,652,217	\$1,434,957	2.6%

5. The following bids were received:

Lump Sum Base Bid plus Alternate #7

B&D Associates, LLC\$1,959,500

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY22-26	\$54,200,000

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3704-A for the Hidden River Middle School project (Project #3140-20-02) to B&D Associates, LLC for a lump sum base bid plus Alternate #7 of \$1,959,500.

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

DATE: July 18, 2023

TOPIC: Phase Gate Approval of the Hidden River Middle School Renovation WS 04-A
(Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hidden River Middle School Renovation project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides masonry (work scope 04-A) for the Hidden River Middle School Renovation project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Project Budget #3A – Finance Update	August 23, 2022
#4 – Contract Award #4A – Finance Update	July 18, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	December 2025 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	December 2026 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$54,200,000	\$6,652,217	\$1,434,957	2.6%

5. The following bids were received:

	<u>Lump Sum Base Bid</u>
B&D Associates, LLC	\$1,608,000
Hollenbeck & Nelson	\$2,495,389

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY22-26	\$54,200,000

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3705 for the Hidden River Middle School project (Project #3140-20-02) to B&D Associates for a lump sum base bid of \$1,608,000.

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

DATE: July 18, 2023

TOPIC: Phase Gate Approval of the Hidden River Middle School Renovation WS 05-B
(Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hidden River Middle School Renovation project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides structural steel erection (work scope 05-B) for the Hidden River Middle School Renovation project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Project Budget #3A – Finance Update	August 23, 2022
#4 – Contract Award #4A – Finance Update	July 18, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	December 2025 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	December 2026 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$54,200,000	\$6,652,217	\$1,434,957	2.6%

5. The following bids were received:

	<u>Lump Sum Base Bid</u>
High Five Erectors, Inc.	\$658,470
Red Cedar Steel	\$836,000

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY22-26	\$54,200,000

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3707-A for the Hidden River Middle School project (Project #3140-20-02) to High Five Erectors, Inc. for a lump sum base bid of \$658,470.

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

DATE: July 18, 2023

TOPIC: Phase Gate Approval of the Hidden River Middle School Renovation WS 06-A
(Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hidden River Middle School Renovation project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides carpentry (work scope 06-A) for the Hidden River Middle School Renovation project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Project Budget #3A – Finance Update	August 23, 2022
#4 – Contract Award #4A – Finance Update	July 18, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	December 2025 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	December 2026 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$54,200,000	\$6,652,217	\$1,434,957	2.6%

5. The following bids were received:

<u>Lump Sum Base Bid plus Alternate #W1</u>	
Reiling Construction Co, Inc.	\$1,478,843
Kellington Construction.....	\$1,521,925
Meisinger	\$2,392,000

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY22-26	\$54,200,000 ¹²

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3708 for the Hidden River Middle School project (Project #3140-20-02) to Reiling Construction Co., Inc. for a lump sum base bid plus Alternate #W1 of \$1,478,843.

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

DATE: July 18, 2023

TOPIC: Phase Gate Approval of the Hidden River Middle School Renovation WS 07-H (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hidden River Middle School Renovation project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides roofing & flashing (work scope 07-H) for the Hidden River Middle School Renovation project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Project Budget #3A – Finance Update	August 23, 2022
#4 – Contract Award #4A – Finance Update	July 18, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	December 2025 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	December 2026 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$54,200,000	\$6,652,217	\$1,434,957	2.6%

5. The following bids were received:

	<u>Lump Sum Base Bid</u>
Berwald Roofing Company, Inc.....	\$1,022,900
Palmer West.....	\$1,426,400
Central Roofing.....	\$1,556,000
John A Dalsin & Son.....	\$1,736,503

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount ¹¹⁴
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COP FY22-26	\$54,200,000
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8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3710-A for the Hidden River Middle School project (Project #3140-20-02) to Berwald Roofing, Inc. for a lump sum base bid of \$1,022,900.

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

DATE: July 18, 2023

TOPIC: Phase Gate Approval of the Hidden River Middle School Renovation WS 08-F (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hidden River Middle School Renovation project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides entrances, storefront and curtainwall (work scope 08-F) for the Hidden River Middle School Renovation project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Project Budget #3A – Finance Update	August 23, 2022
#4 – Contract Award #4A – Finance Update	July 18, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	December 2025 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	December 2026 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$54,200,000	\$6,652,217	\$1,434,957	2.6%

5. The following bids were received:

	<u>Lump Sum Base Bid</u>
Capital City Glass, Inc.	\$3,059,300
S&J Glass	ineligible bid
Ford Metro	\$3,278,700

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY22-26	\$54,200,000 ¹¹⁶

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3713-A for the Hidden River Middle School project (Project #3140-20-02) to CapitalCity Glass, Inc. for a lump sum base bid of \$3,059,300.

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

DATE: July 18, 2023

TOPIC: Phase Gate Approval of the Hidden River Middle School Renovation WS 09-A
(Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hidden River Middle School Renovation project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides drywall (work scope 09-A) for the Hidden River Middle School Renovation project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Project Budget #3A – Finance Update	August 23, 2022
#4 – Contract Award #4A – Finance Update	July 18, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	December 2025 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	December 2026 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$54,200,000	\$6,652,217	\$1,434,957	2.6%

5. The following bids were received:

	<u>Lump Sum Base Bid</u>
Pinnacle Wall Systems.....	\$1,670,822
RTL Construction.....	\$2,042,639

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY22-26	\$54,200,000

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3714-A for the Hidden River Middle School project (Project #3140-20-02) to Pinnacle Wall Systems for a lump sum base bid of \$1,670,822.

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

DATE: July 18, 2023

TOPIC: Phase Gate Approval of the Hidden River Middle School Renovation WS 09-C
(Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hidden River Middle School Renovation project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides ceiling & acoustical treatment (work scope 09-C) for the Hidden River Middle School Renovation project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Project Budget #3A – Finance Update	August 23, 2022
#4 – Contract Award #4A – Finance Update	July 18, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	December 2025 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	December 2026 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$54,200,000	\$6,652,217	\$1,434,957	2.6%

5. The following bids were received:

	<u>Lump Sum Base Bid</u>
Sonus Interiors, Inc.....	\$1,069,005
Arch. Sales of MN.....	ineligible bid
Twin City Acoustics	\$1,290,000

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY22-26	\$54,200,000 ¹²⁰

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3716-A for the Hidden River Middle School project (Project #3140-20-02) to Sonus Interiors, Inc. for a lump sum base bid of \$1,069,005.

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

DATE: July 18, 2023

TOPIC: Phase Gate Approval of the Hidden River Middle School Renovation WS 09-G
(Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hidden River Middle School Renovation project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides terrazzo (work scope 09-G) for the Hidden River Middle School Renovation project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Project Budget #3A – Finance Update	August 23, 2022
#4 – Contract Award #4A – Finance Update	July 18, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	December 2025 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	December 2026 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$54,200,000	\$6,652,217	\$1,434,957	2.6%

5. The following bids were received:

Lump Sum Base Bid

WTG Terrazzo & Tile, Inc.\$903,200

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY22-26	\$54,200,000

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3719-A for the Hidden River Middle School project (Project #3140-20-02) to WTG Terrazzo & Tile, Inc. for a lump sum base bid of \$903,200.

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

DATE: July 18, 2023

TOPIC: Phase Gate Approval of the Hidden River Middle School Renovation WS 09-K
(Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hidden River Middle School Renovation project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides painting and wall covering (work scope 09-K) for the Hidden River Middle School Renovation project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Project Budget #3A – Finance Update	August 23, 2022
#4 – Contract Award #4A – Finance Update	July 18, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	December 2025 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	December 2026 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$54,200,000	\$6,652,217	\$1,434,957	2.6%

5. The following bids were received:

Lump Sum Base Bid plus Alternate #W1

Mulcahy Nickolaus, LLC\$348,565
Steinbrecherineligible bid
Wasche Commercial Finishes\$350,165

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY22-26	\$54,200,000 ¹²⁴

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3720-A for the Hidden River Middle School project (Project #3140-20-02) to Mulcahy Nickolaus, LLC for a lump sum base bid plus Alternate #W1 of \$348,565.

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

DATE: July 18, 2023

TOPIC: Phase Gate Approval of the Hidden River Middle School Renovation WS 11-F
(Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hidden River Middle School Renovation project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides food service (work scope 11-F) for the Hidden River Middle School Renovation project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Project Budget #3A – Finance Update	August 23, 2022
#4 – Contract Award #4A – Finance Update	July 18, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	December 2025 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	December 2026 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$54,200,000	\$6,652,217	\$1,434,957	2.6%

5. The following bids were received:

Lump Sum Base Bid

Culinex, LLC.\$681,269

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY22-26	\$54,200,000

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3722-A for the Hidden River Middle School project (Project #3140-20-02) to Culinex, LLC for a lump sum base bid of \$681,269.

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

DATE: July 18, 2023

TOPIC: Phase Gate Approval of the Hidden River Middle School Renovation WS 21-A
(Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hidden River Middle School Renovation project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides fire suppression (work scope 21-A) for the Hidden River Middle School Renovation project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Project Budget #3A – Finance Update	August 23, 2022
#4 – Contract Award #4A – Finance Update	July 18, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	December 2025 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	December 2026 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$54,200,000	\$6,652,217	\$1,434,957	2.6%

5. The following bids were received:

	<u>Lump Sum Base Bid plus Alternate #8</u>
Nova Fire Protection, Inc.	\$820,928
Summit Fire Protection	\$925,300

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY22-26	\$54,200,000

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3724-A for the Hidden River Middle School project (Project #3140-20-02) to Nova Fire Protection, Inc. for a lump sum base bid plus Alternate #8 of \$820,928.

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

DATE: July 18, 2023

TOPIC: Phase Gate Approval of the Hidden River Middle School Renovation WS 22-A (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hidden River Middle School Renovation project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides plumbing (work scope 22-A) for the Hidden River Middle School Renovation project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Project Budget #3A – Finance Update	August 23, 2022
#4 – Contract Award #4A – Finance Update	July 18, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	December 2025 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	December 2026 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$54,200,000	\$6,652,217	\$1,434,957	2.6%

5. The following bids were received:

Lump Sum Base Bid plus Alternate #W1

Weidner Plumbing & Heating.\$1,570,000
 Cities 1 Plumbing and Heatingineligible bid
 Davis Mechanical Systems.....\$1,710,750
 Klamm Mechanical Contractors.....\$1,876,200
 Kraft Mechanical.....\$1,971,400
 RJ Mechanical\$2,083,000
 Muska Plumbing\$2,248,034
 Peterson Sheet Metal\$2,427,000
 Wenzel Plymouth Plumbing.....\$2,729,685

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY22-26	\$54,200,000

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3725-A for the Hidden River Middle School project (Project #3140-20-02) to Weidner Plumbing and Heating for a lump sum base bid plus Alternate #W1 of \$1,570,000.

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

DATE: July 18, 2023

TOPIC: Phase Gate Approval of the Hidden River Middle School Renovation WS 23-A (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hidden River Middle School Renovation project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides HVAC (work scope 23-A) for the Hidden River Middle School Renovation project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Project Budget #3A – Finance Update	August 23, 2022
#4 – Contract Award #4A – Finance Update	July 18, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	December 2025 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	December 2026 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$54,200,000	\$6,652,217	\$1,434,957	2.6%

5. The following bids were received:

	<u>Lump Sum Base Bid plus Alternate #2</u>
Pioneer Power, Inc.	\$9,304,500
RJ Mechanical	ineligible bid
Kraft Mechanical.....	\$9,528,400
Weidner	\$9,593,000
Klamm Mechanical Contractors.....	\$10,082,400
Peterson Sheet Metal	\$10,698,000

6. Bids will be reviewed by Purchasing.

7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY22-26	\$54,200,000

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3726-A for the Hidden River Middle School project (Project #3140-20-02) to Pioneer Power, Inc. for a lump sum base bid plus Alternate #2 of \$9,304,500.

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

DATE: July 18, 2023

TOPIC: Phase Gate Approval of the Hidden River Middle School Renovation WS 26-A (Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hidden River Middle School Renovation project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides electrical (work scope 26-A) for the Hidden River Middle School Renovation project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Project Budget #3A – Finance Update	August 23, 2022
#4 – Contract Award #4A – Finance Update	July 18, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	December 2025 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	December 2026 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$54,200,000	\$6,652,217	\$1,434,957	2.6%

5. The following bids were received:

Lump Sum Base Bid plus Alternates #2, 8 & W1

O'Neill Electric, Inc.	\$2,814,465
Muska	\$2,938,750
Bloomington Electric.....	\$3,299,000
Neo Electric	\$3,326,500
NAC Mechanical & Electrical Services	\$3,357,000
Phasor	\$3,373,500
Pulse Electric.....	\$3,654,279

6. Bids will be reviewed by Purchasing.

7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY22-26	\$54,200,000

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3727-A for the Hidden River Middle School project (Project #3140-20-02) to O'Neill Electric, Inc. for a lump sum base bid plus Alternates #2, 8 & W1 of \$2,814,465.

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

DATE: July 18, 2023

TOPIC: Phase Gate Approval of the Hidden River Middle School Renovation WS 32-F
(Project # 3140-20-02): Gate #4 - Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Hidden River Middle School Renovation project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides irrigation and landscape (work scope 32-F) for the Hidden River Middle School Renovation project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	March 23, 2021
#2 – Project Charter (Predesign) #2A – Finance Update	March 23, 2021
#3 – Project Budget #3A – Finance Update	August 23, 2022
#4 – Contract Award #4A – Finance Update	July 18, 2023 (current)
#5.1 – Project Close-Out #5.1A – Finance Update	December 2025 (anticipated)
#5.2 – Final Project Summary #5.2A – Final Finance Summary	December 2026 (anticipated)

4. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$54,200,000	\$6,652,217	\$1,434,957	2.6%

5. The following bids were received:

	<u>Lump Sum Base Bid</u>
Peterson Companies, Inc.	\$558,725
Hoffman and McNamara	\$691,241

6. Bids will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
COP FY22-26	\$54,200,000

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Executive Director of Operations and Administration; Lisa Rider, Controller; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A23-3731-A for the Hidden River Middle School project (Project #3140-20-02) to Peterson Companies, Inc. for a lump sum base bid of \$558,725.



Saint Paul
PUBLIC SCHOOLS

SPPS Builds - 5 Year Plan 2024-2028

Board of Education Meeting

July 18, 2023

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Purpose

Summary of **SPPS Builds**, the **FY24-28 five-year implementation plan** for improvements to SPPS facilities, for adoption by the Board of Education



SPPS Builds

Complete:

- Frost Lake -
Fall 2022



Completing soon:

- Johnson HS
HVAC -
Fall 2023

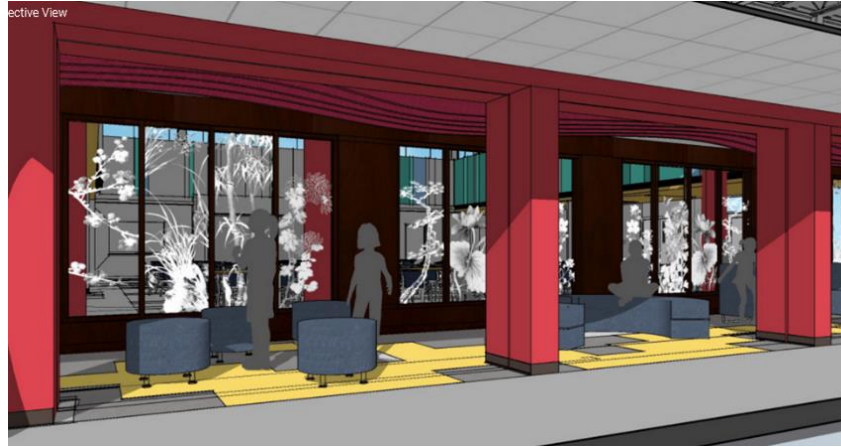


On time
On budget

SPPS Builds

Completing soon:

- Jie Ming Phase 2 Remodel - Fall 2023
- AIM Additions and Renovation - Fall 2024



SPPS Builds

Approved last year:

- Hidden River MS
 - Bid in June
 - Opens Fall 2025
 - Wilson Remodel to be complete Spring 2024



SPPS Builds

Approved last year:

- Barack & Michelle Obama Middle School and Montessori Elementary
 - Bids this Fall
 - Completed Fall 2025



SPPS Builds

Approved last year:

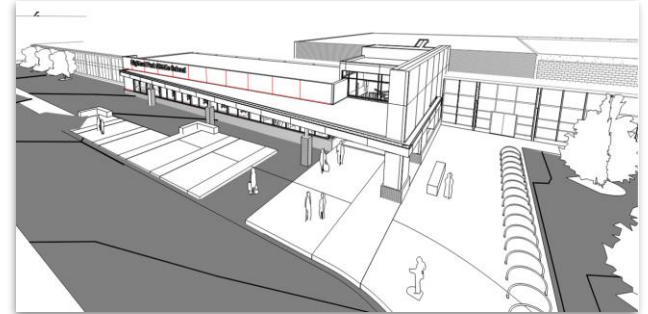
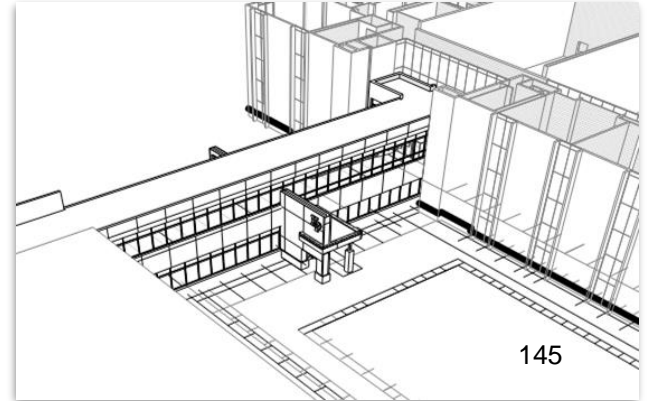
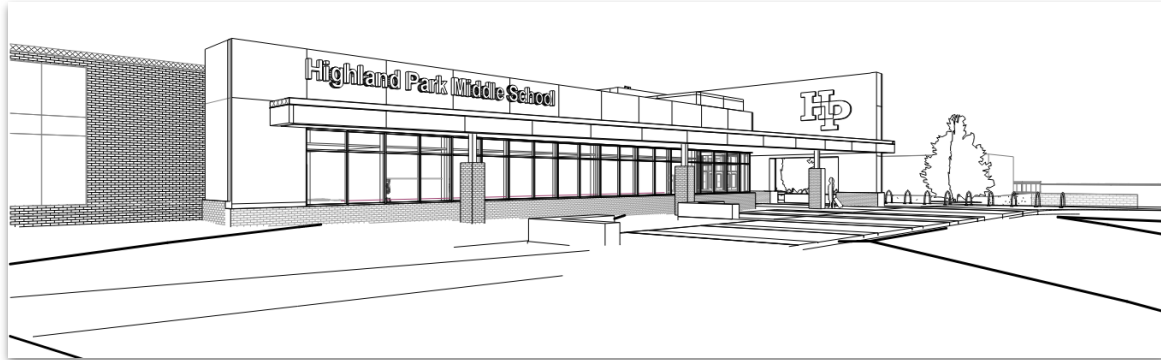
- Vento Elementary -
Fall 2025 opening
 - New construction
 - Bids July, and Sept.
2023



SPPS Builds

Approved last year:

- Highland Park Middle School
 - Entry and office, shared cafeteria/kitchen, link to High School
 - In Design, anticipate open Fall 2025



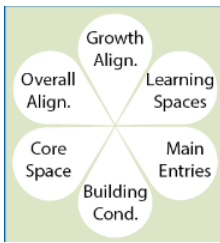
5YP Influences this year

- Integration of Envision SPPS + ARP-funded projects
 - Significant volume of work happening Summers 2023-25
(ARP-funded projects, Hidden River, Obama, Vento, and Highland Park MS)
- Staffing considerations
- Supply chain and inflation - easing, but require management
- New programs and opportunities to watch
 - Early Learning expansion
 - East African Elementary Magnet School

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Criteria for Prioritization



- **Conditions** of existing buildings - ongoing consideration; response is annual programs to update our infrastructure
- **Use & Utilization** full study this year; will be a good baseline for comparisons next year.
 - Utilization up since 2020
 - Helped in finding space for PreK, SPED, within criteria
- **Educational Alignment:** One to two major (transformational) projects/year to further incorporate facility standards - getting SPPS into a standard 30-year cycle for all buildings.

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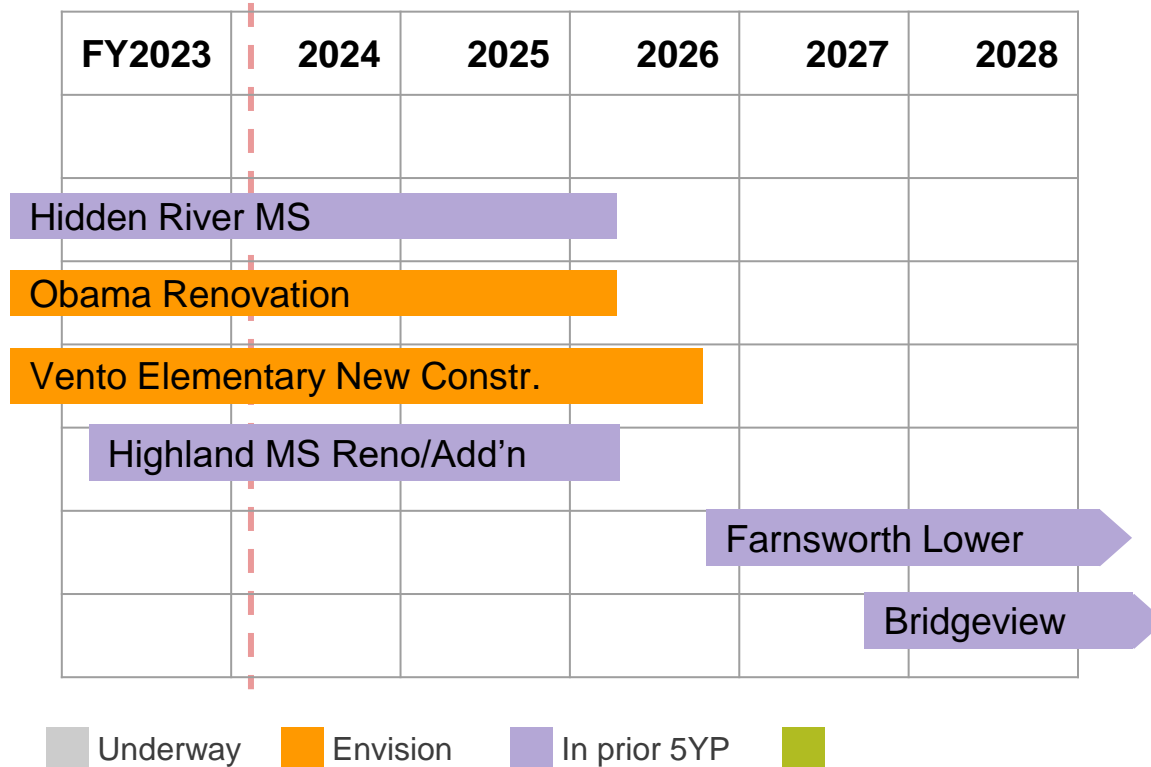
SPPS Builds: Five-Year Plan FY24-28

190 projects in FY24-28 plan

- 1 new construction, 5 major renovation projects
- ARP-funded projects at 7 sites
- 7 major infrastructure projects
- Targeted Capital improvements
 - (Furniture, A/V, Athletics, Fire Suppression)
- Asset / infrastructure preservation programs

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Recommendations: Major projects



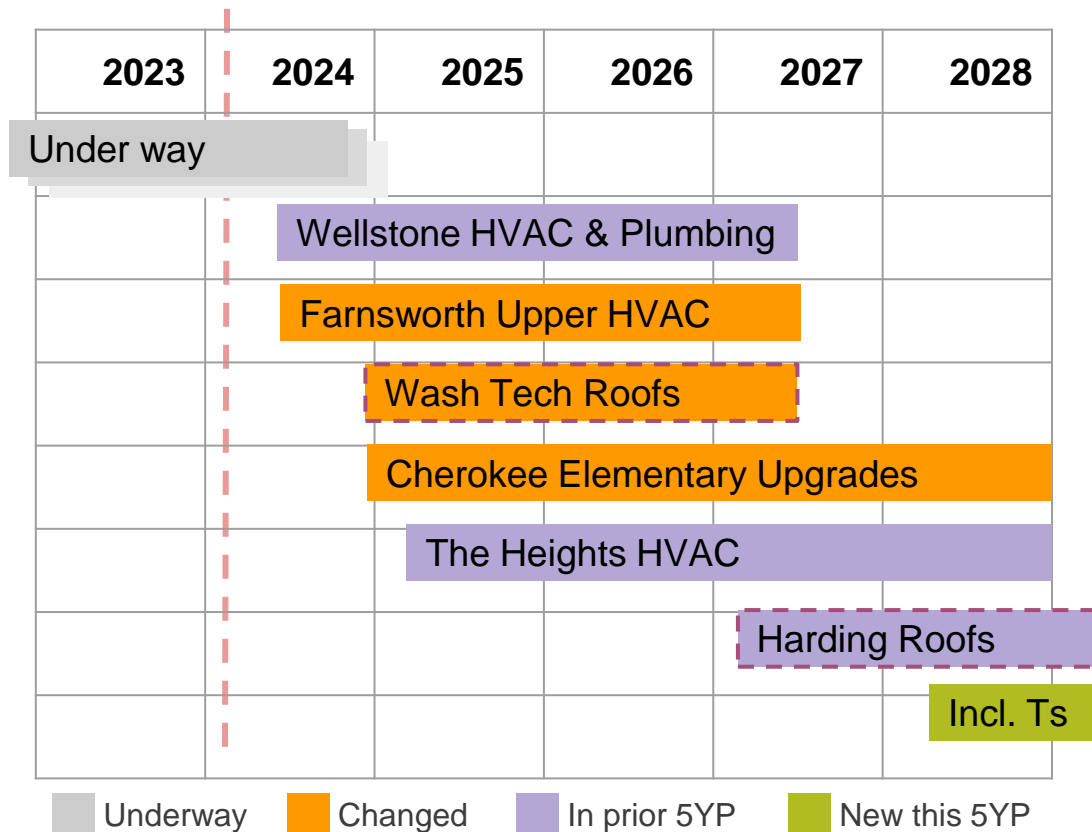
Hidden River, Obama, Vento
start construction in '23-24

Highland MS/HS - Dining, Kitchen, MS main entry/office, limited MS infrastructure

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Farnsworth Lower, Bridge View Major renovations with small additions

Recommendations: Major infrastructure projects



Under way: Johnson - Major HVAC, **Auditoriums** - Lights; also **ARP Mechanical**

Wellstone, Farnsworth Upper, The Heights - major mechanical and/or plumbing improvements

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Washington Tech, Harding - Major roof replacements

Cherokee - Updates

Inclusive Toilets - newly allowable via LTFM funding

Updating Conceptual Visions

Since our master planning effort in 2016 there have been many changes throughout the District (including a lot of work being completed). Strategic changes at schools may warrant an updating of the conceptual vision for that school in accordance with our master planning vision, principles, and standards.

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Plans Updated:

- Jie Ming at Homecroft
- LEAP at Wilson site

Plans to Update this year:

- John A Johnson
- Hamline
- Highwood Hills
- Txuj Ci Lower
- Early Childhood Hubs

Plans to Update later:

- J.J. Hill
- East African / Jackson
- Wilson
- Career & Technical Ed.

Funding to Make it Happen

- July BOE: LTFM annual application approval & funding intent
- August COB: In-depth update and discussion on funding strategy and specific action steps over the next 3 years.
 - Detailed analysis by District's financial advisor showing active management to balance resources needed with taxpayer impact
- August BOE: Specific actions and approvals for current fiscal year.
- Reminder: Construction funding (capital bonds, LTFM, COPs) are completely detached by law from teaching & learning. Generally speaking, doing more or less construction does not impact funding for schools.

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Funding to Make it Happen: COB Preview

- Key funding takeaways:
 - Largely same funding trajectory as presented last year
 - Able to shorten project schedule at Vento, saving money overall but pushing up timing, i.e. *when* revenue will be needed
 - Will still have a peak spending year in FY25 to implement components of Envision SPPS on time and on budget (as adopted in FY23-27 plan).¹⁵³
 - Funding strategy will result in an estimated tax impact of approximately \$40 for each of the next two years for the median valued home. This is in line with overall projections presented to the Board in past years and represents an approximate \$30 reduction from May 2022 projections.
- Regional construction costs have flattened and material availability has improved. Over the last 12 months, Twin Cities construction costs have increased 3.1%, whereas nationwide they have increased by 5.0%.

Board Actions

The following action is requested:

- Adoption of proposed 2024-2028 Five Year Plan resolution
 - Gate Check 1 approving the prioritization of work as represented in the Five Year Plan

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Gate check #1 represents the establishment of a project, with the Board affirming it meets the prioritization criteria and strategically aligns with the District's needs. Scope is not finalized, so no budgetary guidelines are established.

Questions?



SPPS Builds

FY2024-28

Five-Year Facilities Maintenance and Capital Plan

Supporting 21st Century Learning



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

Board File No. _____

Date _____

**SPPS Builds: FY 2024 – 2028 Five-Year Facilities Maintenance and Capital
Implementation Plan**

1. **WHEREAS**, Independent School District No. 625 (District) has approximately 7.7 million square feet of space spread among 74 buildings with the majority of those assets being more than 60 years old; and
2. **WHEREAS**, the District’s facilities represent a Current Replacement Value (CRV) of approximately \$3.4 billion in assets; and
3. **WHEREAS**, numerous independent studies have shown a direct connection between student achievement and the quality of the learning environment, particularly in areas of indoor air quality, lighting, and acoustics; and
4. **WHEREAS**, numerous independent studies have shown a connection between the condition of a school building and teacher satisfaction, morale, and retention; and
5. **WHEREAS**, Independent School District No. 625 has access to facilities funding via Long Term Facilities Maintenance Revenue, Capital Bonds, and Installment Contract Authority through the State of Minnesota legislature;
6. **WHEREAS**, on December 15, 2015, the Board of Education (BOE) established a Five-Year Facilities Maintenance and Capital Implementation Plan process to meet the strategic facility needs for the District; and
7. **WHEREAS**, District administration has sought to build the capital program in alignment with the District’s strategic plan *SPPS Achieves*, and acknowledges this connection by titling the capital program “SPPS Builds”; and
8. **WHEREAS**, District administration proposes that the BOE approve the FY2024-2028 Five-Year Facilities Maintenance and Capital Implementation Plan, as reflected in Attachment A; and
9. **WHEREAS**, the Board of Education understands that inclusion in the FY2024-2028 Five-Year Facilities Maintenance and Capital Implementation Plan, as reflected in Attachment A, is the requirement for a project at Gate Check 1; and
10. **WHEREAS**, the Board of Education will have continued input into the planning and budgeting process to implement specific projects in the FY2024-2028 Five-Year Facilities Maintenance and Capital Implementation Plan;

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

- a. Declares that the District’s buildings and grounds should be positive contributors to the educational experience of all students and the communities the District serves, and that both the condition of the District’s existing assets, as well as the continuous improvements needed to meet evolving academic needs, are critical components for the long-term stewardship of the District’s facilities.
- b. Approves the prioritization of work as represented in the FY2024-2028 Five-Year Maintenance and Capital Implementation Plan, commensurate with Gate Check 1, subject to the Board of Education’s continued approval via the established Gate Checks.

AYE		NAY
_____	Chair	_____
_____	Vice Chair	_____
_____	Clerk	_____
_____	Treasurer	_____
_____	Director	_____
_____	Director	_____
_____	Director	_____

Adopted _____

CHAIR Board of Education

CLERK Board of Education

Exhibit A
FY2024-2028 Five Year Maintenance and Capital Implementation Plan



SPPS Builds

FY2024-28

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Five-Year Facilities Maintenance and Capital Plan

Supporting 21st Century Learning



Saint Paul
PUBLIC SCHOOLS

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District Map		
Facility by Type (school, administrative)		

CONTACT INFORMATION

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Saint Paul, MN 55108
Ph: 651-744-1800 ▪ Fax: 651-290-8362
fmp@spps.org ▪ www.spps.org/Page/3568

SAINT PAUL BOARD OF EDUCATION

Jim Vue, Chair	Chauntyll Allen
Zuki Ellis	Jeanelle Foster
Halla Henderson	Jessica Kopp
Uriah Ward	

SUPERINTENDENT

Joe Gothard, Ed.D.

Facilities Master Plan - Vision

We envision versatile, equitable, healthy environments that balance the factors creating authentic, engaging, and personalized learning experiences to sustain our academic mission and deepen connections to our communities and world.

INTRODUCTION

PROJECT HIGHLIGHTS: 5YP – FY2024-28

The [Five-Year Facilities Maintenance and Capital Plan](#) (5YP) provides an overview of Saint Paul Public Schools' capital improvement projects scheduled to take place in fiscal years 2024 to 2028 (FY2024-28). These projects reflect a collaborative process undertaken with building administrators, staff, students and families to plan and design learning spaces that meet the Facilities Master Plan's (FMP) Vision, Principles and Standards (see below under BACKGROUND for more information).

Among the highlights these projects reflect are:

- **Learning environment upgrades** impacting classrooms, varied learning areas, and core facility rightsizing.
- **Inclusion of dedicated Specialized Services facilities** in prioritization, reflected in a major remodeling/addition project.
- **Health and Wellness** considerations, specifically indoor air quality with help from federal relief funds (which must be spent by the end of 2024.)
- **Broad-range improvements** in addition to major remodeling and addition projects, from flooring to roofs, and boilers to fire alarms and security systems.
- **Athletic improvements** to the usability of existing fields and tracks.
- **Technology upgrades:** Providing instructional A/V at high school and middle school sites.
- Continued implementation of **Envision SPPS**, which consolidated program offerings to focus on educational opportunities.

In addition to construction projects, the 5YP includes a number of planning efforts, including the next set of priorities for athletics, and facility alignment with well-rounded education programs.

A number of factors affected the rollout of the 2024-2028 5YP, and led to additions, changes and some projects being delayed. These factors include:

- a. Reprioritization based on new programs and information
- b. Project management staffing challenges, schedule for projects of all scales
- c. Lead times for material and components remain a scheduling factor, particularly for products with processor chips (electrical and mechanical equipment), though many elements have returned to pre-COVID 'normal'.

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SPPS BUILDS and ENVISION SPPS

The 5YP is also broadly known as [SPPS Builds](#) which signals its alignment with the District's overarching strategic plan, [SPPS Achieves](#), specifically under:

Objective 5: Allocate resources based on program effectiveness and organizational priorities.

Strategic Initiatives - 5.3: Align school facilities with well-rounded programs.

In fulfillment of this objective, the District launched [Envision SPPS](#), a data-driven plan approved by the Board of Education on December 1, 2021. The decisions remain an active part of planning for SPPS facilities and the 5YP in these areas:

1. **J.J. Hill Montessori** will relocate to the Barack and Michelle Obama site once remodeling is complete in fall

2025. The long term use of J.J. Hill will be a part of planning in FY24-28.

2. **John A. Johnson Achievement Plus Elementary** closed and merged at **Bruce Vento Elementary**. The Johnson site becomes the site of **LEAP High School** and home for **SPPS Online School** in fall 2023.
3. **Jackson Preparatory Elementary School** programs closed and merged in Fall 2022. In Fall 2023, the Jackson site becomes home for the newly created **East African Elementary Magnet School**.
4. **Early Childhood Hubs – East and West** opened at sites vacated by mergers. The FY24-28 plans include age-appropriate site modifications.
5. **Barack and Michelle Obama Elementary** will close at the end of school year 2022-23. Once remodeling is complete either fall 2024 or fall 2025, the building will accommodate a PreK-5 Montessori program and a regular middle school program.
6. **Capitol Hill Gifted and Talented Magnet’s** enrollment pathway will expand from Highland Park High School to other high schools so that students can attend their community high schools.

The majority of sites impacted by Envision SPPS did not require facilities interventions related to these changes. Envision SPPS commitments to timelines accelerated new construction for **Bruce Vento Elementary** and remodeling at **Barack and Michelle Obama** for the Montessori and middle school program moving to that site. As **Cherokee Elementary** reopens as a community school, the focus of the proposed major project at that site is now limited to deferred maintenance and needed infrastructure improvements.

UPDATING CONCEPTUAL VISIONS

Since our master planning effort in 2016 there have been many changes throughout the District (including a lot of work being completed). Strategic changes at schools may warrant an updating of the conceptual vision for that school in accordance with our master planning vision, principles, and standards. An example is the Jackson school building, with the new African Elementary Magnet School opening there school year 2023-24.

Conceptual visions to update in the short term based on Envision or other program changes are:

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- John A Johnson
- Hamline
- Highwood Hills
- Txuj Ci Lower
- Early Childhood Hubs

Those to be updated when more direction emerges include:

- J.J. Hill
- East African / Jackson
- Wilson
- Career & Technical Ed.

EARLY CHILDHOOD FOCUS AND GROWTH

This 5YP continues efforts to provide for expected growth in early childhood education programs. At national, state, and city (SPARK) levels, we see movements to develop and expand Pre-K and other education programs for 3- and 4-year-olds. Within the SPPS area, there exist significant waiting lists for the Pre-K spaces that are available. The on-going partnership with Head Start is expanding Pre-K classes to address the demand.

Current Pre-K programming in SPPS offers space for 1,470 4-year-olds in 87 classrooms within 34 schools, a growth of 40 over 2021-22. A 2022 analysis proposed that growth in early learning would be based on no more than 50% of the 4- year-olds in the city receiving

service within SPPS buildings. Projections for 3-year-olds are less firm at this time but are likely to result in a need for space as well, though less so than 4- year-olds, as program partners will likely provide a greater share of those services. The roll-out will be gradual, allowing SPPS to plan for facilities that support the expanded program. The Facilities Department continues to locate appropriate classrooms; looking at those available now, those that could be used by relocating current uses/classes, and those that would require more intensive changes such as the addition of restrooms and sinks or other ancillary construction.

Given the anticipated incremental growth in early childhood funding, and to manage capital funding and cash flow, any large-scale capital investments to meet the needs of expanded early learning is not planned until after the term of this 5-year plan.

SPECIAL EDUCATION ALIGNMENT

Planning within the FY2024-2028 5YP will continue to support the evolving understanding of learners with specialized needs, including greater intentionality around spaces dedicated to their use, and other recommendations included in the Envision Special Education Workgroup.

INCLUSIVE RESTROOMS

SPPS has been at the forefront of implementing a model for single-user restrooms that provide respectful access for individuals to sanitary facilities. The rollout of this model has occurred with major remodeling projects, limited in part by the type of funding available. State law changed in June 2023 to allow use of LTFM revenue to fund these projects. This 5YP incorporates an annual program, starting in FY2028, to use a portion of the LTFM revenue to provide the inclusive restroom model at sites not impacted by a major renovation.

BACKGROUND

FACILITIES MASTER PLAN (FMP) / SPPS BUILDS

In 2015, Saint Paul Public Schools developed a 10-year Facilities Master Plan (FMP) to address needed improvements for its 73 facilities, 7.8 million square feet of space, and 519 acres of land. As a strategic plan, SPPS Builds, the successor to the FMP, ensures that resources are aligned to provide schools with equitable access to facility funding and that projects are coordinated to increase efficiency and decrease costs. In a district where 60 percent of schools are 65 years or older, SPPS recognizes that updating old buildings is critical to providing flexible, adaptable physical environments to support a variety of teaching and learning styles for students' academic success.

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In turn, the FMP provides the District with guiding documents (see below) to determine how to prioritize projects for improvements over the next five years as outlined in the 5YP. Annual adjustments may be made to the 5YP based on unforeseen emerging factors that impact the initial assessments made to the scheduling and prioritizing of particular facility improvement projects.

GUIDING DOCUMENTS - FMP and SPPS BUILDS

The 5YP is informed by guiding documents developed during the FMP planning process through extensive stakeholder engagement with more than one thousand people. FMP guiding documents are the qualitative data used to assess facilities and include a **Vision** statement (see box on page 1) along with facility [Principles](#) and [Standards](#) that inform the District's **Criteria** to prioritize facility improvement projects.

CRITERIA FOR PRIORITIZING FACILITY IMPROVEMENTS

A model of weighted criteria was developed to evaluate the impact of each project to teaching and learning: **The greater the impact to**

student learning, the greater the need to complete the project.

SPPS uses the criteria listed below to identify and prioritize major capital-improvements to ensure projects are student-centered, efficient and impactful. To generate each project's impact score and initial priority ranking, each criterion has a different weight of importance (impact).

1. **Growth and Alignment:** Alignment to projected programmatic and enrollment needs is addressed.
2. **Quality Learning Spaces:** The overall improvement in the quality of instructional space that supports student learning.
3. **Identifiable Main Entries:** Safe and respectful main building entries that welcome students and community into our buildings.
4. **Building Condition:** The condition of building systems, as determined by the Facility Condition Assessment, supports healthy student and staff environments.
5. **Core space:** The quantity and quality of core functional spaces such as gyms and cafeterias support student learning and wellness.
6. **Overall Alignment:** The overall improvement to the building and site should align with functional and programmatic needs as determined by the Facility Condition Assessment and the Facility Master Plan process.

***Note:** The identification of 'Permanent Construction' as the first criterion in 2015 has successfully led to fully phasing out temporary structures for learning environments as of 2020. Therefore, it has been removed from the list of criteria in this document.*

Additional criteria may be considered to address the following:

- a. **Enrollment enhancement opportunity:** A new or fully modernized school may be used as an opportunity to attract students.

- b. **Geographic Distribution:** School renovation work should be distributed across the district to ensure there is equity in school improvements.
- c. **Large Impact:** The renovation or addition of a facility that is anticipated to have a large impact on another school, an entire community, or a major part of the city, in addition to meeting other criteria, may be a determining factor in giving the work scope priority.
- d. **Partnership Opportunities:** Partnerships can be financial, technical, joint-use and/or joint development and may take some time to mature. The opportunity for a partnership that has been developed and is funded may mean that a particular facility needs renovations or construction ahead of schedule or that a delay is warranted while the partnership is formalized. Equity of access to quality partnerships will be a key consideration.
- e. **Program Requirements:** A new school district program imperative might require a major facility renovation in order to offer that academic program in a quality way. Equity of access to programs and support for programs will be a key consideration.

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QUANTITATIVE DATA - FMP and SPPS BUILDS

The quantitative data that inform the FMP are many and include both attention to the condition of buildings and grounds and the extent to which these facilities support or hinder teaching and learning. Several of these assessments have been updated to inform the 5YP:

- Educational Adequacy Assessment (2009)
- Facility Condition Assessment (2020, rev. 2023)
- Facility Alignment Assessment (2015)
- Dynamic Programs: Site Capacity and Growth Parameters

- Athletic Facilities Considerations
- Use and Utilization Survey and Report (2023)

FINANCING

As part of the FMP, the Board of Education passed the resolution on [Long-Term Facilities Maintenance and Improvement Investments](#) that fortifies the District's commitment to the continued funding of capital investments for the betterment of students and communities.

The District's budget for *SPPS Builds* is funded from the sale of bonds, capital loans, the Long-Term Facilities Maintenance Program (including levies), or (for a limited time) American Rescue Plan (ARP) funding. SPPS has issued bonds every year since 1994 to fund facility projects. A tax levy allows school districts to raise money through public taxation to fund construction projects to ensure school buildings are kept in good shape and meet the learning needs of students. The Board of Education determines the levy amount each year based on specific facility needs for the upcoming year.

By law, Building Construction Funds cannot be used for other funding categories, such as the General Fund which pays for teacher salaries, transportation and other teaching and learning needs. Increases to the Building Construction Funds do not decrease the General Fund.

NOTES ON SCHOOL WORK SCOPES

The table of contents lists the individual pages that show large and small proposed scopes of work by school site. At the end, work scopes that run across the District are shown in a page called **District Wide Projects**.

As part of this plan, a series of **annual programs** are set up to deliver smaller-scale, similar scope work across multiple sites for targeted average annual costs. These programs address needs related to mechanical systems, instructional A/V, and flooring, among others, and allow for administrative, cost and scheduling efficiencies. Work scopes that are part of an annual program are noted as 'Program' in the "Estimated project cost" column.

In addition to the annual programs, a number of work scopes are combined into larger **bundled projects** for efficiency of delivery. The estimated project cost column reflects these as "Bundled."

Rough order of magnitude estimates of cost are included for those projects that have been through a chartering process. Typically, projects to be carried out within a year will go through this process of additional development. The estimates include hard and soft costs, appropriate contingencies and anticipated inflation to the midpoint of construction.

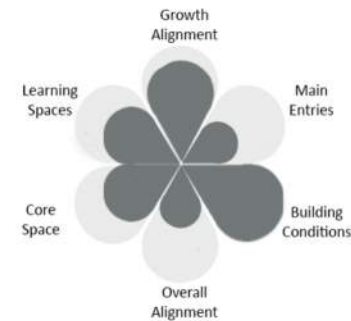
Dates are by fiscal year (FY2024 runs July 1, 2023 - June 30, 2024). Dates shown represent the first fiscal year for anticipated spending, and may not be the year that actual construction begins or is completed.

KEY

The Work Scopes pages include two graphic indications of prioritization.



Petals = Criteria for Prioritization: The first looks like a flower, in which each petal represents one of the [six criteria for prioritization](#). The degree to which a building **meets or exceeds each criterion** is indicated by how much gray is filled out in the petal. **The more each individual petal is filled with dark gray, the more that particular building feature meets or exceeds the standard.** A building that has just been remodeled would have each petal filled with dark gray (little or no light gray showing).



Green Circle = Impact score based on need: Based on the petal/criteria category, green circles visually indicate the degree to which a facility meets the District's [Facilities Standards](#). The larger the green circle, the more that facility has been determined to need improvements based on the overall impact on the school community if improvements are made.

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School Work Scopes: Table of Contents

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Como Park Elementary School	28	Hamline Elementary School	47
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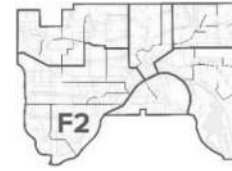
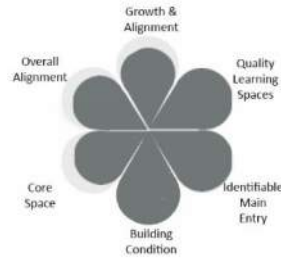
SCHOOL	PAGE	SCHOOL	PAGE
Hazel Park Preparatory Academy	49	Mississippi Creative Arts School	67
Hidden River Middle School		Murray Middle School	68
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Highland Park Middle School	52	Open World Learning	71
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Hubbs Center	56	RiverEast Elementary and Secondary School	74
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John A. Johnson School	61	St. Anthony Park Elementary School	xx
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SCHOOL	PAGE
Washington Technology Magnet School	83
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Adams Spanish Immersion School

615 Chatsworth Street South



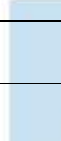
Grades: PK to 5
Existing Building Size: 95,575 GSF
Target Student Enrollment: 735
Years Built: 1923, 1973, 1999, 2004, 2018
School: www.spps.org/adams
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Completed Project Highlights 2018: <ul style="list-style-type: none"> • Three-Story General Learning Addition • Renovation of Existing Learning Spaces • Cafeteria and Kitchen Addition • Renovation of Administration • Restore Exterior Brick • Partial Roof Replacement • New Flooring Throughout • HVAC and Controls Replacement • New Outdoor Playground and Landscape • Parking and Sidewalks Replacement • Site: Playground 	Completed							●	●	●	●	●	●

A map showing the F1 region, which is a small, irregularly shaped area in the north-east of the study area. It is labeled 'F1' in bold black text.

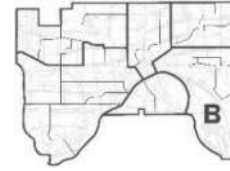
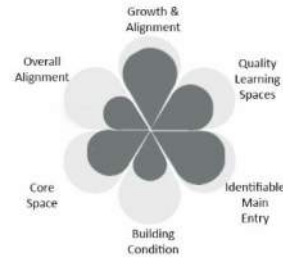
Year Built: 1971

Facilities Master Plan: www.spps.org/fmp



American Indian Magnet

1075 Third Street East

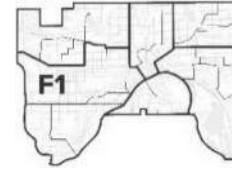
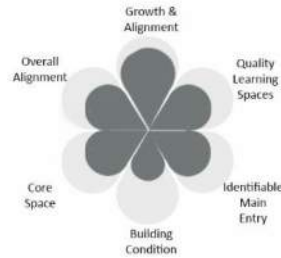


Grades Served: PreK to 8
Existing Building Size: 103,397 GSF
Target Student Enrollment: 829
Years Built: 1924, 1930, 1939, 1991
School: www.spps.org/aims
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year D = Design C = Construction						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Project Highlights: <ul style="list-style-type: none"> • Four-Story General Learning Addition • Administration Office Addition • Event Center & Public Digital Commons Addition • Renovation of Existing Learning Spaces • Renovation of Restrooms • Cafeteria and Kitchen Addition • Communication & Security Cameras • Plumbing Replacement • HVAC and DDC Controls Replacement • Lighting Replacement • Doors and Hardware • Parking Lot Pavement • Playground • Building Automation System (BAS) Conversion • Stormwater Management and Remediation • Fire Suppression 	\$53,300,000	C	C					●	●	●	●	●	●

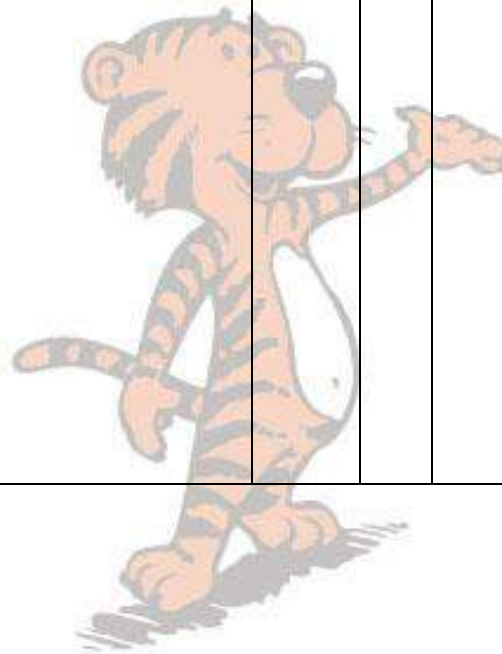
Barack & Michelle Obama Elementary

707 Holly Avenue

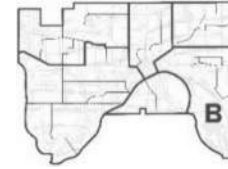
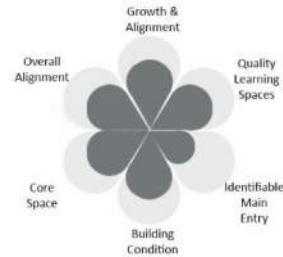


Grades Served: PreK to 5
Existing Building Size: 149,605 GSF
Target Student Enrollment: 963
Years Built: 1925, 1926, 1966, 1975, 2002
School: www.spps.org/obama
Facilities Master Plan: www.spps.org/fmp

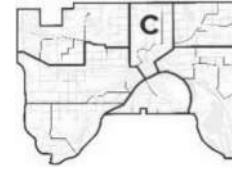
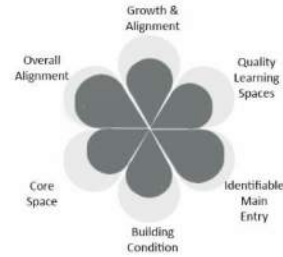
Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Project Highlights – Envision SPPS Project: <ul style="list-style-type: none"> • Renovation of Existing General Learning Spaces • Renovation of Gym, Auditorium, Cafeteria • Renovation of Media Center and Specialty Spaces • Renovation of Administration Office • New Inclusive Restrooms • New Secure Entry • Addition for new classrooms for Montessori program • Exterior Refurbishment • Plumbing Replacement • HVAC and Controls Replacement • Partial Roof Replacement • Fire Suppression • Electrical Replacement 	\$72,300,000	D	D/C	C	C			●	●	●	●	●	●



**Battle Creek
Elementary School**
60 Ruth Street South

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**Bruce Vento
Elementary School**
409 Case Avenue

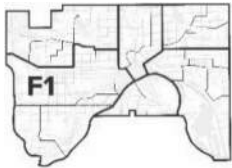
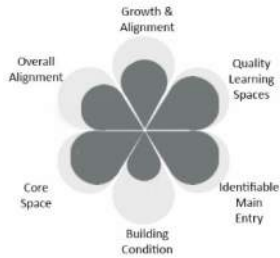


Grades Served: PreK to 5
New Building Size: 140,000 GSF
Target Student Enrollment: 700
Years Built: N/A
School: www.spps.org/vento
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
New Construction Project Highlights: <ul style="list-style-type: none"> Elementary School: <ul style="list-style-type: none"> General Learning Spaces Specialist/Enrichment Classrooms Cafeteria and Kitchen, Gymnasium Administration Offices, Restrooms Specialized Services Offices HVAC and Controls Systems Plumbing, Piping, Fixtures Exterior Wall Systems Roofing Pre-K / Community Hub: <ul style="list-style-type: none"> Early Childhood Programming Specialized Services Spaces Indoor Play Area Community Support Services Site: <ul style="list-style-type: none"> Parking Lots and Drives Playground 	\$89,900,000	D	D/C	C	C			●	●	●	●	●	●

Central High School

275 Lexington Parkway North



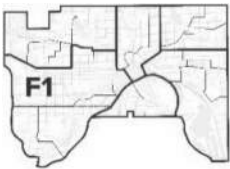
Grades Served: 9 to 12
Existing Building Size: 340,641 GSF
Target Student Enrollment: 1987
Year Built: 1977

School: www.spps.org/central
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Replace Lintels and Windows	GC3 FY24			D	D/C	C	C				●		●
Instructional Audio / Visual Equipment	Program	D/C	C						●		●		●
Electrical - Motor Control Center	GC3 FY23		D	C							●		●
Carpentry Plus – Multisite Project	Program	D/C	C								●		●

Central High School –
Automotive Garage

275 Lexington Parkway North

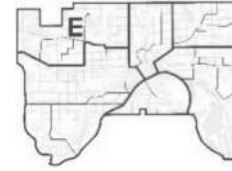
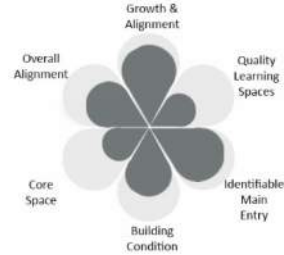


Grades Served: 9 to 12
Existing Building Size: 1,750 GSF
Target Student Enrollment: n/a
Year Built: 1960
School: www.spps.org/central
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Windows	Program			D	D/C	C					●		●
Fire Suppression	Program				D/C						●		●

Chelsea Heights Elementary School

1557 Huron Street

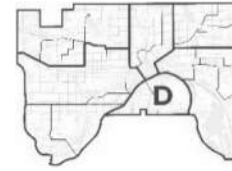
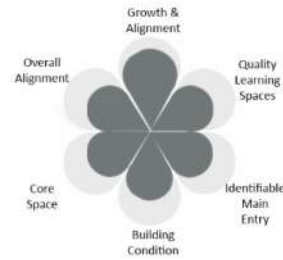


Grades Served: K to 5
Existing Building Size: 62,545 GSF
Target Student Enrollment: 604
Years Built: 1932, 1939, 1952, 1973
School: www.spps.org/chelseaheights
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Hallway and Kitchen Flooring Replacement	Completed	C									●	●	●
Replace Folding Partition in Gym	Completed	D/C									●		●
Fire Alarm System	Complete										●		●
Interior/Exterior Door Replacement	GC3 FY24	D	C								●	●	●

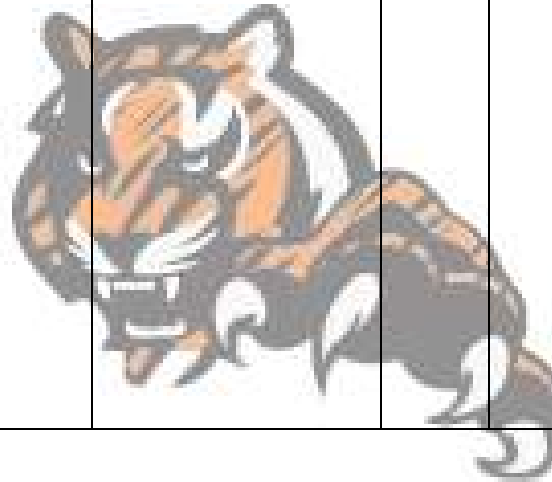
Cherokee Heights Elementary School

694 Charlton Street



Grades Served: PreK to 5
Existing Building Size: 87,416 GSF
Target Student Enrollment: 543
Years Built: 1925, 1971, 2000, 2001
School: www.spps.org/cherokeeheights
Facilities Master Plan: www.spps.org/fmp

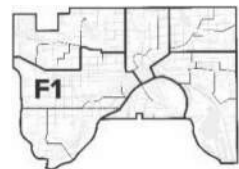
Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Furniture Replacement	Complete								•			•	•
Project Highlights: <ul style="list-style-type: none"> • New Finishes in Learning Spaces • Classroom Instructional AV • HVAC and Controls Replacement • Partial Roof Replacement 	\$17,533,000		D	D	C	C		•	•		•	•	•



Facilities Master Plan: www.spps.org/fmp

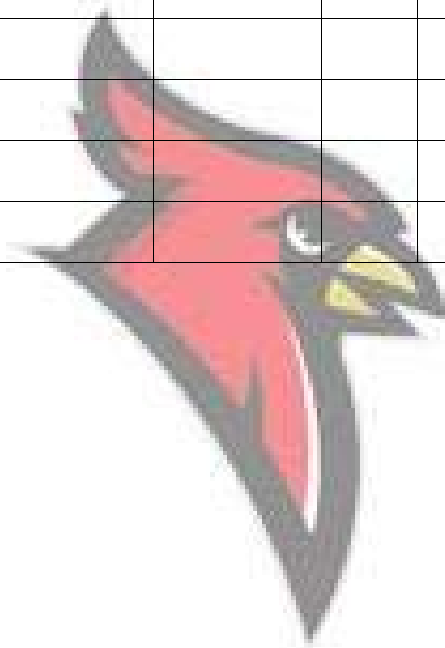
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Como Park
Elementary School
780 Wheelock Parkway West



Grades Served: PreK to 5
Existing Building Size: 131,154 GSF
Target Student Enrollment: 790
Years Built: 1917, 1925, 1974
School: www.spps.org/comoel
Facilities Master Plan: www.spps.org/fmp

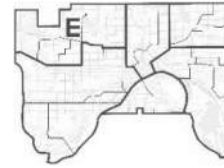
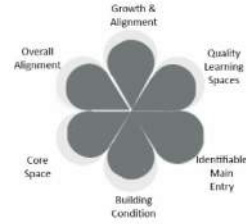
Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Emergency Lighting and Corridor Lighting	Completed										●		●
Small Gym Floor Refinishing	GC3 FY25			C							●		●
Site: Equipment Storage Unit	Bundled			D/C	C						●		●



FY2024-2028 Five-Year Facilities Maintenance and Capital Improvement Plan

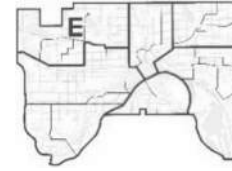
Como Park Senior High School

740 Rose Avenue West



Grades Served: 9 to 12
Existing Building Size: 263,762 GSF
Target Student Enrollment: 1436
Year Built: 1954, 1978, 1993, 1994, 2002-4, 2018
School: www.spps.org/comosr
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2023	2024	2025	2026	2027						
Project Highlights – Completed 2019: <ul style="list-style-type: none"> • Two-story General Learning Addition • Renovation of Existing Learning Spaces • Renovation of Cafeteria, Student Common • Outdoor Learning Area • Renovation of Main Entry • Flooring Replacement Throughout • HVAC and Controls Replacement • Replace Exterior Doors • Replace Water Piping • Fire Suppression • Elevator Replacement • Electrical Panelboards 	Complete							•	•	•	•	•	•
Site: Athletic Improvements	\$436,000	D/C	C						•		•		•
HVAC - Exhaust Fans	Program	D	C	C							•		•

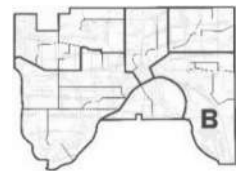


Target Student Enrollment: 716

School: www.spps.org/crossroads
Facilities Master Plan: www.spps.org/fmp

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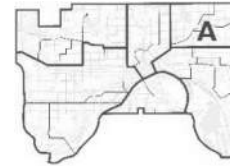
Dayton’s Bluff
Achievement Plus
Elementary
262 Bates Avenue



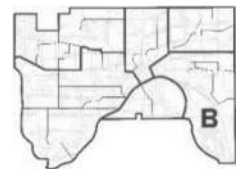
Grades Served: PreK to 5
Existing Building Size: 88,242 GSF
Target Student Enrollment: 543
Years Built: 1973,1999
School: www.spps.org/daytonsb bluff
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Fire Alarm System	Complete										●		●
HVAC Classroom Ventilation	Program	D	C	C					●		●		●
Plumbing Plus – Multi-Site Project	Program	D	D/C	C							●		●

A diagram of a flower with six petals, each labeled with a component of the design process: Growth & Alignment, Quality Learning Spaces, Identifiable Main Entry, Building Condition, Core Space, and Overall Alignment.

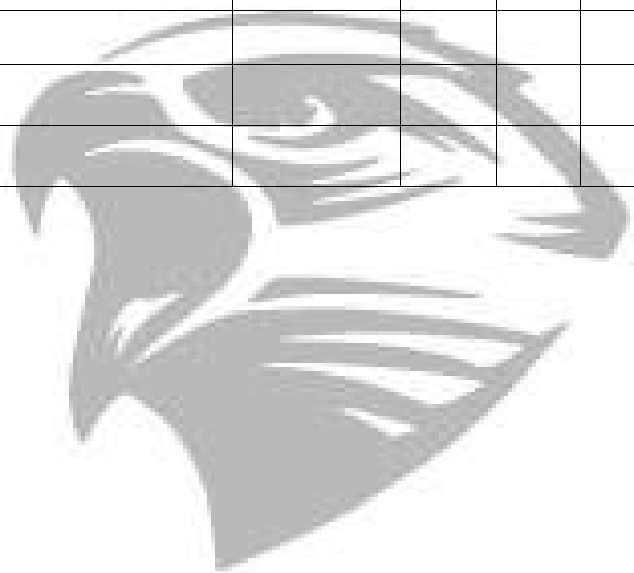
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Eastern Heights
Elementary School
2001 Margaret Street



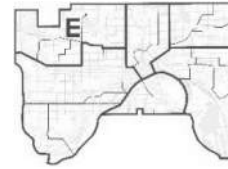
Grades Served: PreK to 5
Existing Building Size: 69,002 GSF
Target Student Enrollment: 494
Years Built: 1929, 1952, 1969, 1991
School: www.spps.org/eastern
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Site: Playground	\$484,000	C									●		●
Electrical Panel Replacement	\$194,000	D	C								●		●



Education and Operation Services

1930 Como Avenue



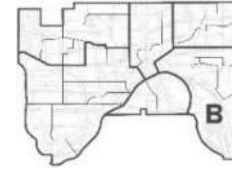
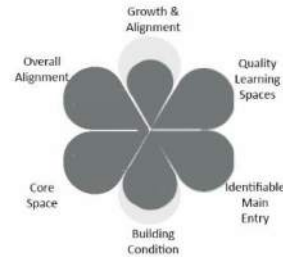
Grades Served: N/A
Existing Building Size: 248,836 GSF
Years Built: 1954, 1998, 2021
Department: www.spps.org/facilities
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Project Highlights - Completed 2021: <ul style="list-style-type: none"> Renovation of Warehouse to New Office Environments Building Addition for Additional Office Space Clear Entry for Training Center Communication & Security Cameras Direct Digital Controls (DDC) Replacement Partial HVAC and Controls Replacement Electrical Upgrades Water Main Replacement 	Completed							●		●	●	●	●
Print Shop Air Handler	GC3 FY23	D	C								●		●
Garage Door Structural Repair	\$2,334,000	D/C	C	C							●		●
ARP-funded Kitchen HVAC Upgrades	GC3 FY23	D	C	C							●		●
Partial Reroof and Roof Drain Piping	Program				D	C	C				●		●

FY2024-2028 Five-Year Facilities Maintenance and Capital Improvement Plan

E-STEM Middle School

600 Weir Drive, Woodbury MN



Grades: 6 to 8

Existing Building Size: 122,000 GSF

Target Student Enrollment: 600

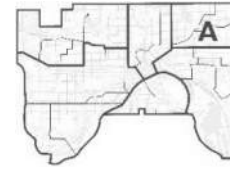
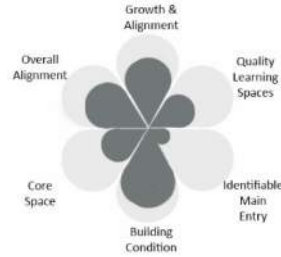
Years Built: 2001

School: <https://www.spps.org/estem>

Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Project Highlights – Completed 2019: <ul style="list-style-type: none"> • Building Automation System (BAS) Conversion • Roof repair • Interior: Painting, Carpet/Linoleum replacement • Interior: Doors and Hardware • Communication and Security Cameras • Bosch Lenel Security System • Furniture, Fixtures and Equipment • Technology: Fiber, Switches, Access Points and Phones • Instructional Audio/Visual • Elevator repair • Water Treatment System • Fire Panel Replacement • Renovation of Restrooms • Site: Parking Lot Repair • Kitchen upgrades • Clock Master Replacement 	Completed							•	•	•	•	•	•
Partial Paving Replacement	GC3 FY27					D/C					•		•
Monument Sign	GC3 FY23	D/C	C							•			•
Fire Alarm Systems	GC3 FY25			C							•		•

Farnsworth
Aerospace - Lower
 1290 Arcade Street

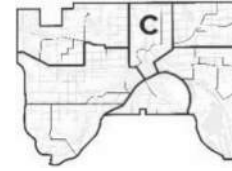
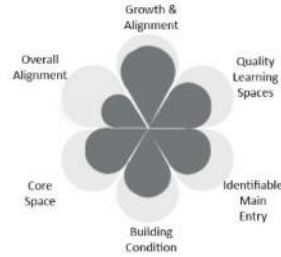


Grades Served: PreK to 4
Existing Building Size: 62,913 GSF
Target Student Enrollment: 543
Years Built: 1922, 1924, 1991, 2002, 2004
School: www.spps.org/farnsworth
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Site: Playground	\$545,000	D	C								●		●
Project Highlights: <ul style="list-style-type: none"> • General Learning Addition • Media Center Update • Renovation of Existing Learning Spaces • Assembly/Multi-Purpose Addition • Renovation of Kitchen • Roof Replacement • Hallway Lockers Replacement • Upgrade Existing Parking Lot • Parent Drop-Off Drive and Parking Lot • Audio/Visual Equipment 	GC3 FY26			D	D	D/C	C	●	●	●	●	●	●

FY2024-2028 Five-Year Facilities Maintenance and Capital Improvement Plan

Farnsworth
Aerospace - Upper
 1000 Walsh Street



Grades Served: 5 to 8
Existing Building Size: 116,120 GSF
Target Student Enrollment: 707
Years Built: 1925, 1937, 1965, 1996
School: www.spps.org/farnsworth
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
HVAC Replacement, Ceilings and Lights	GC3 FY23		D	D/C	C	C			●		●	●	●
Partial Flooring Replacement (2 phases)	Program			D	C				●		●		●
Lighting Replacement in Gym and Auditorium	GC3 FY24		C						●		●		●
Locker Replacement - Phase 2	GC3 FY24		D	C	C				●		●		●
Instructional Audio/Visual Equipment	GC3 FY24				D/C				●		●	●	●
Fire Alarm Systems	GC FY26				D/C	C							

Overall Alignment

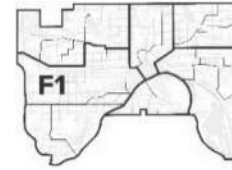
Growth & Alignment

Quality Learning Spaces

Identifiable Main Entry

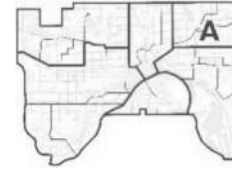
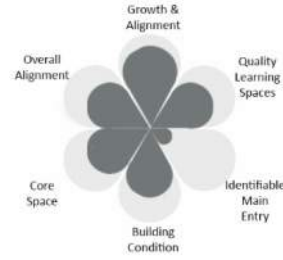
Building Condition

Core Space

[illegible]

Frost Lake Elementary

1505 Hoyt Avenue East

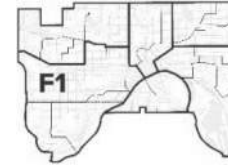
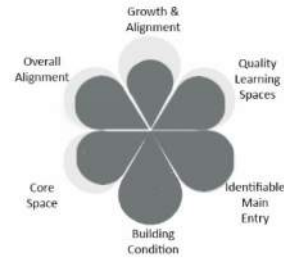


Grades Served: PreK to 5
Existing Building Size: 73,415 GSF
Target Student Enrollment: 705
Years Built: 1964, 1966, 1990, 1994, 2000
School: www.spps.org/frost
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Project Highlights: <ul style="list-style-type: none"> • Renovation of Existing Learning Spaces • Clear front entrance and security upgrades • Renovation of Restrooms • New Kitchen Addition • Common and Administration Addition • HVAC and Controls Replacement • Site Drainage Replacement • Parking Lot Pavement • Lighting Replacement • Playground • Fire Suppression • Fire Alarm Systems 	Compete							●	●	●	●	●	●

Global Arts Plus Lower

1023 Osceola Avenue



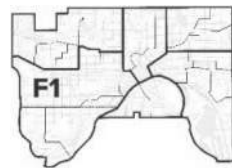
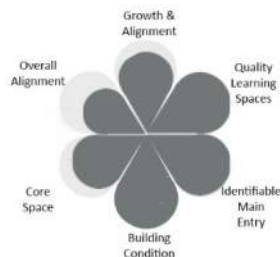
Grades Served: PreK to 4
Existing Building Size: 85,750 GSF
Target Student Enrollment: 341
Years Built: 1922, 1924, 1966, 1996, 2004, 2018
School: www.spps.org/lmap
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Project Highlights - Completed 2018: <ul style="list-style-type: none"> General Learning Addition Renovation of Existing General Learning Space Cafeteria and Kitchen Addition Gymnasium Addition New Restrooms Roof Replacement Exterior Refurbishment HVAC and Controls Replacement Electrical Upgrades Fire Suppression Fire Alarm Systems 	Complete							●	●	●	●	●	●

Global Arts Plus

Upper

810 Palace Avenue

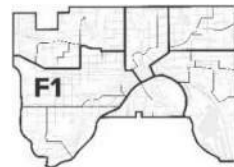


Grades Served: 5 to 8
Existing Building Size: 147,532 GSF
Target Student Enrollment: 632
Years Built: 1926, 1939, 1965, 1996, 1999, 2019
School: www.spps.org/lmap
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Completed Project Highlights 2019: <ul style="list-style-type: none">Renovation of Existing General Learning SpaceRenovation of AuditoriumRenovation of Main OfficeNew Entry, Stairs, and Common AreasPartial Roof ReplacementMinor Exterior RefurbishmentHVAC and Controls ReplacementElectrical UpgradesFire SuppressionFire Alarm Systems	Complete							●	●	●	●	●	●

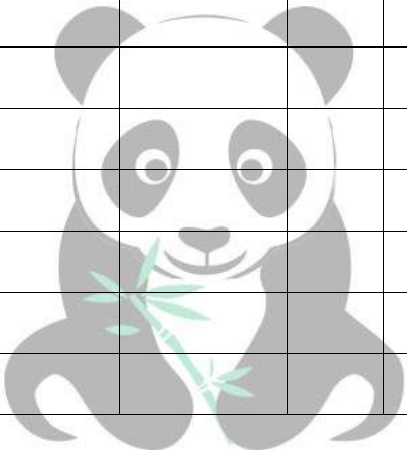
Groveland Park
Elementary School

2045 St. Clair Avenue



Grades Served: K to 5
Existing Building Size: 52,939 GSF
Target Student Enrollment: 529
Years Built: 1921, 1924, 1931, 1996, 2000, 2003
School: www.spps.org/groveland
Facilities Master Plan: www.spps.org/fmp

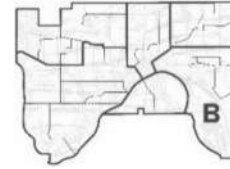
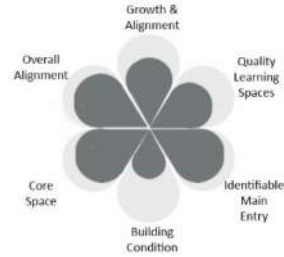
Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Fire Alarm System	Compete										●		●
Reroofing Rec Center and Drainage Piping Upgrades	Program	D/C	C								●		●
Toilet Partition Replacement	Bundle		D/C	C							●	●	●
Site: Maintenance Equipment Storage Unit	GC3 FY25			D/C	C						●		●
Site: Replace North Parking Lots and Drainage Correction	Program			D/C							●		●



FY2024-2028 Five-Year Facilities Maintenance and Capital Improvement Plan

Harding Senior High School

1540 Sixth Street East

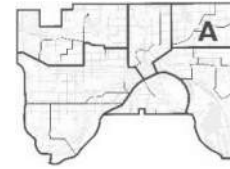
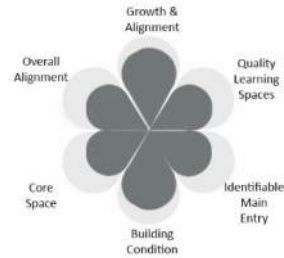


Grades Served: 9 to 12
Existing Building Size: 286,080 GSF
Target Student Enrollment: 1918
Years Built: 1963, 1993, 1995, 2002, 2003
School: www.spps.org/harding
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Gym Lighting	Completed								●		●		●
Theater Curtain and Lighting	Bundle	C	C						●		●	●	●
Instructional Audio / Visual Equipment	GC3 FY23	D/C							●		●	●	●
Replace Ceiling in Cafeteria	Bundle	D	C								●		●
Electrical Distribution System	Program		D	C							●		●
Fire Alarm System	Program		C								●	●	●
Fire Suppression	Program					C					●		●
Roofing and Re-piping Roof Drains	Program			D/C	C						●	●	●
Site: Athletic Improvement <ul style="list-style-type: none"> Replace Artificial Turf Add Triple Jump Lane and Track Improvements to Stadium Auxiliary Facilities 	GC3 FY26				D	D/C	C				●		●

Hazel Park Preparatory Academy

1140 White Bear Avenue



Grades Served: PreK to 8

Existing Building Size: 114,774 GSF

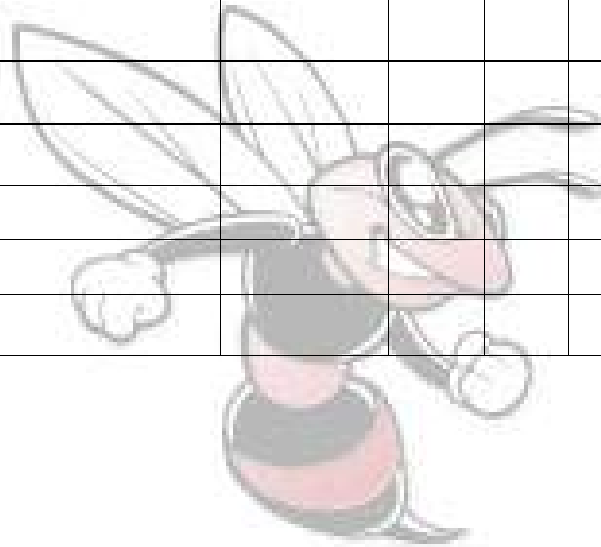
Target Student Enrollment: 690

Years Built: 1956, 2009

School: www.spps.org/hazelpark

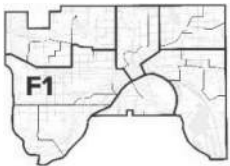
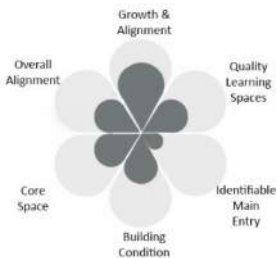
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Replace Ceiling Tiles	Bundle	C	C								●	●	●
Site: Equipment Storage Unit	Bundle			D/C	C						●		●
Instructional Audio/Visual Equipment	GC3 FY26				D/C				●		●	●	●
Fire Alarm System	Program				D/C						●		●



Hidden River Middle School

1700 Summit Avenue

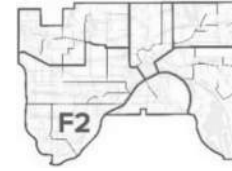
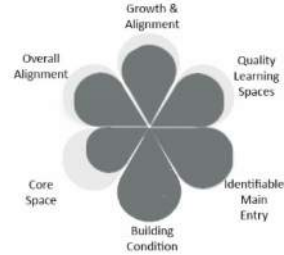


Grades Served: 6 to 8
Existing Building Size: 98,491 GSF
Target Student Enrollment: 679
Years Built: 1924, 1964, 1977, 1991
School: www.spps.org/ramsey
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Project Highlights: <ul style="list-style-type: none">• Renovate and Reconfigure Classrooms• New Secure Entry• New Administrative Suite• Inclusive Restrooms• Instructional Audio/Visual• Kitchen Renovation• HVAC and Controls Replacement• Electrical Replacement• New Lighting, Sensors and Controls• Parking Lot Pavement• Fire Notification Panel Replacement• Partial Roof Replacement	\$54,200,000	D	C	C	C			●	●	●	●	●	●

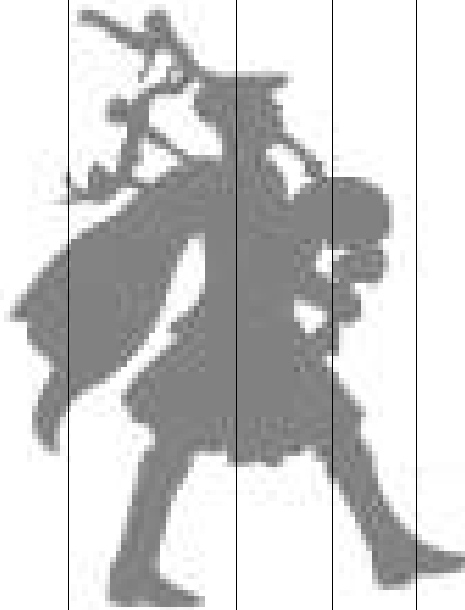
Highland Park Elementary School

975 Snelling Avenue South



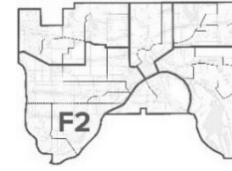
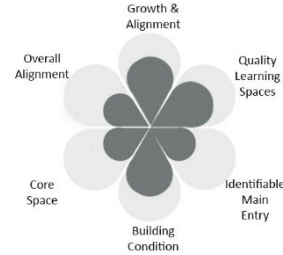
Grades Served: K to 5
Existing Building Size: 87,792 GSF
Target Student Enrollment: 378
Years Built: 1952, 1954, 1997, 2018
School: www.spps.org/highlandel
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Project Highlights Completed 2018: <ul style="list-style-type: none"> • Two-Story General Learning Addition • Renovation of Existing Learning Spaces • Cafeteria and Kitchen Addition • New Gym • New Elevator • Partial Roof Replacement • HVAC and Control Replacement • Fire Suppression • Site: Parking Lot Addition • Site: Sidewalk • Site: Playground 	Completed							●	●	●	●	●	●



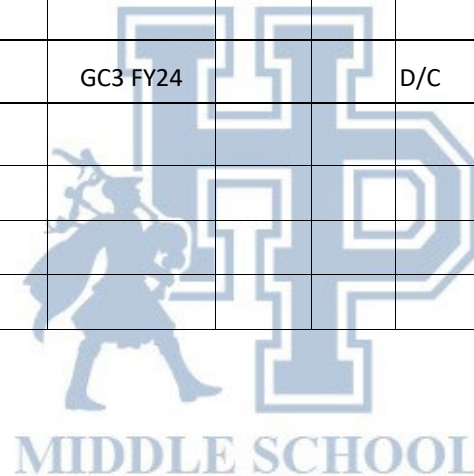
Highland Park Middle School

975 Snelling Avenue South



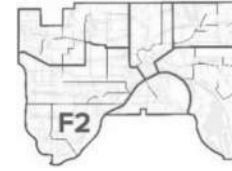
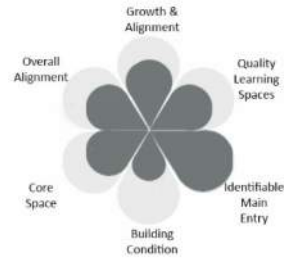
Grades Served: 6 to 8
Existing Building Size: 135,431 GSF
Target Student Enrollment: 837
Years Built: 1957, 1984, 2002
School: www.spps.org/highlandms
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Replace Stage Flooring	\$58,000	D/C	C						●		●		●
ARP HVAC Upgrade	\$6,500,000	D/C	C						●		●		●
Project Highlights: <ul style="list-style-type: none"> • Renovation of Selected Learning Spaces • Renovation of Kitchen and Cafeteria • Renovation of Administration • Renovation of First Floor Restrooms • New Entry • Locker Replacement • Lighting Replacement • Parking Lot • Fire Safety 	GC3 FY24	D	D	C	C			●	●	●	●	●	●
Instructional Audio/Visual Equipment	GC3 FY24			D/C					●		●		●



Highland Park Senior High School

1015 Snelling Avenue South



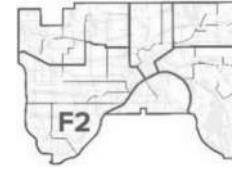
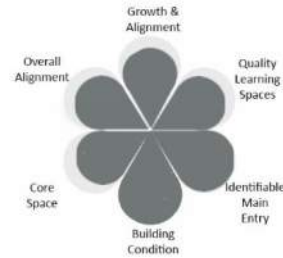
Grades Served: 9 to 12
Existing Building Size: 223,191 GSF
Target Student Enrollment: 1196
Years Built: 1963, 1970, 1988, 2000, 2009
School: www.spps.org/highlanders
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Theater: Lighting	Bundled	D/C	C						●		●	●	●
Athletic Flooring: Fitness Center	Bundled	C	C								●	●	●
Site: Artificial Turf at Soccer/Football Field, Softball and Baseball Dugouts	GC3 FY24	D	D/C	C				●	●			●	●
Site: Track Resurfacing	GC3 FY24	D	D/C	C				●	●			●	●
Renovation of Kitchen and Cafeteria (see Middle School)	GC3 FY24	D	D	C	C			●	●		●	●	●
Instructional Audio/Visual Equipment	GC3 FY24			D/C					●		●		●
Fire Alarm System	Program				D/C						●	●	●

FY2024-2028 Five-Year Facilities Maintenance and Capital Improvement Plan

Horace Mann School

2001 Eleanor Avenue



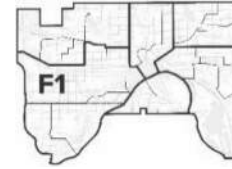
Grades Served: K to 5
Existing Building Size: 75,834 GSF
Target Student Enrollment: 378
Years Built: 1930, 1939, 1954, 1995, 2018
School: www.spps.org/mann
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Project Highlights Completed 2018: <ul style="list-style-type: none"> Two-Story General Learning Addition Renovation of Existing General Learning Space Cafeteria and Kitchen Addition Renovation of Administration Roof Replacement Gym Folding Partition Replacement HVAC and Controls Replacement New Outdoor Playground and Landscape Electrical Upgrades Site: Playground 	Completed							●	●	●	●	●	●

FY2024-2028 Five-Year Facilities Maintenance and Capital Improvement Plan

Hubbs Center

1030 University Avenue



Grades Served: 7 to 12

Existing Building Size: 42,600 GSF

Target Student Enrollment: N/A

Years Built: 1966, 1993

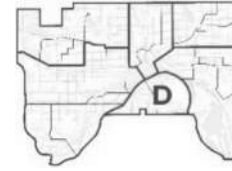
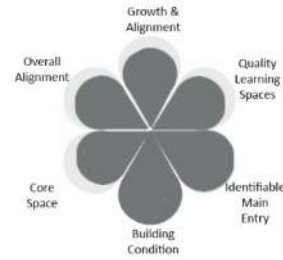
School: www.spps.org/Domain/11813

Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Flooring - Replace Carpeting	Bundle	D/C	C						●		●	●	●
Fire Alarm Systems	Program			C							●		●
Plumbing Plus – Multi-Site Project	Program	D	D/C	C							●		●
Site: South and Southeast Parking Lot Pavement	GC3 FY25			D/C	C						●		●
Site: Equipment Storage Unit	GC3 FY25			D/C	C						●		●

Humboldt High School

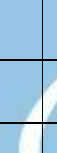
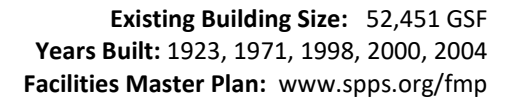
30 Baker Street East



Grades Served: 6 to 12
Existing Building Size: 267,264 GSF
Target Student Enrollment: 1,235
Years Built: 1976, 2002, 2003, 2004, 2021
School: www.spps.org/humboldt
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Project Highlights - Completed 2021: <ul style="list-style-type: none"> • Three-Story General Learning Addition • Digital Common Addition • Renovation of Existing General Learning Space • New Main Entry Addition • Renovation of Media Center, Music Room • Renovation of Science Labs, Shop Spaces • HVAC and Controls Replacement • Exterior Doors and Hardware • Fire Suppression • LED Lighting Replacement • Partial Roof Replacement 	Complete							•	•	•	•	•	•
Site: Athletics, Fencing, Bleachers, Tennis Court Screens, Replace Artificial Turf, and Field Lighting	Complete	D/C									•		•

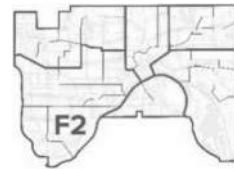
Alignment assessments (petals and Circle score) are not shown included for this site, until short- to medium-term use has been discussed



Saint Paul
PUBLIC SCHOOLS

Jie Ming Mandarin
Immersion Academy

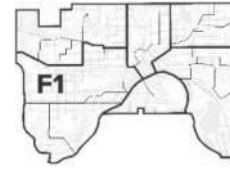
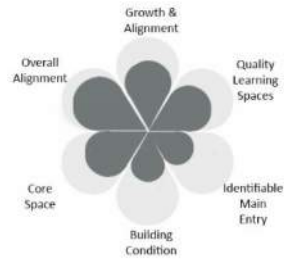
1845 Sheridan Avenue



Grades Served: PreK to 5
Building Size: 54,950 GSF
Years Built: 1921, 1954, 1980, 1986, 2002
Department: www.spps.org/jieming
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Project Highlights: <ul style="list-style-type: none">Classroom and Learning Space AdditionCafeteria and Kitchen AdditionHVAC- Complete HVAC in West WingPartial Roofing ReplacementBoiler & Water Heater ReplacementGymnasium Floor ReplacementPlayground ReplacementSouth Parking Lot and Drop-Off Reconfiguration	\$26,840,000	C	C					●	●	●	●	●	●

**J.J. Hill Montessori
Magnet School**
998 Selby Avenue

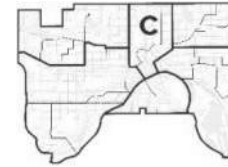
[illegible]

FY2024-2028 Five-Year Facilities Maintenance and Capital Improvement Plan

John A. Johnson School (LEAP and On- Line)

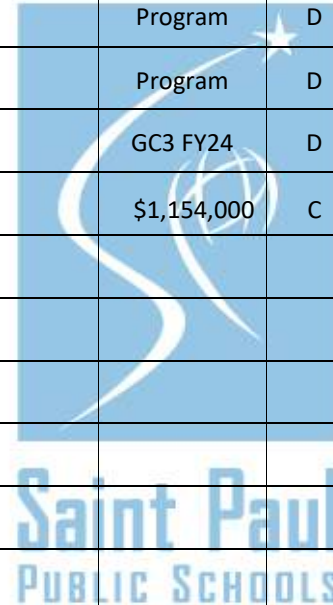
740 York Avenue

Alignment assessments
(petals and Circle score) are
not shown included for this site,
until short- to medium-term use
has been discussed



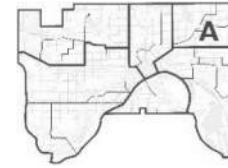
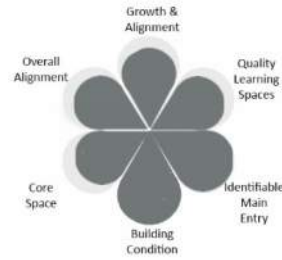
Existing Building Size: 111,967 GSF
Years Built: 1911, 2000
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year D = Design C = Construction						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Fire Alarm Systems	Complete										●	●	●
Building Remodel for LEAP Program	\$1,154,000	C	C					●	●		●	●	
Plumbing Plus – Multi-Site Project	Program	D	D/C	C							●		●
Flooring Replacement – Multi-Site	Program	D	C								●		●
Parking Lot Paving Replacement	GC3 FY24	D	C								●		●
Building Remodel for LEAP Program	\$1,154,000	C	C					●	●		●	●	



Johnson Senior High School

1349 Arcade Street

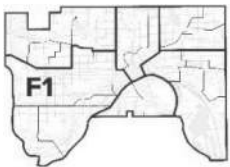


Grades Served: 9 to 12
Existing Building Size: 281,369 GSF
Target Student Enrollment: 1451
Years Built: 1963, 1983, 1992, 1997, 2001, 2013
School: www.spps.org/johnsonsr
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Project Highlights: <ul style="list-style-type: none"> HVAC Replacement Audio/Visual Equipment Lighting Replacement 	\$16,500,000	C	C					●	●		●	●	●
HVAC Equipment Replacement – ARP Funded	\$1,000,000	C	C						●		●	●	●
Partial Roof Replacement & Roof Drain Resizing	Program	D/C	C								●	●	●
Site: Athletic Improvement <ul style="list-style-type: none"> Replace Artificial Turf & Field Lighting Field Bleachers 	GC3 FY25	D	D/C	C	C						●		●
Partial Flooring Abatement and Replacement	Program		D	C							●		●

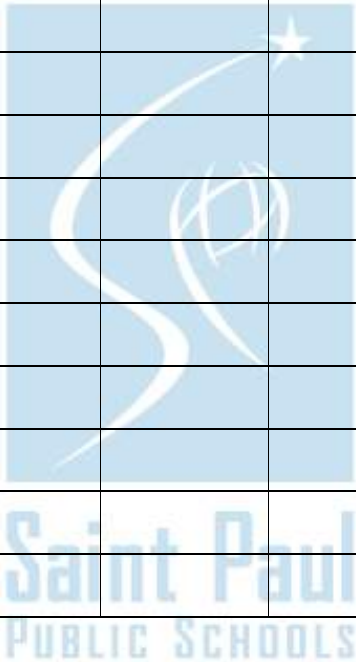
Journeys Secondary School

90 Western Avenue South



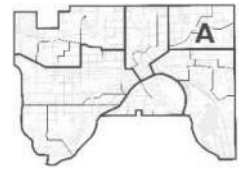
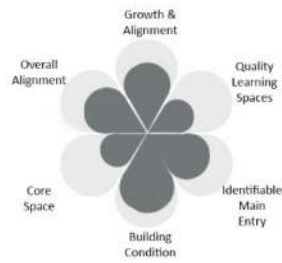
Grades Served: 7 to 12
Existing Building Size: 64,874 GSF
Target Student Enrollment:
Years Built: 1922, 1995, 2006
School: www.spps.org/journeys
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Roof Replacement & Roof Drain Resizing	Program		D/C	C							●	●	●
Audio / Visual Equipment	GC3 FY25		D/C						●		●	●	●
Site: Equipment Storage Unit	Bundle			D/C	C						●		●



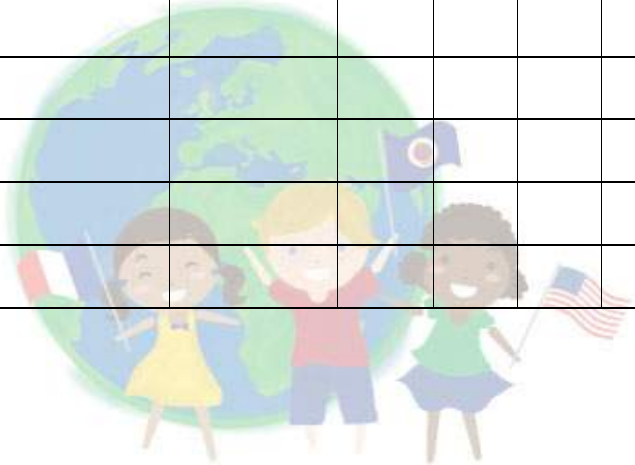
L'Etoile du Nord French
Immersion School

1760 Ames Place



Grades Served: PK to 5
Existing Building Size: 57,966 GSF
Target Student Enrollment: 462
Years Built: 1916, 1924, 1954, 1997, 2002
School: www.spps.org/frenchimmersion
Facilities Master Plan: www.spps.org/fmp

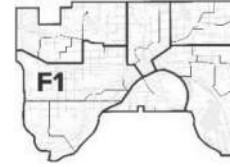
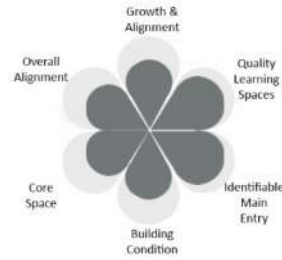
Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Playground	GC3 FY24		D	C							●		●
South Parking Lot Pavement	GC3 FY25			D/C							●		●
Roof Replacement and Roof Drains	Program					D/C	C				●		●



FY2024-2028 Five-Year Facilities Maintenance and Capital Improvement Plan

Maxfield Elementary School

380 North Victoria Street

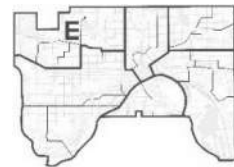


Grades Served: PreK to 5
Existing Building Size: 71,334 GSF
Target Student Enrollment: 593
Years Built: 1954, 1973, 2002
School: www.spps.org/maxfield
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
HVAC Upgrades – ARP Project	\$3,107,000	D/C	C	C					●		●		●
Fire Alarm System	Program		D	C							●		●
Paving Replacement	GC3 FY27		C	C							●		●
Site: Playground	GC3 FY24			C	C				●		●		●
Partial Floor Covering Replacement	GC3 FY25			D/C	C				●		●	●	●

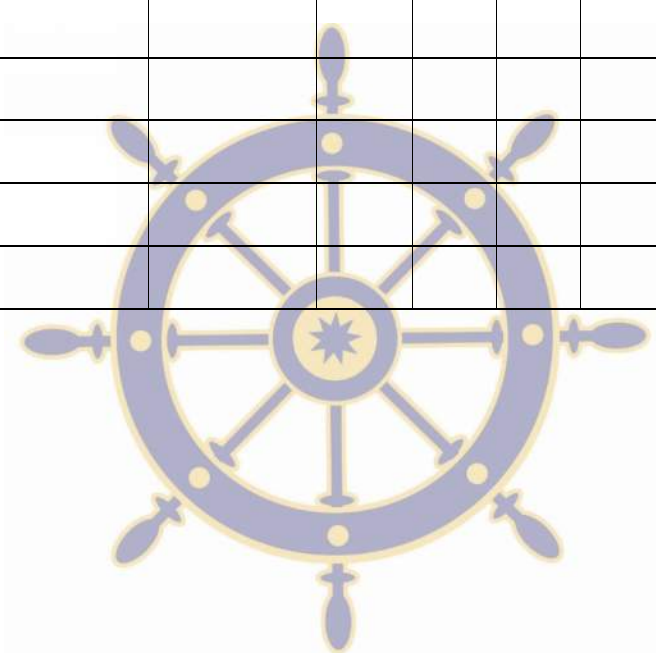
Murray Middle School

2200 Buford Avenue



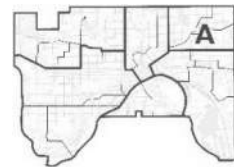
Grades Served: 6 to 8
Existing Building Size: 127,393 GSF
Target Student Enrollment: 788
Years Built: 1925, 1930, 1939, 1963, 1977, 2000
School: www.spps.org/murray
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Audio / Video Equipment	Program	C	C						●		●	●	●
Partial Flooring Replacement – Stage Floor	Program	C	C						●		●	●	
Mechanical Program – Remove old unit	Program		D/C	C							●	●	



Nokomis Montessori
Magnet School - North

985 Ruth Street

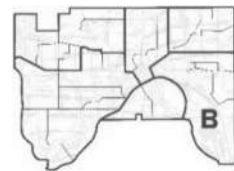


Grades Served: PreK to 5
Existing Building Size: 46,503 GSF
Target Student Enrollment: 420
Years Built: 1958, 1992
School: www.spps.org/nokomis
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
HVAC: Boiler Replacement	Bundle	D	C								●	●	●
Partial Plumbing Replacement	GC3 FY26				D/C						●		●
Roofing Replacement and Roof Drain	Program					D	C				●		●
Mechanical Systems Replacement HVAC	GC3 FY27						D/C				●	●	●

Nokomis Montessori
Magnet School - South

525 North Sheridan Avenue

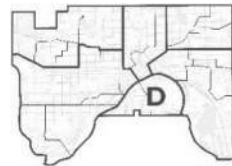
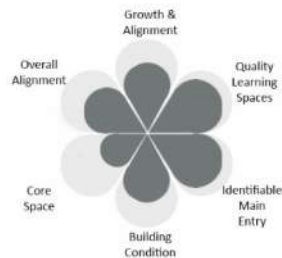


Grades Served: PreK to 5
Existing Building Size: 44,528 GSF
Target Student Enrollment: 378
Years Built: 1956, 1994
School: www.spps.org/nokomis
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Plumbing Piping Replacement	GC3 FY26					D	C		●		●		●
Roof Replacement and Roof Drain	Program					D	C				●		●

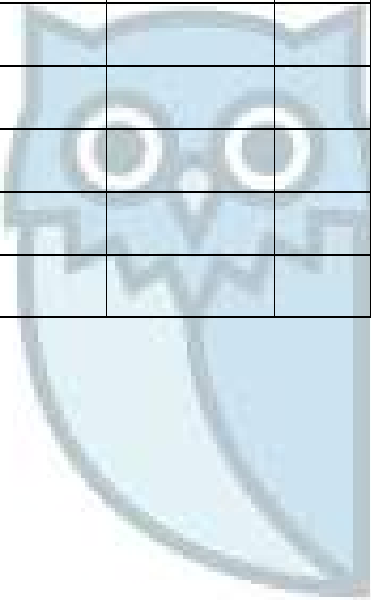
Open World Learning

640 Humboldt Avenue



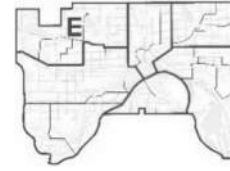
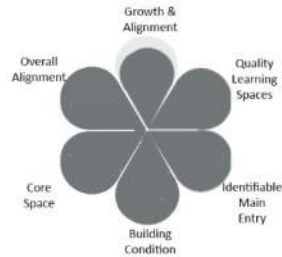
Grades Served: 6 to 12
Existing Building Size: 127,197 GSF
Target Student Enrollment: 550
Years Built: 1909, 1924, 1959, 1976
School: www.spps.org/open
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Mechanical Systems Replacement HVAC	Bundle	C	C						●		●	●	
Theatre Lighting Upgrade	Bundle	D/C	C						●		●	●	●



RiverEast Elementary & Secondary

1055 Mackubin Street

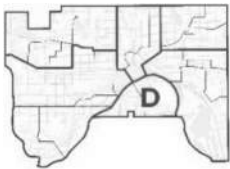


Grades Served: K to 8
Existing Building Size: 71,000
Target Student Enrollment: N/A
Year Built: 2018
School: www.spps.org/rivereast
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Completed Project Highlights 2019: <ul style="list-style-type: none"> • General Learning Space • Cafeteria and Kitchen, Gymnasium • Administration Office, Restrooms • Indoor Play Area • HVAC and Controls Systems • Plumbing, Piping, Fixtures • Exterior Wall Systems • Roofing • Site: Playground 	Completed							●	●	●	●	●	●

Riverview Spanish
Dual Immersion

160 Isabel Avenue East



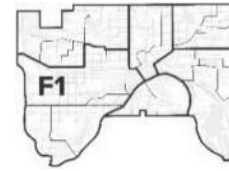
Grades Served: PreK to 5
Existing Building Size: 77,745 GSF
Target Student Enrollment: 730
Years Built: 1923, 1977
School: www.spps.org/riverview
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Retaining Wall & Stormwater Management Corrections	\$135,850	D/C	C								●		

FY2024-2028 Five-Year Facilities Maintenance and Capital Improvement Plan

Rondo: Benjamin E. Mays IB World School & Capitol Hill Magnet

560 Concordia Avenue



Grades Served: PreK to 5 / 1 to 8

Existing Building Size: 339,177 GSF

Target Student Enrollment: 2,448

Years Built: 1978, 1991

School: www.spps.org/benmays

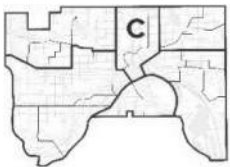
School: www.spps.org/capitolhill

Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Gym Floor Replacement	Completed								●		●	●	●
HVAC RTU Rep. Phase 1 – ARP/ESSER FUNDED	\$1,958,000	D	C	C							●		●
Ceiling Replacement	GC3 FY25			D/C					●		●	●	●
Site: Equipment Storage Unit	Program			D/C	C						●		●
Bathroom Stall Replacement	GC3 FY26				D/C	C					●		●
Bathroom Wall Replacement	GC3 FY26				D/C	C					●		●
Site: Playground	GC3 FY27						D				●		●

Saint Paul Music Academy

27 East Geranium Avenue



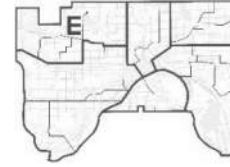
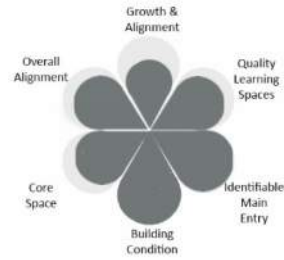
Grades Served: PreK to 5
Existing Building Size: 89,912 GSF
Target Student Enrollment: 766
Years Built: 1970, 1973
School: www.spps.org/spmusicacademy
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Mechanical Systems Replacement HVAC	Bundled	C	C								●		●



St. Anthony Park Elementary School

2180 Knapp Street



Grades Served: K to 5
Existing Building Size: 77,005 GSF
Target Student Enrollment: 579
Years Built: 1953, 1966, 1974, 1988, 2018
School: www.spps.org/stanthony
Facilities Master Plan: www.spps.org/fmp

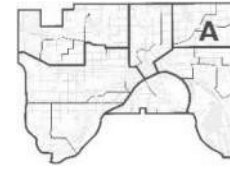
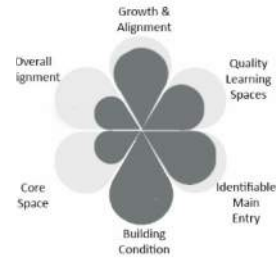
Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Completed Project Highlights 2018: <ul style="list-style-type: none"> • General Learning Addition • Renovation of Existing Learning Spaces • Renovation of Cafeteria and Kitchen • New Entry • New Administration Office • Communication & Security Cameras • Instructional Audio/Visual • Roof Replacement • Exterior Refurbishment • Locker Replacement • HVAC and Control Replacement • Fire Suppression • Fire Alarm Systems 	Completed							•	•	•	•	•	•
Site: Playground	GC3 FY26				D/C						•		•

Txuj Ci HMong
Language + Culture
Lower Campus
(Formerly Phalen Lake Hmong Magnet)
1089 Cypress Street



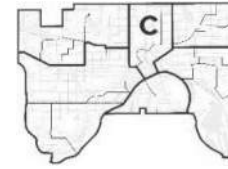
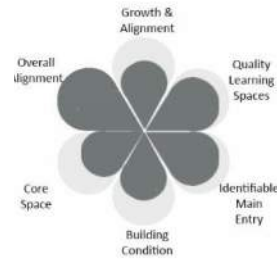
Grades Served: PreK to 5
Existing Building Size: 77,899 GSF
Target Student Enrollment: 914
Years Built: 1930, 1973, 2004
School: www.spps.org/phalenlake
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Parking Lot Pavement Replacement	Program	C									●		
Partial Flooring Replacement	Program	C	C						●		●	●	●
Carpentry Plus – Multi-Site	Program	D	C								●		●

[illegible]

Washington Technology Magnet

1495 Rice Street



Grades Served: 6 to 12

Existing Building Size: 376,829 GSF

Target Student Enrollment: 2,129

Year Built: 1996

School: www.spps.org/washington

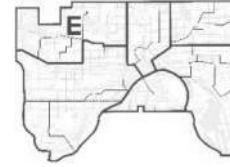
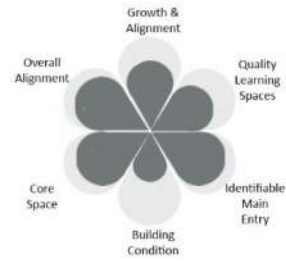
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Athletic Field – Bleachers Phase 1	Completed							●				●	●
Great Hall Curtain & Lighting Equipment Replacement	Bundled	C	C						●		●	●	●
Fire Alarm Systems	Program	C	C								●	●	●
Roofing, West Paving Replacement and Storm Sewer Repair	GC3 FY24		D/C	C	C						●	●	●
Instructional Audio/Visual Equipment	Program		D/C						●		●	●	●
Site: Equipment Storage Unit	Program			D/C	C						●		●
Partial Flooring Replacement	GC3 FY26				D/C				●		●	●	●
Site: Athletics ● Bleachers/Stadium Phase 2	GC3 FY27					D	D/C	●				●	●

FY2024-2028 Five-Year Facilities Maintenance and Capital Improvement Plan

Wellstone Elementary

1040 Marion Street

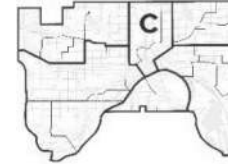


Grades Served: PreK to 5
Existing Building Size: 165,772 GSF
Target Student Enrollment: 741
Years Built: 1926, 1930, 1971, 1977, 1998
School: www.spps.org/wellstone
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Roofing Repairs	Program	D/C	C								●		●
Classroom Flooring Refinishing	Program	D/C	C	C					●		●	●	●
Gym Floor Replacement	Program	D/C	C						●		●	●	●
Plumbing & Piping and HVAC Replacement	GC3 FY24			D/C	C	C					●		●

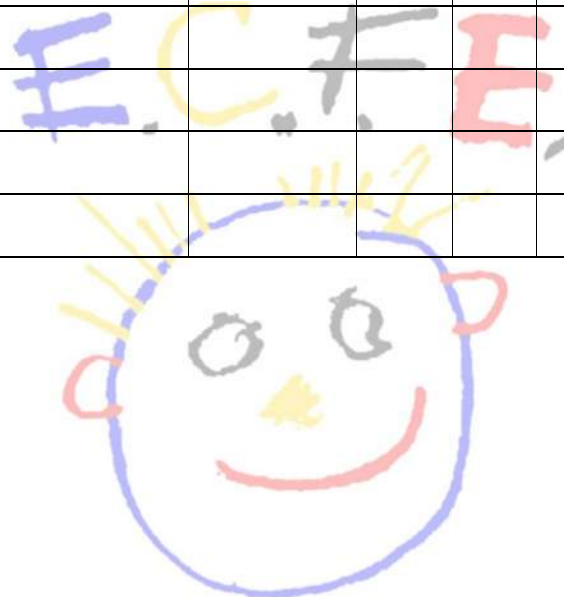
Wheelock Early Learning Center

1521 Edgerton Street



Grades Served: Birth to K
Existing Building Size: 16,339 GSF
Year Built: 1962
Department: www.spps.org/ecfe
Facilities Master Plan: www.spps.org/fmp

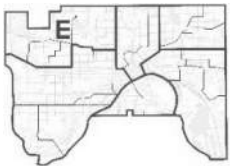
Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Lighting Replacement	\$194,000	D	C	C					●		●	●	●
Plumbing Plus – Multi-Site Project	Program	D	D/C	C							●		●
Site: North Parking Lot Paving Replacement	\$1,224,000				D/C						●		●



FY2024-2028 Five-Year Facilities Maintenance and Capital Improvement Plan

Wilson High School

631 North Albert Street



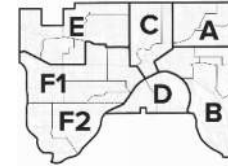
Grades Served: 9 to 12
Existing Building Size: 89,049 GSF
Target Student Enrollment: 603
Years Built: 1924, 1966, 1992, 2004
School: www.spps.org/leap
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2024	2025	2026	2027	2028						
Gym Floor Leveling & Replacement	Completed								●		●	●	●
Cafeteria & Kitchen Ceiling Replacement	GC3 FY23	C									●		●
Instructional Audio/Visual Equipment	Program	D	C						●		●	●	●
Fire Alarm Systems	Program			D/C	C						●		●
Exterior Stair and Sidewalk Replacement	\$128,000			D/C							●		●



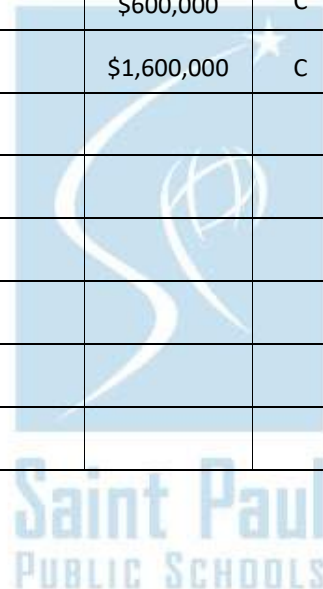
District-Wide Deferred Maintenance & Capital Improvement Programs

1930 Como Avenue



Grades Served: N/A
 Existing Building Size: 7.3 million GSF
 Years Built: N/A
 School: www.spps.org/facilities
 Facilities Master Plan: www.spps.org/fmp

Project Description	5-year Program Budget	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2024	2025	2026	2027	2028	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Painting	\$15,500,000	C	C	C	C	C	C				●	●	
Steam Plant	\$11,100,000	C	C	C	C	C	C				●	●	●
Tuckpointing	\$8,600,000	C	C	C	C	C	C				●		●
Electrical Service Systems	\$7,700,000	C	C	C	C	C	C				●		●
Instructional Audio/Visual Equipment-Sites TBD	\$2,500,000					C	C						
Elevator Control Equipment Upgrades	\$600,000	C	C	C	C	C	C				●	●	●
Doors, Hardware and Accessibility	\$1,600,000	C	C	C	C	C	C				●	●	●



Adjustments to prior 5YP with reason for adjustment

REPRIORITIZATION	
Site	Project Description
District-Wide	Fire Alarm and Suppression (Sites for FY27 and FY 28 are TBD)
Central - Automotive Garage	Windows
Cherokee Heights Elementary	Major Renovation Project
Global Arts Upper	Site: Playground
Hamline Elementary	HVAC Boiler Replacement
Harding Senior	Replace Ceiling in Cafeteria
Harding Senior	Electrical Distribution System
Highwood Hills	Site: Sidewalk
Johnson Aerospace Senior	Athletic Field Bleachers
	Replace Artificial Turf
L'Etoile du Nord	South Parking Lot Pavement
Maxfield	Paving Replacement
Student Placement	Plumbing Replacement
Washington Technology	Site: Lighting Replacement
	Athletic Field - Bleachers/Stadium Phase 2
Wellstone	Plumbing and HVAC Replacement
Wheelock Early Learning	Site: North Parking Lot Paving Replacement

STAFF CAPACITY	
Site	Project Description
Battle Creek Middle	Instructional Audio/Visual Equipment
Central - Griffin Stadium	Locker Room Remodel
Central High School	Replace Lintels and Windows
	Electrical - Motor Control Center
Como Park Senior High	Site: Softball and Baseball Dugouts
Farnsworth Aerospace Upper	HVAC Replacement, Ceilings and Lights
	Instructional Audio/Visual Equipment
Hazel Park	Instructional Audio/Visual Equipment
Highland Park Middle	Instructional Audio/Visual Equipment
Highland Park Senior	Instructional Audio/Visual Equipment
Journeys	Instructional Audio/Visual Equipment
The Heights Community	Locker Replacement
Washington Technology	Instructional Audio/Visual Equipment
Wilson	Exterior Stair and Sidewalk Replacement

LEAD TIMES	
Site	Project Description
Central - Griffin Stadium	Electrical - MV Service Replacement
EOS	Partial Reroof and Roof Drain Piping
Groveland Park	Reroofing Rec Center and Drainage Piping Upgrades
Washington Technology	Roof Replacement

CONDITION CHANGE	
Site	Project Description
Mississippi	Site: Paving replacement and stormwater management
Washington Technology	Site: West Drive & North Parking Lot Pavement Replacement
Wellstone	Classroom Flooring Refinishing

Definitions of categories:

Reprioritization Due to changes in the context of the school, project, building system, or funding, the schedule for the project is shifted. In some cases individual scopes of work are regrouped for efficiency and economics.

Staff Capacity Staff scheduling could not accommodate these projects on the original timeline.

Lead Times Availability of equipment and materials restricted these projects from going forward in the year they were originally scheduled.

Condition Change Physical condition of component worsened or changed in a way that necessitated a change in the repair schedule.

APPENDIX

GLOSSARY OF TERMS

Addition: Adding to or expanding an existing building.

Asset Preservation: Committing necessary resources to preserving, repairing, or the adaptive re-use of current assets to keep facilities healthy.

Building: A roofed structure for permanent or temporary shelter for people, plants, or equipment.

Construction: The phase of a project where the construction trades build the new facility and/or renovate or repair the existing facility.

Design: The phase of the project that creates the architectural and engineering specifications and drawings that a construction contractor will bid on and use to perform the work.

Enrollment:

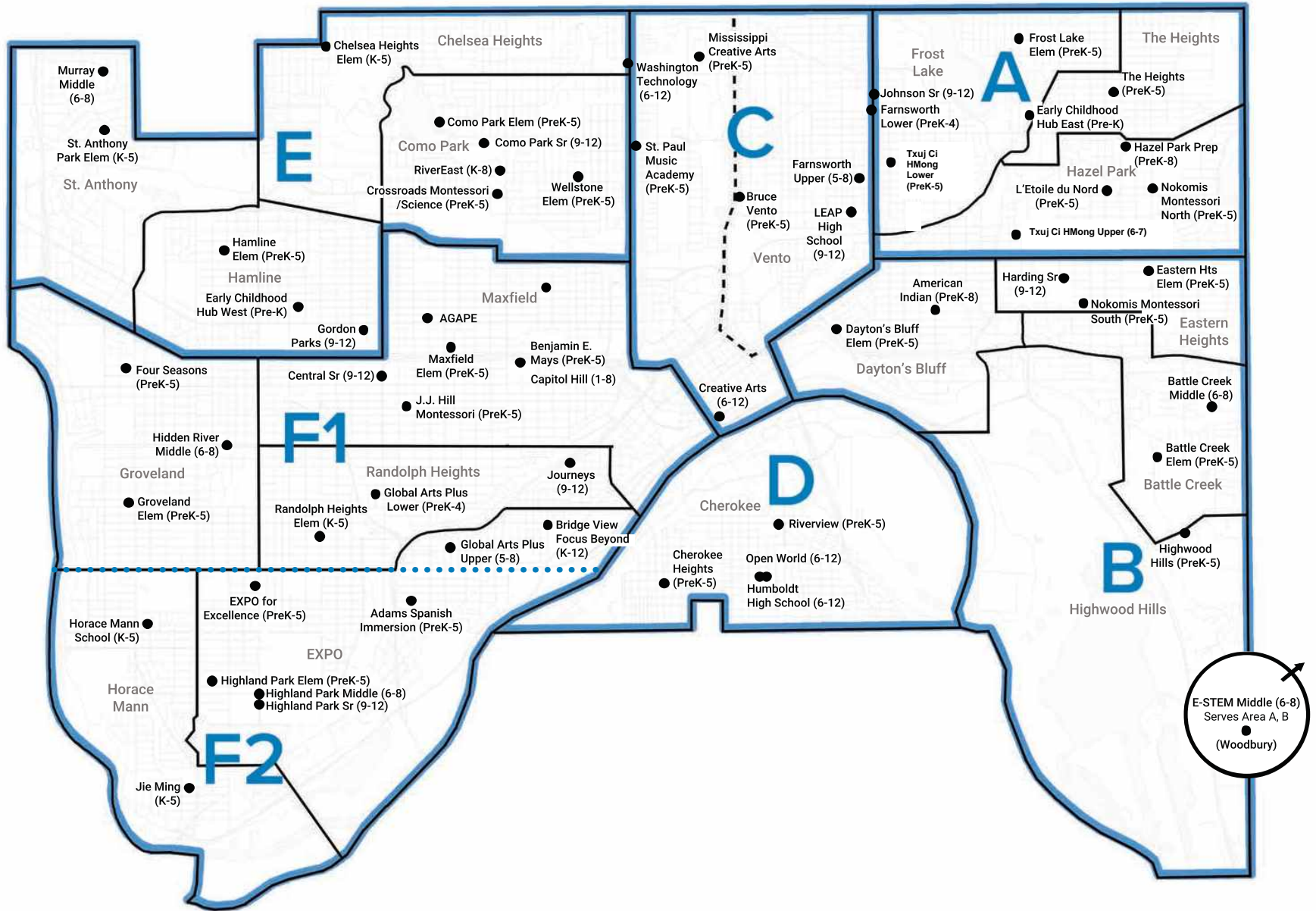
- **Official Enrollment:** A school's official enrollment number is defined by the Minnesota Department of Education by the number of students enrolled at a school on October 1 of each year; this number is used for determining state and federal aid given to schools for each school year.
- **Target Student Enrollment:** The current ideal student enrollment at a particular school based on its programming.
- **Design Enrollment:** The student enrollment planned for a school in the future as part of a comprehensive analysis of the District.

SPPS Builds Five-year plan: An on-going long-range plan that annually considers facility improvements and adjustments based on current context. The five-year plan consists of building expansions, renovations, and asset preservation types of projects.

Project Highlights: Identifies the main or core portions of the project as opposed to the full scope of work.

Renovation: Improving broken, damaged, or outdated buildings to update and restore them to a good state of repair or return to a new condition.

SAINT PAUL PUBLIC SCHOOLS: DISTRICT MAP (reflective of SY2023-24)



FACILITY BY TYPE

ELEMENTARY SCHOOLS *(orange)*

Adams Spanish Immersion School
 American Indian Magnet School
 Barack & Michelle Obama Elementary
 Battle Creek Elementary School
 Benjamin E. Mays IB World School
 Bridge View School (Special Education)
 Bruce Vento Elementary School
 Capitol Hill Magnet
 Chelsea Heights Elementary School
 Cherokee Heights Elementary School
 Como Park Elementary School
 Crossroads Elementary Science + Montessori
 Dayton's Bluff Achievement Plus Elementary
 East African Elementary Magnet School (at Jackson)
 Eastern Heights Elementary School
 EXPO for Excellence Elementary
 Farnsworth Aerospace - Lower
 Four Seasons A+ Elementary School
 Frost Late Elementary
 Global Arts Plus - Lower
 Groveland Park Elementary School
 Hamline Elementary School
 Hazel Park Preparatory Academy
 Highland Park Elementary School
 Highwood Hills Elementary School
 Horace Mann School
 Jie Ming Mandarin Immersion Academy
 J.J. Hill Montessori Magnet School

L'Etoile du Nord French Immersion School
 Maxfield Elementary
 Mississippi Creative Arts School
 Nokomis Montessori Magnet School - North
 Nokomis Montessori Magnet School - South
 Paul & Sheila Wellstone Elementary
 Randolph Heights Elementary
 RiverEast Elementary and Secondary (Special Education)
 Riverview Westside School of Excellence
 Saint Paul Music Academy
 St. Anthony Park Elementary School
 The Heights Community School
 Txuj Ci Hmong Language and Culture – Lower (at Phalen Lake)

MIDDLE SCHOOLS *(yellow)*

American Indian Magnet School
 Battle Creek Middle School
 Creative Arts Secondary School
 E-STEM Middle School
 Farnsworth Aerospace - Upper
 Global Arts Plus - Upper
 Hidden River Middle School
 Highland Park Middle School
 Humboldt High School
 Murray Middle School
 Open World Learning
 Txuj Ci Hmong Language and Culture – Upper (at Parkway)
 Washington Technology Magnet School

HIGH SCHOOLS *(green)*

AGAPE - Adolescent Girls and Parenting Education (Alternative Learning Center)
 Central High School
 Central High School - Griffin Stadium
 Central High School - Automotive Garage
 Como Park Senior High School
 Focus Beyond Transition Services (Special Education)
 Gordon Parks High School (Alternative Learning Center)
 Harding Senior High School
 Highland Park Senior High School
 Johnson Senior High School
 Journeys Secondary School (Alternative Learning Center)
 LEAP High School (at John A. Johnson) (Alternative Learning Center)
 Washington Technology Magnet School

ADMINISTRATIVE/OTHERS *(blue)*

Administration Building
 271 Belvidere Early Education
 Early Childhood Hub – East (at Prosperity)
 Early Childhood Hub – West (at Galtier)
 Education and Operations Services
 Hubbs Center
 Student Placement Center
 1780 West 7th Street
 Wheelock Early Learning Center

BI-ANNUAL USE AND UTILIZATION REPORT

School Year 2022-23

Introduction

To better understand how the facilities of Saint Paul Public Schools (SPPS) are being used during the school day, the Facility Planning team is responsible for creating a bi-annual report which summarizes the use and utilization of each building. It should be noted that space use and utilization are being surveyed to better understand physical capacity and not necessarily staffing capacity. Facility Planning recognizes that strategic decisions and the student placement process can significantly influence enrollment at individual schools. Additionally, since the last Districtwide survey in 2019-20, we have experienced a global pandemic, as well as Envision SPPS which was implemented Fall 2022. The COVID-19 pandemic and Envision SPPS have added complexities that make it unwise to draw simple conclusions about what the data means; it will be most useful as a baseline for subsequent years.

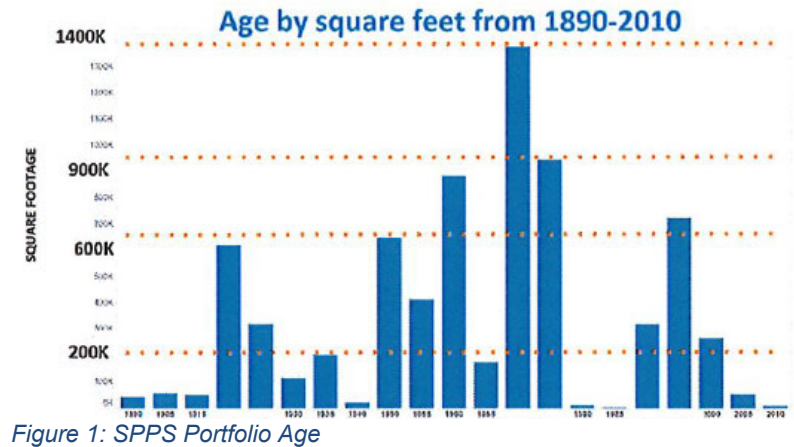
This report is informational only. It does not contain any recommendations for changes in building usage and/or programmatic adjustments. A quick snapshot of the information presented below includes:

- 1) Overall utilization in SY22-23 decreased when compared to SY19-20, but is going back up when compared to SY21-22.
 - a) In SY22-23: 56% of the district was being efficiently used, with 42% of buildings being underutilized and 2% overcrowded. This reflects the first full year both Post-Envision and Post-COVID.
 - b) In SY21-22: 38% of the District was being efficiently used, with 61% of buildings underutilized. This reflects the District enrollments significantly impacted by COVID.
 - c) In SY19-20: 78% of the district was being efficiently used, with 22% of buildings being underutilized. This reflect pre-COVID.
- 2) SPPS Envision impacts during the first year are:
 - a) Envision impacted the direction enrollment was moving at many schools. Several schools experienced a steep increase in students from Fall 2021-22 to Fall 2022-23. At some schools this is due to absorbing the students from buildings that closed.
 - b) Most impacts of Envision will be seen in subsequent analyses as time is required to create the depth of knowledge that is useful.
- 3) The schools that are significantly less than efficient (enrollment less than 50% of capacity) are noted below.
 - i) Highwood Hills
 - ii) Cherokee Heights

- iii) Dayton's Bluff
- iv) Riverview (@ Roosevelt)
- v) The Heights

SPPS Facilities

With 74 buildings and 7.7 million square feet of space, Saint Paul Public Schools are diverse in design and age. SPPS buildings ages span from the 1890's to today and the alignment between the physical structure and pedagogy at each school can vary significantly. This use and utilization study is one foundational set of data that the district can use to understand that variance, and still apply a consistent approach to identify opportunities and challenges in the efficient use of our buildings.



Process and Definitions

Facility Planning conducted the Bi-Annual Use and Utilization Survey once the official October 1 enrollment for School Year 2022-23 was finalized, with assistance from many Principals, Clerks, Custodial Engineers, REA staff, and others. In its most basic form, the survey is an inventory of every space in the District and how it is used. Utilization is calculated using industry standards while applying a nuanced understanding of our program's specific needs and a keen focus on the standards of education specific to SPPS.

In elementary schools, the following rooms count toward capacity: general instruction rooms and computer labs larger than 599 SF. The reason computer labs are included involves the direction at the District regarding these spaces - essentially that schools are moving away from the need for dedicated hardwired labs. In elementary schools, an appropriate number of spaces for specialists (e.g., Art classrooms and gymnasiums) were set 'aside' and do not contribute to capacity. In middle schools and high schools, all rooms larger than 599 SF count toward capacity. Scheduling factors – what proportion of the day a space is expected to house students – also contribute to the calculation of a building's overall capacity. Below is a table with the scheduling factors used:

Elementary Schools

All Capacity Contributing Rooms	100%
---------------------------------	------

Middle Schools and High Schools

General Instruction	75%
Art (some @ 15 students), Industrial Technology (some @ 15 students), Music, Gym (1 TS = 5000/SF), Labs, Dance Studios (@ 15 students)	69%
Weight Room (@ 15 students), Fitness Center, Auditorium, Flight Simulator (@ 15 students), Auto (@ 15 students)	29%
Multilingual Learning: Language Academy - Level I/II 250	50%

Multilingual Learning: Immersion Track (req. 2 immersion classes per day)	50%
Special Education Federal Setting III (@12 students)	60%
Special Education Federal Setting II (@ 25 students) (a small room suffices, but not all schools have this available)	60%
Special Education Federal Setting I (@ 30 students) (a small room suffices, but not all schools have this available)	60%

Using the key metrics from this survey - use and utilization - in combination with data from other departments within the District, a broader picture is painted. See the definitions below to better comprehend the analysis that follows:

- **Design Enrollment:** This is the optimum enrollment for a building based on current programming, pedagogy, and strategic direction (such as class size targets). The Use and Utilization Survey process establishes this figure and utilizes it as “capacity” in common vernacular.
- **Glide Path:** This is the extrapolated enrollment two years out based on the five-year average continuation rate and includes students who continue and new students who enroll at each site. This may be distorted based on any strategic and/or programmatic changes at a school.
- **Utilization:** A measure of how efficiently a space (or spaces) is being used for its intended purpose. It can be calculated on both an individual room level and an aggregate building level. This analysis focuses on aggregate building level. “Percent of Capacity” is another term for utilization.

Analysis

Building Status	% of Capacity
Underutilized	< 70%
Efficient	70% - 89%
Highly Efficient	90% - 105%
Overcrowded	>105%

Table 1: Building Efficiency Definitions

During the analysis the data was looked at in a multitude of ways. On the following pages are the key findings viewed by district area, school type, and building level. Please note that these analyses focus on traditional PreK-12 buildings, and do not include Alternative Learning Centers, Special Education exclusive sites, Early Childhood Hubs, and administrative campuses. Also, any site undergoing a major renovation and/or launching an emerging program is excluded from this analysis (Obama, Jie Ming, American Indian Magnet, Hmong Dual Language Middle School).

A list of PK-12 buildings included and excluded from this analysis can be seen in the attached table in Exhibit A.

NOTE: For the purposes of this report, historical data on five-year continuation rates (the ratio of number of students at a school to the previous year’s number, averaged over five years) are used to understand basic enrollment trend information. While this information is used to present enrollment glide paths it should not be confused with true enrollment projections for a specific school or band of schools, as programmatic changes and external influences can have significant influence over a school’s enrollment.

District Area

In the 2019-20 use and utilization analysis, District attendance areas were similar in their relative proportions of enrollment to capacity. However, the 2022-23 analysis shows greater variation in this proportion across the District. This could be partially due to the Envision decisions implemented Fall 2022.

The bar graph below compares enrollment to design enrollment (capacity) at each of the seven District areas. Larger differences between the two values show as a lower % of capacity (the grey points/line, and right-hand scale). The peaks and valleys of the % of capacity line illustrate the variance between District areas. As the Figure 1 shows, Areas D, E, and F1 have the lowest % of capacity, therefore the most available seats.

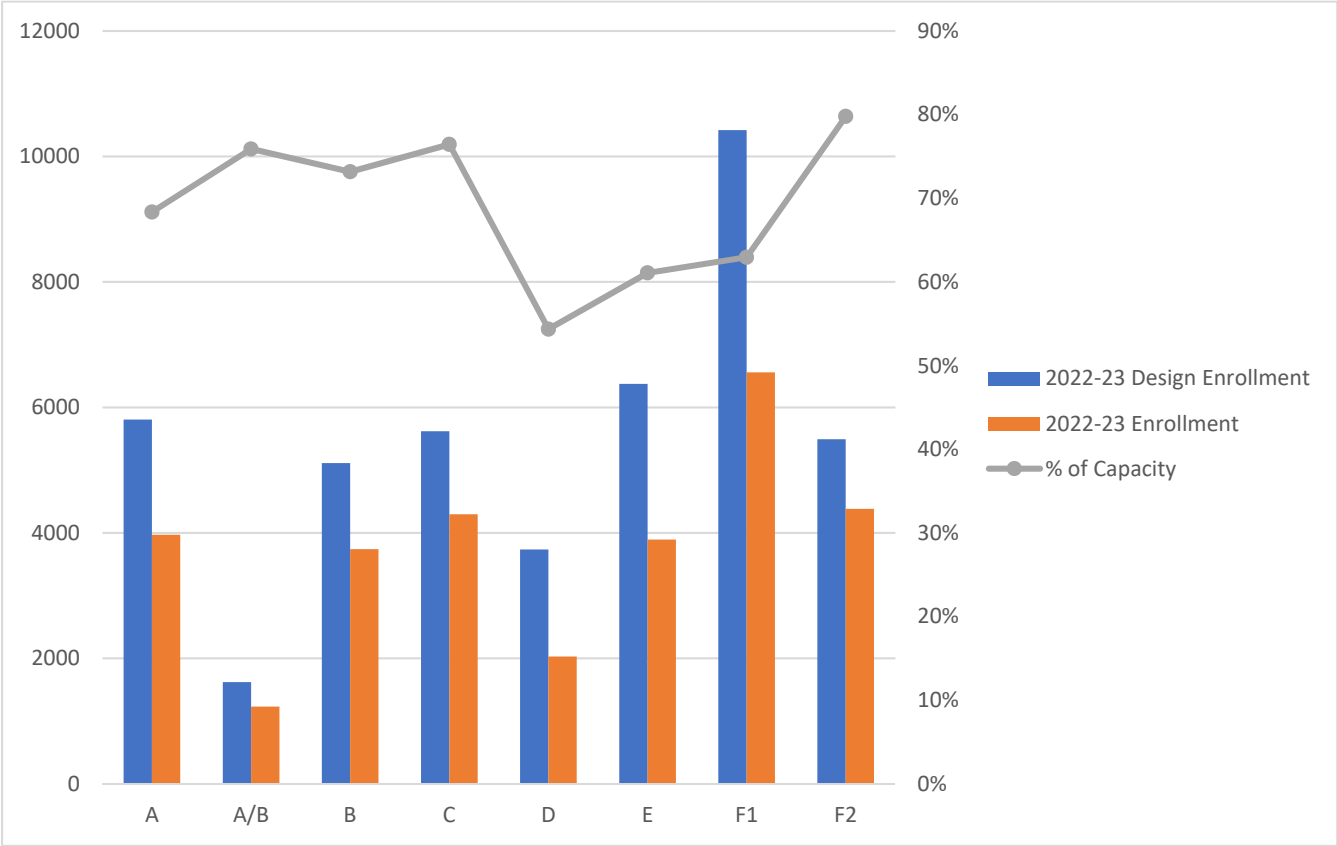


Figure 2: SY22-23 Enrollment, Design Enrollment, and % of Capacity by District Area

School Type

At the school type level, the relationship between capacity and enrollment is distributed much as it was in the 2019-20 Use and Utilization Survey analysis. As previously mentioned, the PK-12 sites not included are Obama, Jie Ming, American Indian Magnet, Hmong Dual Language Middle School, due to either a major renovation or a nascent program. Obama, Jie Ming, and American Indian Magnet are however captured in the “construction” category. The overall utilization rate (% of capacity) increased in the District middle schools and again in the high schools/6-12 schools. One explanation may be that the decrease in the number of school age children shown by demographers has not affected the secondary schools as deeply at this time.

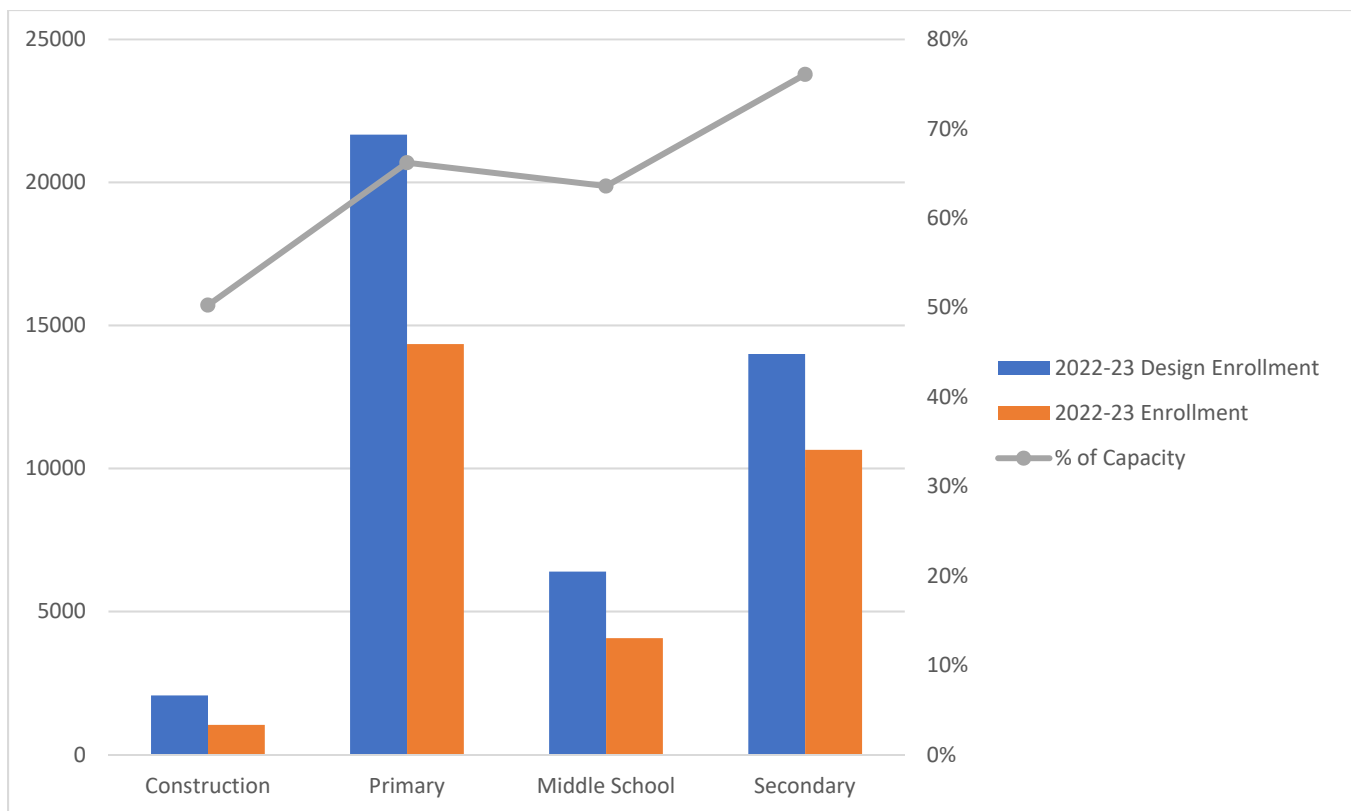


Figure 3: SY22-23 Enrollment, Design Enrollment, and % of Capacity by School Type

Building Level

At the building level, as seen in Figure 4, the data reveals that 42% of the buildings in the District are less than efficient (underutilized) and 56% are efficient (10% highly efficient and 46% efficient). The District has one overcrowded school – L’Etoile du Nord. It should be noted that the work of Envision merged the two campuses of L’Etoile du Nord with the projection that the new school would be slightly overcrowded temporarily, as the enrollment had been trending downward year over year at both locations.

The values are a significant change from the SY19-20 analysis, when 22% of the buildings in the District were less than efficient, 78% were efficient (16% highly efficient and 62% low efficient), and the District had no overcrowded schools. Figure 5, however, shows the utilization rate during SY21-22, which was still greatly impacted by COVID. 61% of the buildings in the District were less than efficient (underutilized) and 38% were efficient (33% efficient and 5% highly efficient). Utilization rates are still rebounding from the impacts of the COVID-19 pandemic. It may take two to four more years to realize the positive impacts of SPPS Envision in a Post-COVID world.

NOTE: The results were also impacted by removal of four underutilized school buildings from the SY22-23 analysis after their programs moved/merged into other buildings: L’Etoile du Nord Lower, John A. Johnson, Galtier, and Jackson. The Early Learning enrollments at two of these sites are not addressed in this analysis.

2022-23 Building Level Utilization Status

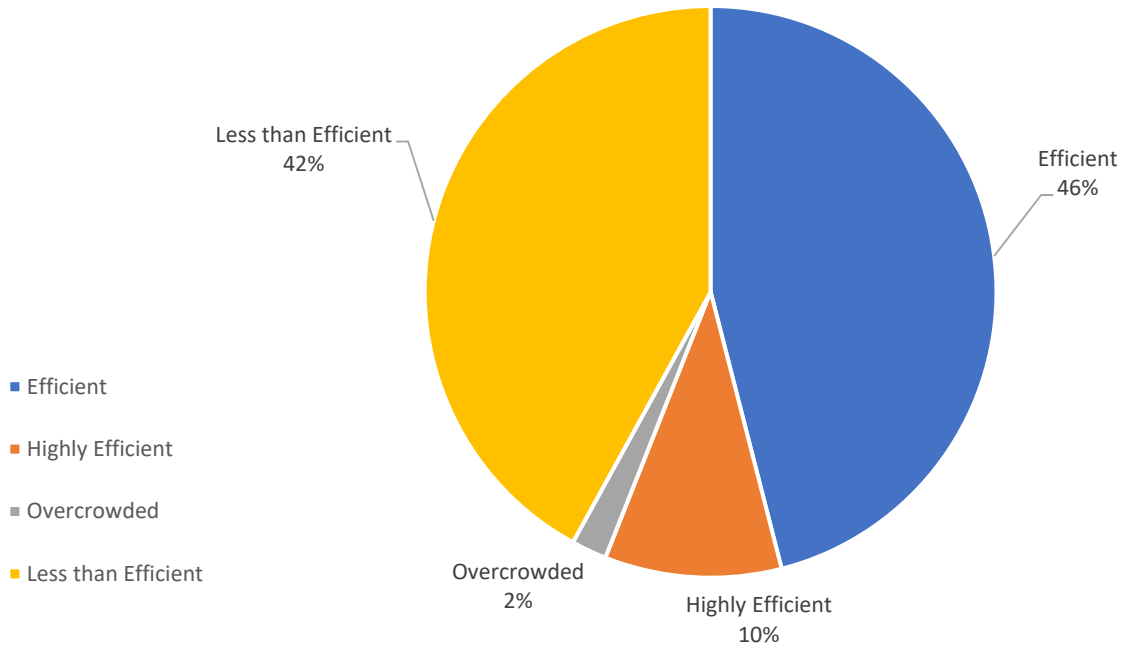


Figure 4: SY22-23 Building Level Utilization

2021-22 Building Level Utilization Status

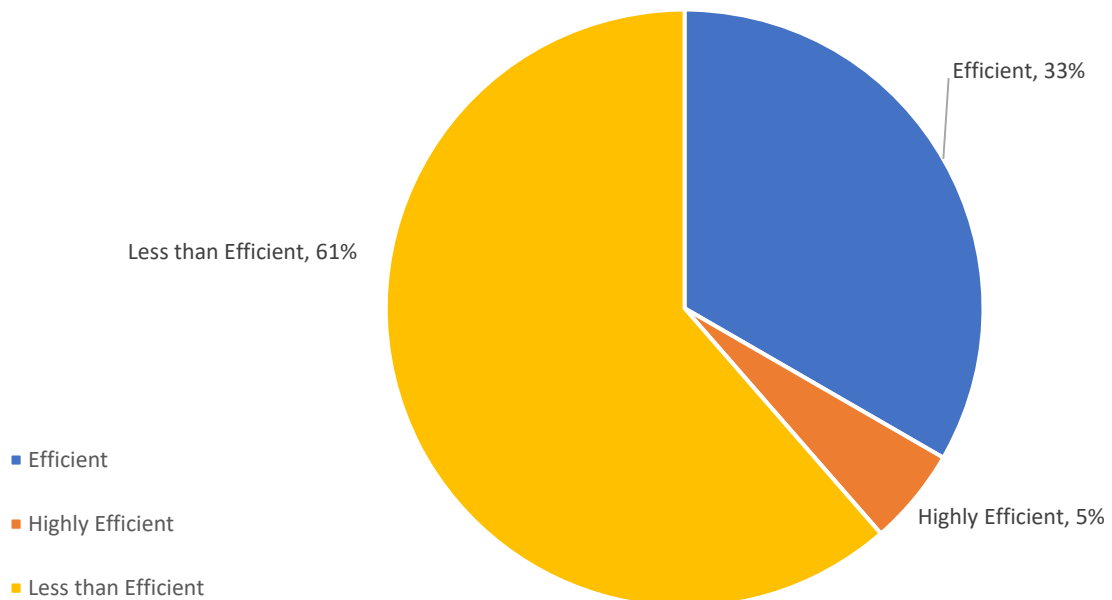


Figure 5: SY21-22 Building Level Utilization

Glide Path Direction

Since the implementation of Envision in Fall 2022, the percentage of schools trending up, as measured by glide path, has increased. In the SY19-20 analysis 33% of schools were trending up and 67% were trending down. In the SY22-23 analysis, Post-Envision, 53% of schools are trending up or the same and 47% are trending down.

To see “trends”, six primary groups were established with different combinations of utilization when comparing the utilization rate with the direction enrollment was moving as established in the Trend Line definition. In Table 2, the data is presented since the Implementation of SPPS Envision, comparing the enrollment direction Pre-Envision SY21-22 to Post-Envision SY22-23, and the current capacity. The table below lists which schools are in each group. The more critical categories are less than efficient buildings that are trending downward and highly efficient buildings trending upward.

Less than Efficient		Efficient		Highly Efficient	
<i>Enrollment down</i>	<i>Enrollment Up</i>	<i>Enrollment down</i>	<i>Enrollment Up</i>	<i>Enrollment down</i>	<i>Enrollment Up</i>
<u>Elementary:</u> Chelsea Heights Como Park Crossroads EXPO Farnsworth Upper Global Arts Upper Hazel Park Riverview The Heights <u>Middle:</u> Murray MS Capitol Hill <u>HS/6-12:</u> Creative Arts Como Park Humboldt	<u>Elementary:</u> Adams Cherokee Heights Dayton’s Bluff Hamline Highwood Hills	<u>Elementary:</u> Battle Creek Eastern Heights Four Seasons SPMA <u>Middle:</u> Hidden River* <u>HS/6-12:</u> Johnson HS Central HS Wash Tech	<u>Elementary:</u> *Benjamin Mays (same) Bruce Vento Farnsworth Lower Frost Lake Global Arts Lower Groveland Highland Park Horace Mann J.J. Hill Maxfield Mississippi Nokomis South Phalen Lake St. Anthony Park Wellstone <u>Middle:</u> Battle Creek MS E-STEM MS Highland Park OWL	<u>Elementary:</u> *LNFI (overcrowded) <u>HS/6-12:</u> Harding HS	<u>Elementary:</u> Nokomis North Randolph Heights Phalen Lake <u>HS/6-12:</u> Highland Park HS

Table 2: School/Building Status and Enrollment Direction Pre-Envision to Post-Envision

In Table 3, the data is presented using the five-year average continuation rate, SY17-18 to SY22-23, and the current capacity. The table below lists which schools are in each group. The more critical categories are less than efficient buildings that are trending downward and highly efficient buildings trending upward.

Less than Efficient		Efficient		Highly Efficient	
<i>Enrollment down</i>	<i>Enrollment Up</i>	<i>Enrollment down</i>	<i>Enrollment Up</i>	<i>Enrollment down</i>	<i>Enrollment Up</i>
<u>Elementary:</u> Adams Chelsea Heights Cherokee Como Park Crossroads Dayton's Bluff EXPO Farnsworth Upper Global Arts Upper Hazel Park Highwood Hills Riverview The Heights <u>Middle:</u> Murray MS Capitol Hill <u>HS/6-12:</u> Creative Arts Como Park Humboldt	<u>Elementary:</u> Hamline	<u>Elementary:</u> Battle Creek Benjamin Mays Eastern Heights Farnsworth Lower Frost Lake Four Seasons Groveland Horace Mann Highland Park J.J. Hill Mississippi SPMA Wellstone <u>Middle:</u> Highland Park <u>HS/6-12:</u> Johnson HS Central HS Wash Tech	<u>Elementary:</u> Bruce Vento Global Arts Lower Maxfield Nokomis South Phalen Lake St. Anthony Park <u>Middle:</u> Battle Creek MS E-STEM MS Hidden River OWL	<u>Elementary:</u> *LNFI (overcrowded) Nokomis North Randolph Heights <u>HS/6-12:</u> Harding HS	<u>Elementary:</u> Phalen Lake <u>HS/6-12:</u> Highland Park HS

Table 3: School/Building Status and Enrollment Direction SY17-18 to SY22-23

As the tables show, Envision SPPS impacted the direction enrollment was moving at many schools. This may be largely due to schools that merged, absorbing students from buildings that closed. The five schools where enrollment was up considerably since the implementation of Envision – those above 120% of capacity – are: Hamline Elementary, Maxfield Elementary, Cherokee Heights Elementary, Phalen Lake Elementary, and Bruce F. Vento Elementary. To understand if any trends are forming, we will need additional data that will be available when the next survey is conducted in SY24-25.

The next graph (Figure 6) shows the schools analyzed in this report plotted on four quadrants. The top two quadrants are schools where enrollment has increased since the SPPS Envision implementation. The bottom two quadrants are schools where enrollment has decreased since the SPPS Envision implementation. The two quadrants to the left of the center orange line are less than efficient (underutilized). The two quadrants on the right side of the center orange line are efficient. The right half is further broken down, with highly efficient on the right of the dashed orange line.

The five schools that are less than 50% utilized are: Highwood Hills, Cherokee Heights, Dayton's Bluff, Riverview (@ Roosevelt), and The Heights. The highly efficient schools remain the same.

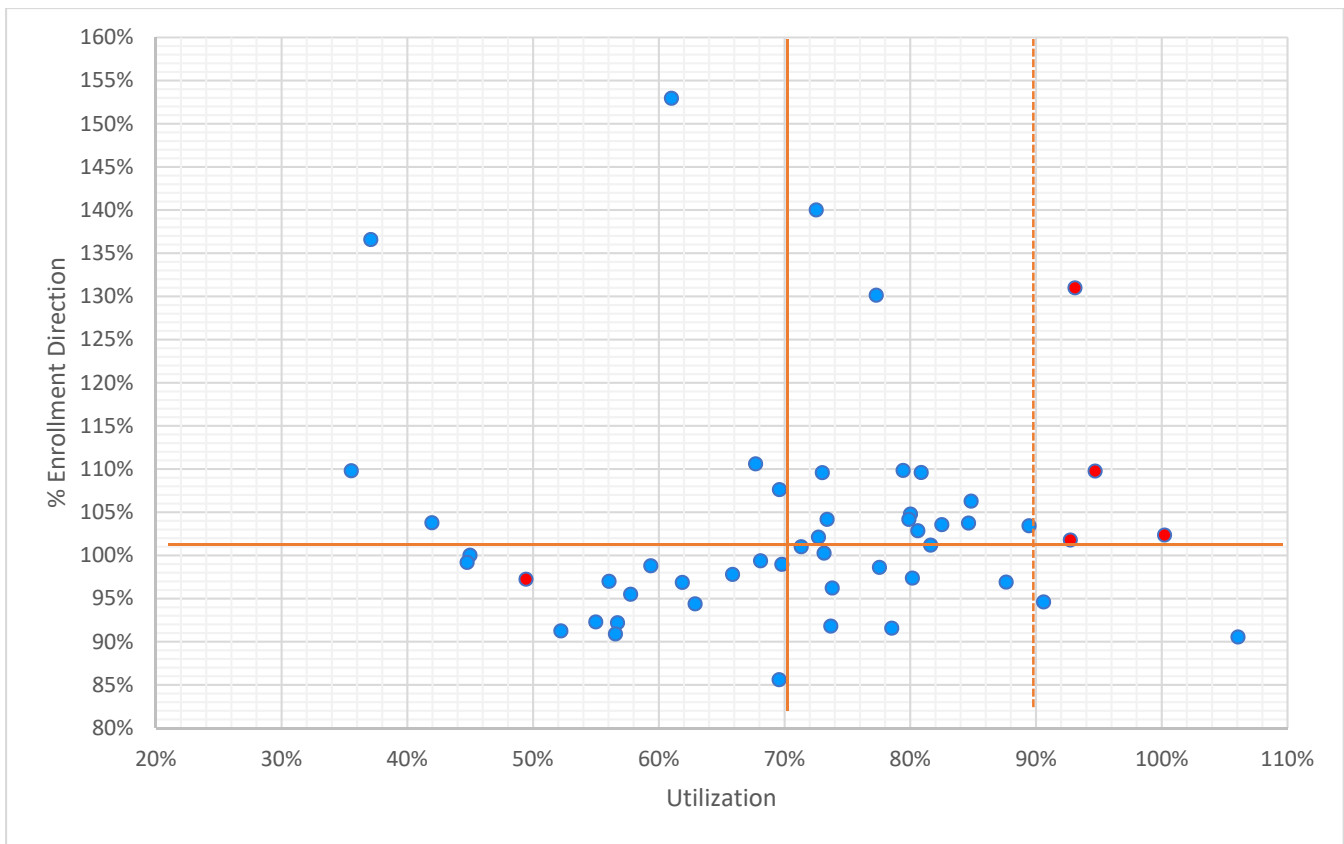


Figure 6: Utilization & Enrollment Direction (Continuation Rate SY21-22 to SY22-23)

The five points in Figure 6 above that are above 120% on the vertical axis (% Enrollment Direction) are all schools that absorbed a closing or repurposed school based on the work of Envision. As previously stated, additional history will be required to better understand the full benefits of Envision. Tables 7 and 8 show the same analysis for the time frames 2017-2022 and 2014-2019.

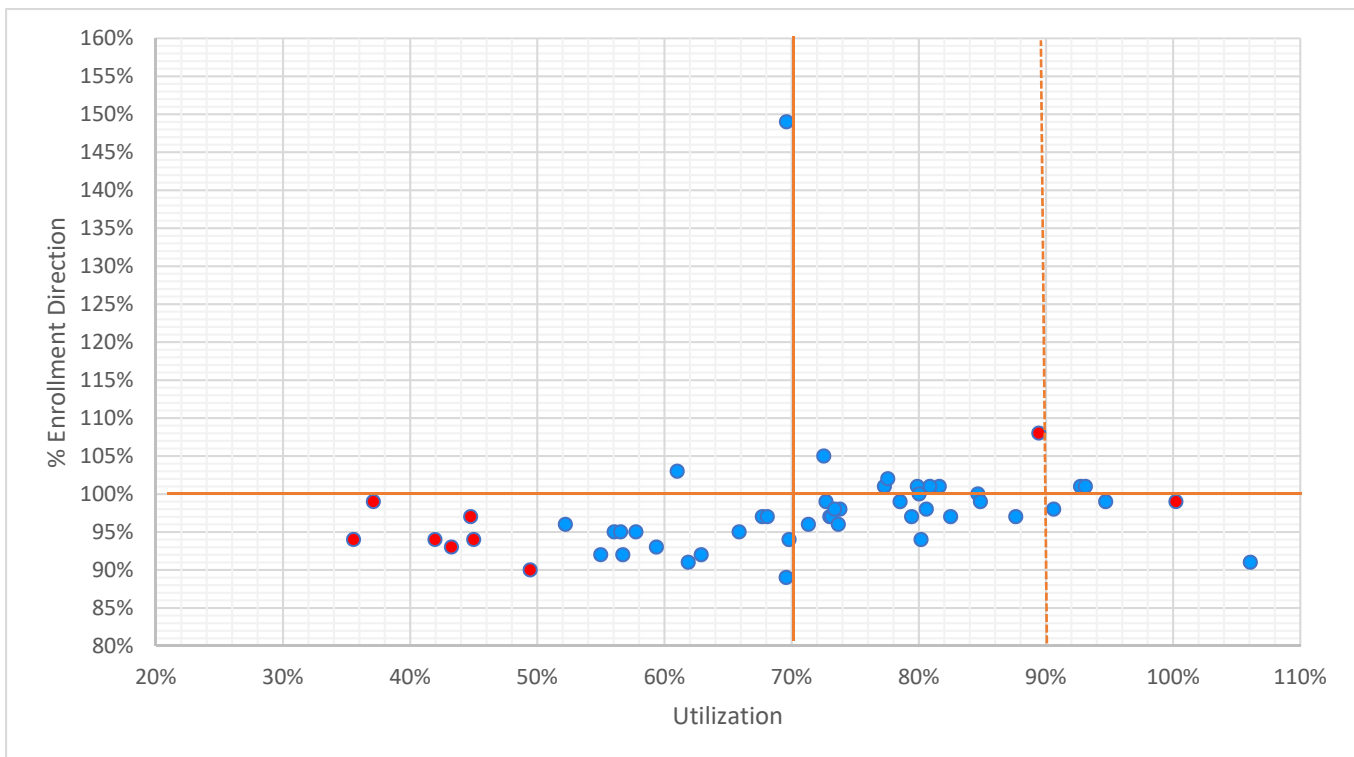


Figure 7: Utilization & Enrollment Direction (5-Year Average Continuation Rate SY17-18 to SY22-23)

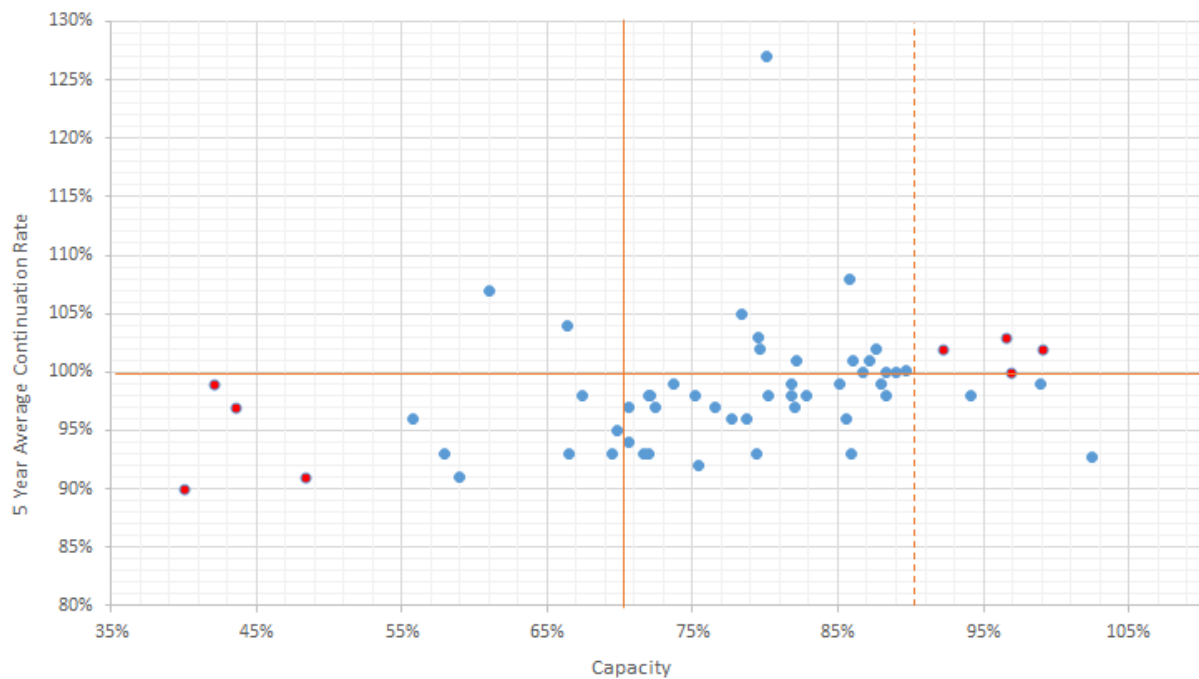


Figure 8: Utilization & Enrollment Direction (5-Year Average Continuation Rate SY14-15 to SY19-20)

Conclusion

The information presented in this report represents a specific point in time snapshot for the utilization of the buildings of Saint Paul Public Schools. There are a multitude of ways that this data can be engaged with and form a basis for strategic decision making, and the hope is that by publishing this report bi-annually we may reach a deeper understanding of how large and small choices impact the use of our buildings.

<<End of Report>>

Exhibit A: PK-12 Buildings/Schools Included in Analysis

PK-12 Schools / Buildings Included in Analysis	PK-12 Schools/Buildings Not Included Due to Major Renovations	PK-12 Schools/Buildings Not Included Due to Emerging Program (lacks depth required for analysis)
<p>Adams Battle Creek Elementary Battle Creek Middle Bruce F. Vento Elementary Central High School Chelsea Heights Elementary Cherokee Heights Elementary Como Park Elementary Como Park High School. Creative Arts Secondary Crossroads Elementary Dayton's Bluff Elementary Eastern Heights Elementary E-STEM Middle School EXPO Elementary Farnsworth Lower Farnsworth Upper Four Seasons Frost Lake Elementary Global Arts Plus Lower Global Arts Plus Upper Groveland Park Elementary Hamline Elementary Harding High School. Hazel Park Prep Hidden River Middle School Highland Park Elementary Highland Park High School. Highland Park Middle School Highwood Hills Elementary Horace Mann Elementary Humboldt High School. J.J. Hill Elementary Johnson High School L'Etoile du Nord Maxfield Elementary Mississippi Elementary Murray Middle School Nokomis North Nokomis South Open World Learning Phalen Lake Elementary Randolph Heights Elementary Riverview Rondo (Benjamin E Mays) Rondo (Capitol Hill) Saint Paul Music Academy St. Anthony Park Elementary The Heights Elementary Washington Technology Wellstone</p>	<p>American Indian Magnet Jie Ming Mandarin Obama</p>	<p>Hmong Dual Language Middle School (at Parkway)</p>

Exhibit B: Building Use and Utilization Summary

School / Building	Grades Served	Area	Enrollment	Design Enrollment ("Capacity")	% of Capacity	5-Year Average Continuation Rate
						(>1 is growth)
Adams	K-5	F2	543	802	68%	0.97
American Indian Magnet	PK-8	B	515	722	71%	0.96
Barack and Michelle Obama*	PK-5	F1	-	-	-	-
Battle Creek Elementary	PK-5	B	468	534	88%	0.97
Battle Creek Middle	2-5	B	693	849	82%	1.01
Bruce F. Vento Elementary*	PK-5	C	538	696	77%	0.95
Central High School	9-12	F1	1691	2153	79%	0.99
Chelsea Heights Elementary	K-5	E	326	549	59%	0.93
Cherokee Heights Elementary*	PK-5	D	239	644	37%	0.99
Como Park Elementary	PK-5	E	354	624	57%	0.92
Como Park High School	9-12	E	1078	1583	68%	0.97
Creative Arts Secondary	6-12	F1	353	676	52%	0.96
Crossroads Elementary	PK-5	E	414	746	55%	0.92
Dayton's Bluff Elementary	PK-5	B	248	591	42%	0.94
Eastern Heights Elementary	PK-5	B	282	404	70%	0.94
E-STEM Middle School**	6-8	A/B	538	773	70%	1.08
EXPO Elementary	PK-5	F2	469	744	63%	0.92
Farnsworth Lower	PK-4	C	439	532	83%	0.97
Farnsworth Upper	5-8	C	487	843	58%	0.95
Four Seasons	PK-5	F1	279	401	70%	0.89
Frost Lake Elementary	PK-5	A	504	693	73%	0.97
Global Arts Plus Lower	PK-4	F1	424	474	89%	1.08
Global Arts Plus Upper	5-8	F1	442	674	66%	0.95
Groveland Park Elementary	PK-5	F1	402	506	79%	0.97
Hamline Elementary*	PK-5	E	338	554	61%	1.03
Harding High School	9-12	B	1717	1897	91%	0.98
Hazel Park Prep	PK-8	A	401	647	62%	0.91
Hidden River Middle School	6-8	F1	560	722	78%	1.02
Highland Park Elementary	PK-5	F2	389	555	70%	0.99
Highland Park Middle School	6-8	F2	805	951	85%	1.00
Highland Park High School	9-12	F2	1391	1500	93%	1.01
Highwood Hills Elementary	PK-5	B	213	599	36%	0.94
Parkway Middle School	6-8	A	52	629	8%	na
Horace Mann Elementary	K-5	F2	399	495	81%	0.98
Humboldt Secondary	6-12	D	1032	1841	56%	0.95
J.J. Hill Elementary	PK-5	F1	406	555	73%	0.97
Jie Ming Mandarin Immersion	K-5	F2	388	466	83%	1.08
Johnson High School	9-12	A	1144	1550	74%	0.98
L'Etoile du Nord School	PK-5	A	506	477	106%	0.91
Maxfield Elementary*	PK-5	F1	346	477	73%	1.05
Mississippi Elementary	PK-5	C	560	660	85%	0.99
Murray Middle School	6-8	E	539	953	57%	0.95

School / Building	Grades Served	Area	Enrollment	Design Enrollment ("Capacity")	% of Capacity	5-Year Average Continuation Rate
Nokomis North	PK-5	A	394	416	95%	0.99
Nokomis South	PK-5	B	296	366	81%	1.01
Open World Learning	6-12	D	477	597	80%	1.01
Phalen Lake Elementary*	PK-5	A	702	754	93%	1.01
Randolph Heights Elementary	K-5	F1	437	436	100%	0.99
Riverview*	PK-5	D	282	652	43%	0.93
Rondo Ed Center (B.E. Mays)	PK-5	F1	362	2417	60%	0.97
Rondo Ed Center (Capitol Hill)	1-8	F1	1082	<i>see above</i>		
St. Anthony Park Elementary	K-5	E	505	631	80%	1.00
Saint Paul Music Academy	PK-5	C	504	684	74%	0.96
The Heights Elementary	PK-5	A	316	639	49%	0.90
Washington Technology	6-12	C	1767	2205	80%	0.97
Wellstone	PK-5	E	538	733	73%	0.98

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

DATE: July 18, 2023

TOPIC: FY25 Long-Term Facilities Maintenance (LTFM) Revenue Program Submittal to Minnesota Department of Education (MDE)

A. PERTINENT FACTS:

1. Minnesota Statute 123B.595 requires the District to submit annually a ten-year facility plan outlining anticipated expenditures along with an indication of whether the District will issue bonds to finance the plan or levy for the costs. Documents required to be submitted to MDE include:
 - A summary of total planned expenditures by category for each of the next 10 years;
 - 10 year LTFM expenditure and revenue projection spreadsheets;
 - A Board resolution of intent to issue bonds;
 - A statement of assurances that the District has reviewed the allowable uses of LTFM revenue to be executed by the Superintendent;
 - And a Board resolution adopting the LTFM ten-year expenditure plan.
2. As part of this FY25 LTFM plan, the District intends to issue \$44.9 million in General Obligation Facility Maintenance Bonds. LTFM revenue will be used to pay the debt service incurred from this bond sale. This current bonding issuance is one part of a broader financing structure to sustain the SPPS Builds Master Plan. This broader financing structure will be presented and discussed at the August Committee of the Board meeting.
3. This item is submitted by Tom Sager, Executive Chief of Financial Services; Lisa Rider, Controller; Tom Parent, Director of Facilities; and Jackie Turner, Chief of Administration & Operations.

B. RECOMMENDATION

That the Board of Education approve the FY25 Long-Term Facilities Maintenance Plan documentation for submission to the Minnesota Department of Education. This includes the resolution to adopt the plan, and the resolution for the intent to issue bonds.

INDEPENDENT SCHOOL DISTRICT NO. 625

**BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS
RESOLUTION**



Board File No. _____

Date _____

**ADOPTING THE SCHOOL DISTRICT'S FISCAL YEAR (FY) 25 LONG-TERM
FACILITIES MAINTENANCE TEN-YEAR PLAN**

WHEREAS, to qualify for Long-Term Facilities Maintenance revenue, Minnesota Statutes 2021, subd. 4 states a school district or intermediate district must annually adopt and approve a ten-year facilities plan by July 31 for commissioner approval.

WHEREAS, the school district has developed a ten-year Long-Term Facilities Maintenance plan consistent with this law.

School Board Member _____ moved for the resolution adoption and the motion was duly seconded by School Board Member _____ and, upon vote being thereon, the following voted in favor of the motion:

And the following voted against _____.


THEREFORE, BE IT RESOLVED THAT, the School Board of Independent School District No. 625 approves and adopts the attached ten-year Long-Term Facilities Maintenance plan for FY 25 on the 18th day of July, 2023.

Yes		No
_____	Chair	_____
_____	Vice Chair	_____
_____	Clerk	_____
_____	Treasurer	_____
_____	Director	_____
_____	Director	_____
_____	Director	_____

Adopted _____

CHAIR Board of Education

CLERK Board of Education

	<div>Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413</div>	Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only										ED - 02478-09
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2021, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.												
District Info.		Enter Information		District Info.		Enter Information						
District Name:	Saint Paul Public Schools			Date:								
District Number:	625			Email:								
District Contact Name:	Tom Sager											
Contact Phone #	(651) 767-8275											
Fiscal Year (FY) Ending June 30												
Expenditure Categories		2023 (base year)	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.												
Finance Code	Category (1)											
347	Physical Hazards	\$0	\$2,906,830	\$2,835,981	\$2,855,725	\$2,855,725	\$2,855,725	\$2,855,725	\$2,855,725	\$2,855,725	\$2,855,725	\$2,855,725
349	Other Hazardous Materials	\$0	\$535,000	\$558,956	\$570,933	\$570,933	\$570,933	\$570,933	\$570,933	\$570,933	\$570,933	\$570,933
352	Environmental Health and Safety Management	\$0	\$688,320	\$742,765	\$760,185	\$760,185	\$760,185	\$760,185	\$760,185	\$760,185	\$760,185	\$760,185
358	Asbestos Removal and Encapsulation	\$0	\$498,000	\$521,956	\$533,933	\$533,933	\$533,933	\$533,933	\$533,933	\$533,933	\$533,933	\$533,933
363	Fire Safety	\$0	\$5,661,219	\$4,141,660	\$4,158,796	\$4,158,796	\$4,158,796	\$4,158,796	\$4,158,796	\$4,158,796	\$4,158,796	\$4,158,796
366	Indoor Air Quality	\$0	\$1,306,826	\$1,323,870	\$1,341,705	\$1,341,705	\$1,341,705	\$1,341,705	\$1,341,705	\$1,341,705	\$1,341,705	\$1,341,705
Total Health and Safety Capital Projects		\$0	\$11,596,195	\$10,125,188	\$10,221,277	\$10,221,277	\$10,221,277	\$10,221,277	\$10,221,277	\$10,221,277	\$10,221,277	\$10,221,277
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year												
Finance Code	Category (2)											
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$2,641,496	\$2,184,699	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$2,641,496	\$2,184,699	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151												
Finance Code	Category 3 (a)											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Gender-Neutral Single-User Restrooms												
Finance Code	Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025											
UFARS Coding Pending	Remodeling for gender-neutral single user restroom per site.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Gender-Neutral Single User Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility												
Finance Code	Category (4)											
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Accessibility Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects												
Finance Code	Category (5)											
368	Building Envelope	\$0	\$3,274,117	\$6,287,625	\$4,709,725	\$4,709,725	\$4,709,725	\$4,709,725	\$4,709,725	\$4,709,725	\$4,709,725	\$4,709,725
369	Building Hardware and Equipment	\$0	\$2,810,726	\$1,986,597	\$1,455,299	\$1,455,299	\$1,455,299	\$1,455,299	\$1,455,299	\$1,455,299	\$1,455,299	\$1,455,299
370	Electrical	\$0	\$4,242,898	\$14,875,064	\$6,076,243	\$6,076,243	\$6,076,243	\$6,076,243	\$6,076,243	\$6,076,243	\$6,076,243	\$6,076,243
379	Interior Surfaces	\$0	\$2,871,753	\$6,757,205	\$4,355,831	\$4,355,831	\$4,355,831	\$4,355,831	\$4,355,831	\$4,355,831	\$4,355,831	\$4,355,831
380	Mechanical Systems	\$0	\$22,855,599	\$26,139,181	\$14,974,567	\$14,974,567	\$14,974,567	\$14,974,567	\$14,974,567	\$14,974,567	\$14,974,567	\$14,974,567
381	Plumbing	\$0	\$923,031	\$7,210,352	\$6,750,340	\$6,750,340	\$6,750,340	\$6,750,340	\$6,750,340	\$6,750,340	\$6,750,340	\$6,750,340
382	Professional Services and Salary	\$0	\$3,563,101	\$3,622,688	\$3,599,034	\$3,599,034	\$3,599,034	\$3,599,034	\$3,599,034	\$3,599,034	\$3,599,034	\$3,599,034
383	Roof Systems	\$0	\$4,469,549	\$8,030,189	\$3,731,332	\$3,731,332	\$3,731,332	\$3,731,332	\$3,731,332	\$3,731,332	\$3,731,332	\$3,731,332
384	Site Projects	\$0	\$1,682,646	\$3,428,435	\$2,963,668	\$2,963,668	\$2,963,668	\$2,963,668	\$2,963,668	\$2,963,668	\$2,963,668	\$2,963,668
Total Deferred Capital Expense and Maintenance		\$0	\$46,693,420	\$78,337,336	\$48,616,039	\$48,616,039	\$48,616,039	\$48,616,039	\$48,616,039	\$48,616,039	\$48,616,039	\$48,616,039
Total Annual 10-Year Plan Expenditures		\$0	\$60,931,111	\$90,647,223	\$58,837,316	\$58,837,316	\$58,837,316	\$58,837,316	\$58,837,316	\$58,837,316	\$58,837,316	\$58,837,316

FY 25 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				Revised 5/4/2023									
625	<= Type in School District Number												
	ST. PAUL PUBLIC SCHOOL DISTRICT												
		Change only if requiring levy adjustments	Payable 2023 LLC Certification	Current Estimate									
<i>Calculations for Ten Year Projection</i>													
	Pay 23												
	LLC #	FY 2023	FY 2024	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033
1	Type your district number in cell A2 (Minneapolis = 1.2)												
2	Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b to 18, 20, 21, 26, 27 and 50b												
3	Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33												
4	Look-up data from following tabs												
5	Initial Formula Revenue												
6	Current year APU	57	34,359.20	34,539.21	33,945.59	33,945.59	33,945.59	33,945.59	33,945.59	33,945.59	33,945.59	33,945.59	33,945.59
6a	Additional Pre-K Pupil Units (line 19 of Pre-K application)												
6b	Total Adjusted Pupil Units = (6) + (6a)			34,539.21	33,945.59	33,945.59	33,945.59	33,945.59	33,945.59	33,945.59	33,945.59	33,945.59	33,945.59
7	District average building age (uncapped)	401	56.50	56.50	57.50	58.50	59.50	60.50	61.50	62.50	63.50	64.50	65.50
8	Formula allowance		\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00
9	Building age ratio = (Lesser of 1 or (7) / 35)	402		1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000
10	Initial revenue = (6) * (8) * (9)	403	13,056,496	13,124,899	12,899,323	12,899,323	12,899,323	12,899,323	12,899,323	12,899,323	12,899,323	12,899,323	12,899,323
11	Added revenue for Eligible H&S Projects > \$100,000 / site												
12	Debt service for existing Alt facilities H&S bonds (1B) - gross before debt excess	702		-	-	-	-	-	-	-	-	-	-
13	Debt Excess related to Debt service for existing Alt facilities H&S bonds (1B)	756		-	-	-	-	-	-	-	-	-	-
14	Debt service for portion of existing Alt facilities bonds from line (22) attributable to eligible H&S Projects > \$100,000 per site (1A)	701		-	-	-	-	-	-	-	-	-	-
15	Debt Excess related to Debt service for portion of existing Alt facilities bonds attributable to eligible H&S Projects > \$100,000 per site (1A)	755		-	-	-	-	-	-	-	-	-	-
16a	Existing Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue from "IAQFAA Bonds" tab			780,970	779,468	780,780	781,043	780,255	778,418	786,030	781,568	774,585	776,055
16b	New debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue			-	184,363	183,637	179,962	181,537	182,850	183,900	184,687	185,212	180,225
17	Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue = (16a) + (16b)	767		780,970	963,831	964,417	961,005	961,792	961,268	969,930	966,255	959,797	956,280
18	Pay as you go revenue for eligible new H&S projects > \$100,000 / site	405	-	-	-	-	-	-	-	-	-	-	-
19	Total additional revenue for eligible H&S projects >\$100,000 / site (12) - (13) + (14) -(15) + (17) + (18)	406	774,556	780,970	963,831	964,417	961,005	961,792	961,268	969,930	966,255	959,797	956,280
	Added revenue for Pre-K remodeling (for VPK approvals only)												
20a	Net debt service for bonds approved for Pre-K remodeling	768		-	-	-	-	-	-	-	-	-	-
20b	Pay as you go for projects approved for Pre-K remodeling	407		-	-	-	-	-	-	-	-	-	-
20c	Total Pre-K revenue			-	-	-	-	-	-	-	-	-	-
20d	Total New Law Revenue (10) + (19) + (20c)	408		13,905,869	13,863,154	13,863,740	13,860,328	13,861,115	13,860,591	13,869,253	13,865,578	13,859,120	13,855,603

FY 25 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection					Revised 5/4/2023											
625	<= Type in School District Number															
	ST. PAUL PUBLIC SCHOOL DISTRICT															
			Change only if requiring levy	Payable 2023												
Calculations for Ten Year Projection				Pay 23 LLC #	adjustments	LLC Certification	Current Estimate									
				FY 2023	FY 2024		FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033
	Old Formula revenue															
21	Old formula Health & Safety revenue (these should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2025)			409	11,800,000		11,800,000	10,125,188	10,221,277	10,221,277	10,221,277	10,221,277	10,221,277	10,221,277	10,221,277	10,221,277
22	Old formula alt facilities debt revenue (1A) - gross before debt excess			701			2,311,972	2,297,535	2,301,892	2,303,310	2,301,630	2,303,415	2,175,710	2,188,116	2,193,156	1,371,116
23	Debt Excess allocated to line 22						-	-	-	-	-	-	-	-	-	-
24	Old formula alt facilities debt revenue (1A) - debt excess			765			2,311,972	2,297,535	2,301,892	2,303,310	2,301,630	2,303,415	2,175,710	2,188,116	2,193,156	1,371,116
25	Old formula alt facilities net debt revenue (1B) = (12) - (13)			766			-	-	-	-	-	-	-	-	-	-
26	Old formula alt facilities pay as you go revenue (1A)			410	-		13,582,183	9,874,812	9,778,723	9,778,723	9,778,723	9,778,723	9,778,723	9,778,723	9,778,723	9,778,723
26b (18)	Pay-as-you-go revenue for H&S projects over \$100,000 per site			411			-	-	-	-	-	-	-	-	-	-
27	Old formula alt facilities pay as you go revenue (1B) > \$500,000 (these should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2024)			413			-	-	-	-	-	-	-	-	-	266
27a	LTFM "H&S >100K per site" bonds			767			780,970	963,831	964,417	961,005	961,792	961,268	969,930	966,255	959,797	956,280
27b	LTFM "other" bonds for 1A hold harmless			769			4,835,488	8,401,549	8,406,464	8,404,102	8,402,527	8,406,464	8,404,627	8,402,002	8,407,934	8,408,354
28	Old formula deferred maintenance revenue = (if (22) + (26) = 0, (10) * (\$64 / formula allowance))			416			-	-	-	-	-	-	-	-	-	-
29	Total old formula revenue = (21)+(24)+(25)+(26)+(26b)+(27)+(27a)+(27b)+(28)			417	33,205,796		33,310,613	31,662,914	31,672,774	31,668,417	31,665,949	31,671,147	31,550,267	31,556,373	31,560,887	30,735,750
30	Total LTFM Revenue for Individual District Projects = Greater of (20d) or [(29) + (20c)]			418	33,205,796		33,310,613	31,662,914	31,672,774	31,668,417	31,665,949	31,671,147	31,550,267	31,556,373	31,560,887	30,735,750
31	District Requested Reduction from Maximum LTFM Revenue (to levy less than the maximum). Also enter this amount in the Levy Information System. Stated as positive number			419	-		-	-	-	-	-	-	-	-	-	-
32	District LTFM Revenue (30) - (31)			420	33,205,796		33,310,613	31,662,914	31,672,774	31,668,417	31,665,949	31,671,147	31,550,267	31,556,373	31,560,887	30,735,750
33	LTFM Revenue for District Share of Eligible Cooperative / Intermediate Projects (Unequalized)			421	-		-	-	-	-	-	-	-	-	-	-
34	Grand Total LTFM Revenue (32) + (33)			422	33,205,796		33,310,613	31,662,914	31,672,774	31,668,417	31,665,949	31,671,147	31,550,267	31,556,373	31,560,887	30,735,750
	Aid and Levy Shares of Total Revenue															
35	For ANTC & APU, three year prior date				2021		2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
36	Three year prior Ag Modified ANTC			35	398,193,303		398,193,303	444,747,312	462,537,204	481,038,693	500,280,240	520,291,450	541,103,108	562,747,232	585,257,122	608,667,406
37	Three year prior Adjusted PU (New Weights)			54	37,156.12		37,156.14	35,736.25	35,143.58	34,539.21	33,945.59	33,945.59	33,945.59	33,945.59	33,945.59	33,945.59
38	ANTC / APU = (36) / (37)			424	10,716.76		10,716.76	12,445.27	13,161.36	13,927.32	14,737.71	15,327.22	15,940.31	16,577.92	17,241.04	17,930.68
39	State average ANTC / APU with ag value adjustment			425	10,412.94		10,412.94	12,182.56	13,566.31	14,441.54	15,019.00	15,620.00	16,245.00	16,895.00	17,571.00	18,274.00
40	Equalizing Factor = 123% of (39)			426	12,807.92		12,807.92	14,984.55	16,686.56	17,763.09	18,473.37	19,212.60	19,981.35	20,780.85	21,612.33	22,477.02
41	Local (levy) share of Equalized Revenue (lesser of 1 or (38) / (40))			427	83.67%		83.67%	83.05%	78.87%	78.41%	79.78%	79.78%	79.78%	79.77%	79.77%	79.77%
42	State (aid) share of Equalized Revenue (1 - (41))			428	16.33%		16.33%	16.95%	21.13%	21.59%	20.22%	20.22%	20.23%	20.23%	20.23%	20.23%
43	Equalized Revenue (lesser of (34) or (6) * (8))			423	13,056,496		13,124,899	12,899,323	12,899,323	12,899,323	12,899,323	12,899,323	12,899,323	12,899,323	12,899,323	12,899,323
44	Initial LTFM State Aid (42) * (43)			429	2,132,470		2,142,913	2,185,918	2,725,109	2,785,486	2,608,484	2,608,641	2,608,767	2,608,890	2,609,005	2,609,096
45	Old formula Grandfathered Alternative Facilities Aid			431	3,732,577		3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577
46	Total LTFM State Aid (Greater of (44) or (45))			432	3,732,577		3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577	3,732,577
47	Total LTFM Levy (34) - (46) (including coop/intermediate)			435	29,473,219		29,578,036	27,930,337	27,940,197	27,935,840	27,933,372	27,938,570	27,817,690	27,823,796	27,828,310	27,003,173
48	Debt Service Portion of Revenue (non-grandfather districts)															
49	Subtotal Debt Service Revenue from above = (12) - (13) + (17) + (20a) + (24)			765+766+ 767+768			3,092,942	3,261,365	3,266,309	3,264,315	3,263,422	3,264,682	3,145,640	3,154,371	3,152,953	2,327,396
50	Existing LTFM bonds excluding bonds on line 17 (principal + interest)*1.05 from "FM Other Bonds" tab			769			4,835,488	4,833,045	4,834,095	4,834,358	4,833,570	4,836,720	4,832,783	4,832,258	4,833,990	4,834,935
50b	New LTFM bonds excluding bonds on line 17 (principal + interest)*1.05						-	3,568,504	3,572,369	3,569,744	3,568,957	3,569,744	3,571,844	3,569,744	3,573,944	3,573,419
51	Total Debt Service Revenue = (49) + (50) + (50b)			770			7,928,430	11,662,914	11,672,774	11,668,417	11,665,949	11,671,147	11,550,267	11,556,373	11,560,887	10,735,750
52	Equalized debt Service Revenue (lesser of (43) or (51))			436			7,928,430	11,662,914	11,672,774	11,668,417	11,665,949	11,671,147	11,550,267	11,556,373	11,560,887	10,735,750
53	Debt Service Aid = (52) * (42)			438			1,294,482	1,976,396	2,465,988	2,519,683	2,359,072	2,360,266	2,335,933	2,337,278	2,338,294	2,171,479
54	Equalized Debt Service Levy = (52) - (53)			439			6,633,949	9,686,518	9,206,785	9,148,734	9,306,876	9,310,881	9,214,334	9,219,095	9,222,593	8,564,271
55	Unequalized Debt Service Revenue and Levy = (Greater of zero or (51) - (50))			440			-	-	-	-	-	-	-	-	-	-
56	General Fund Portion of Revenue (non-grandfather districts)															

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NOTICE RELATING TO
GENERAL OBLIGATION FACILITIES MAINTENANCE BONDS, SERIES 2024
OF INDEPENDENT SCHOOL DISTRICT NO. 625 (SAINT PAUL), MINNESOTA

NOTICE IS HEREBY GIVEN that Independent School District No. 625 (Saint Paul), Minnesota (the District), intends to issue its General Obligation Facilities Maintenance Bonds, Series 2024 (the Bonds) in the aggregate principal amount not to exceed \$44,900,000, pursuant to Minnesota Statutes, Section 123B.595, Subdivision 5. The proceeds of the Bonds will be used to finance various deferred capital maintenance and health and safety projects at various existing District sites and facilities (the Projects), as described in the District's ten-year facility plan (the Facility Plan) approved by this Board. A copy of the Facility Plan will be on file with the District and available for public inspection at the District offices during regular business hours. The total amount of outstanding indebtedness of the District as of July 1, 2023, is \$562,075,000. Any interested person may submit written comments relating to the Bonds or the Projects to the District.

BOARD OF EDUCATION OF
INDEPENDENT SCHOOL DISTRICT NO.
625 (SAINT PAUL), MINNESOTA

CERTIFICATION OF MINUTES RELATING TO
\$44,900,000 GENERAL OBLIGATION FACILITIES MAINTENANCE BONDS, SERIES
2024

Issuer: Independent School District No. 625 (Saint Paul), Minnesota

Governing Body: Board of Education

Kind, date, time and place of meeting: A regular meeting held on July 18, 2023, at 5:30 p.m. at the Administration Building, 360 Colborne Street, Saint Paul, Minnesota.

Members present:

Members absent:

Documents attached:

Minutes of said meeting (including):

RESOLUTION STATING OFFICIAL INTENT TO PROCEED WITH AND AUTHORIZING THE ISSUANCE OF \$44,900,000 GENERAL OBLIGATION FACILITIES MAINTENANCE BONDS, SERIES 2024; APPROVING THE REVISED TEN-YEAR FACILITY PLAN, 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

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the bonds referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said bonds; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer this 18th day of July, 2023.

School District Clerk

Member _____, introduced the following resolution and moved its adoption, which motion was seconded by Member _____:

RESOLUTION STATING OFFICIAL INTENT TO PROCEED WITH AND AUTHORIZING THE ISSUANCE OF \$44,900,000 GENERAL OBLIGATION FACILITIES MAINTENANCE BONDS, SERIES 2024; APPROVING THE REVISED TEN-YEAR FACILITY PLAN, 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

BE IT RESOLVED by the Board of Education (the Board) of Independent School District No. 625 (Saint Paul), Minnesota (the District), as follows:

SECTION 1. AUTHORIZATION AND DISTRICT INDEBTEDNESS. The District is authorized, pursuant to Minnesota Statutes, Section 123B.595 and Chapter 475, to borrow money by the issuance of its general obligation facilities maintenance bonds. This Board hereby determines that it is necessary and desirable and in the best interest of the District to issue its General Obligation Facilities Maintenance Bonds, Series 2024 (the Bonds) in a principal amount not to exceed \$44,900,000, to be used together with any funds of the District which might be required, to finance various deferred capital maintenance and health and safety projects at various existing District sites and facilities, as described in the District's revised ten-year facility plan (the Facility Plan). Pursuant to the provisions of Minnesota Statutes, Section 123B.595, Subdivision 5 it is hereby determined that the total amount of District indebtedness as of July 1, 2023, is \$562,075,000.

SECTION 2. FACILITY PLAN APPROVED; APPROVAL BY COMMISSIONER OF EDUCATION. The Facility Plan is hereby approved by this Board. The Facility Plan will be submitted to the Commissioner of the Department of Education of the State of Minnesota (the Commissioner of Education) as required by Minnesota Statutes, Section 123B.595, Subdivision 5 and such approval will be received prior to the dates on which the Bonds will be issued.

SECTION 3. NOTICE PUBLICATION. The Clerk is authorized and directed to cause notice of the intended projects, the amount of the facilities maintenance bonds to be issued, and the total amount of the District's indebtedness to be published in a legal newspaper of general circulation in the District.

SECTION 4. SOLICITATION OF PROPOSALS; APPROVAL OF THE SALE OF THE BONDS. The District has retained PMA Securities, LLC, in Albertville, Minnesota (PMA), as its independent municipal advisor with respect to the sale of the Bonds. PMA is authorized to solicit proposals for the Bonds on behalf of the District on a competitive basis without requirement of published notice, in accordance with Minnesota Statutes, Section 475.60, subdivision 2, paragraph

(9). In consultation with PMA, the Superintendent, Executive Chief of Financial Services or Executive Chief of Administration and Operations hereby authorized to approve the sale of the Bonds and execute a bond purchase agreement for the Bonds with the purchaser, provided that the aggregate principal amount of the Bonds shall not exceed \$44,900,000 and the true interest cost does not exceed 5.50%.

SECTION 5. BOARD RATIFICATION OF SALE. Upon approval of the sale of the Bonds by the Superintendent, Executive Chief of Financial Services or Executive Chief of Administration and Operations, the Board will take action at a regularly scheduled or special meeting thereafter to adopt a bond resolution prepared by the District's bond counsel ratifying the sale of the Bonds and incorporating the terms and conditions with respect thereto.

SECTION 6. OFFICIAL STATEMENT. PMA is authorized to prepare and distribute Official Statements related to the sale of the Bonds.

SECTION 7. STATE CREDIT ENHANCEMENT PROGRAM. (a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the Registrar or any successor paying agent three (3) days prior to the date on which a payment is due an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Registrar for the Bonds is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds to make that payment on deposit with the Registrar. The District understands that as a result of its covenant to be bound by the provision of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now and hereafter established by the Departments of Management and Budget and Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, Subdivision 2(c) and otherwise to take such actions as necessary to comply with that section. The chair, clerk, superintendent or business manager is authorized to execute any applicable Minnesota Department of Education forms.

SECTION 8. EXPIRATION OF AUTHORITY. If the Superintendent, Executive Chief of Financial Services or Executive Chief of Administration and Operations have not approved the sale of the Bonds and executed the related bond purchase agreement by December 31, 2024, this resolution shall expire.

Upon vote being taken on the foregoing resolution, the following voted in favor thereof:
and the following voted against the same:
whereupon the resolution was declared duly passed and adopted.

Board of Education Meeting



Third Readings and Vote for:

- **Updates to Policies 204.01, 205.00, 206.00 and 210.00;**
- **Rescission of Policy 213.00;**
- **Adoption of New Policy 214.00**

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July 18, 2023

Pat Pratt-Cook, Executive Chief of Human Resources

Background

Why are we proposing changes to various policies?

We have a policy that states that all of our policies are required to be reviewed every three to five years.

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Much of what is being presented today came from the review process.

Overview of Proposed Changes to Policies 204.01, 205.00, 206.00, 210.00

Policy	Last Updated	Change in Language	Reason for Changes	Do Change in Language Create a Change in Current Practice?
204.01 School Board Meeting Agenda	8/8/2015	One paragraph addition about distribution of printed materials to Board members	Consolidation of various statutes into one document	No
205.00 School Board Meeting Minutes	6/17/2008	Goes from a one-sentence policy to a five-section policy	Consolidation of various statutes into one document	No 275
206.00 Board Meetings	7/21/2015	More extensive changes	Consolidation of various statutes into one document	No
210.00 Conflict of Interest	6/17/2008	More extensive changes	Consolidation of various statutes into one document	No

Proposed Changes to Policy 204.01, 205.00, 206.00, and 210.00

(When reviewing these policies, the black ink reflects what is in current policy; red ink reflects addition of proposed language.)

[Policy 204.01 School Board Meeting Agenda](#)

[Policy 205.00 School Board Meeting Minutes](#)

[Policy 206.00 Board Meeting](#)

[Policy 210.00 Conflict of Interest](#)

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Questions?

Vote to Approve Revisions to Policy 204.01, 205.00, 206.00 and 210.00

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Rescission of Policy 213.00 Board of Education Professional Development

Reason: It is redundant to Policy 211.00 Board Member Development

- The two paragraphs that make up Policy 213.00 are included in Policy 211.00

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1. Board of Education members are expected to actively participate in professional development that supports their governance role and the district's mission. These may include but are not limited to national, state or local conferences, workshops, seminars and training opportunities.

2. The Board shall annually plan and budget for participation in such professional development activities. Logistics and expense reimbursement shall be handled in accordance with school district procedures.

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Copy of 213.00

Copy of 211.00

Questions?

Vote to Rescind Policy 213.00

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Policy 214.00 Out-of-State Travel for Board Members

- New policy
- Required by statute to have a policy on out-of-state travel for Board members
- See [Policy 214.00](#)

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Questions?

Vote to Adopt Policy 214.00

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204.01 SCHOOL BOARD MEETING AGENDA

1. The Assistant Clerk, in consultation with the Superintendent and Chair, shall develop, prepare and arrange the order of items for the final agenda for each school board meeting.
2. The recommended procedure is as follows:
 - Items to be placed on the agenda must be received by the Assistant Clerk, Chair or Superintendent no later than five (5) days prior to the Board meeting.
 - The agenda and supporting documents will be delivered to each Board member not less than four (4) days prior to the scheduled meeting of the Board of Education.
 - Items may be added to the agenda by a motion adopted at the meeting.
3. Agenda items shall fall under one or more of the current Strategic Plan Goals as established by administration and the Board of Education.
4. ~~At least one copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and:~~
 - ~~• distributed at the meeting to all members of the governing body;~~
 - ~~• distributed before the meeting to all members; or~~
 - ~~• available in the meeting room to all members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.~~~~This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.~~
5. The order of business of the Board of Education shall be established by Board action.

LEGAL REFERENCES:

Minn. Stat. § 13D.01

Minn. Stat. § 123B.09, subd. 7

CROSS REFERENCES:

205.00 SCHOOL BOARD MEETING MINUTES

~~The Assistant Clerk shall compile the minutes of each meeting of the Board and attach them to the final agenda of the next regular meeting of the Board.~~

I. PURPOSE

The purpose of this policy is to establish procedures relating to the maintenance of records of the school board and the publication of its official proceedings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

III. MAINTENANCE OF MINUTES AND RECORDS

A. The clerk shall keep and maintain permanent records of the school board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law must be recorded in a journal or minutes kept for that purpose. Public records maintained by the school district must be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.

B. Recordings of Closed Meetings

1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the school district's expense. Recordings of closed meetings shall be made separately from the recordings of an open meeting to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.
2. Recordings of closed meetings shall be preserved by the school district for the following time periods:
 - a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.

- b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.
 - c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.
 - d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.
 - e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.
- 3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:
 - a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.
 - b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.
 - c. Recordings of any other closed meetings shall be classified and/or released as required by court order.
- 4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.
- 5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:
 - a. The date of the closed meeting;
 - b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of real property, educational data, etc.); and

- c. The classification of the data.
- 6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3. above.

IV. PUBLICATION OF OFFICIAL PROCEEDINGS

- A. The school board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the school board conducts regular meetings not more than once every thirty (30) days, the school board need not publish the minutes until ten (10) days after they have been approved by the school board.
- B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the school board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the school board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the school board, the proceedings to be published may reflect that fact.
- C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the school board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.

LEGAL REFERENCES:

Minn. Stat. § 13D.01, Subds. 4-6
Minn. Stat. § 123B.09, Subd. 10 (Boards of Independent School Districts)
Minn. Stat. § 123B.14, Subd. 7
Minn. Stat. § 331A.01
Minn. Stat. § 331A.05, Subd. 8
Minn. Stat. § 331A.08, Subd. 3
Op. Atty. Gen. 161-a-20, December 17, 1970
Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W.2d 428

(1956)

CROSS REFERENCES:

Policy 205.00
Page 1 of 1

206.00

BOARD MEETINGS

I. PURPOSE

- A. The school board embraces accountability and transparency in the conduct of its business, in the belief that openness produces better programs, more efficient-administration of programs, and an organization more responsive to public interest and less susceptible to private interest. The school board shall conduct its business under a presumption of openness. At the same time, the school board recognizes and respects the privacy rights of individuals as provided by law. The school board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the school board.
- B. The purpose of this policy is to provide guidelines to assure the rights of the public to be present at school board meetings, while also protecting an individual's rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

II. GENERAL STATEMENT OF POLICY

- A. Except as otherwise expressly provided by statute, all meetings of the school board shall be open to the public.
- B. Meetings shall be closed only when expressly authorized by law.

III. DEFINITION

~~"Meeting" means a gathering of at least a quorum of school board members-or quorum of a committee or subcommittee of school board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the school board. The term does not include a chance or social gathering or the use of social media by members of a public body so long as the social media use is limited to exchanges with all members of the general public. For purposes of the Open Meeting Law, social media does not include e-mail.~~

IV. PROCEDURES

A. Meetings

1. Venue of Board Meetings

All meetings of the Board of Education shall be held within the boundaries of the district

2. Regular Meetings

a. Schedule

A schedule of the regular meetings of the school board shall be kept on file at the school district office. If the school board decides to hold a regular meeting at a time or place different from the time or place stated in its regular meeting schedule, it shall give the same notice of the meeting as for a special meeting.

b. Place and Time of Regular Board Meetings

Unless otherwise determined by Board resolution, regular meetings of the Board shall be held in the administration building, 360 Colborne, on the third Tuesdays of each month, at 5:30 p.m. The provision of notice for all meetings of the Board shall be according to law.

3. Special Meetings

- a. For a special meeting, the school board shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the school district or on the door of the school board's usual meeting room if there is no principal bulletin board. The school board's actions at the special meeting are limited to those topics included in the notice.
- b. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings. This notice shall be posted and mailed or delivered at least three days before the date of the meeting.
- c. As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the school board may publish the notice once, at least three days before the meeting, in the official newspaper of the school district or, if none, in a qualified newspaper of general circulation within the area of the school district.
- d. A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the school board is required to send notice to that person only concerning those particular subjects.
- e. The school board will establish an expiration date on requests for notice of special meetings and require refiling once each year. Not more than sixty (60) days before the expiration date of request for notice, the school board shall send notice of the refiling requirement to each person who filed during the preceding year.

4. Emergency Meetings

- a. An emergency meeting is a special meeting called because of circumstances that, in the school board's judgment, require immediate consideration.
- b. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.
- c. The school board shall make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news medium's telephone number.
- d. Notice of the emergency meeting shall be given by telephone or electronic mail or any other method used to notify the members of the school board.
- e. Notice shall be provided to each news medium which has filed a written request for notice as soon as reasonably practicable after notice has been given to the school board members.
- f. Notice shall include the subject of the meeting.
- g. Posted or published notice of an emergency meeting shall not be required.
- h. The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a special meeting that is an emergency meeting.

5. Recessed or Continued Meetings

If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.

6. Closed Meetings

- a. Meetings may be closed for the following reasons, or as provided by law:
 - i. Labor Negotiations Strategy
 - ii. Sessions Closed by the Bureau of Mediation Services
 - iii. Preliminary Consideration of Allegations or Charges
 - iv. Performance Evaluations
 - v. Attorney-Client Privileged Discussions
 - vi. Certain Dismissal Hearings of Students or Teachers
 - vii. Certain Meetings with Non-renewed Coaches
 - viii. Discussions of Certain Not Public Data
 - ix. Strategic Decisions on Purchases and Sales of Property, however the actual purchase or sale of property must be approved at an open meeting.
 - x. Security Matters

- b. A regular or special meeting may be closed by a public, majority vote at the meeting. The specific statutory authority for closing the meeting shall be stated and a general description of the subjects to be discussed in the closed meeting shall be disclosed.
- c. Closed meeting topics, information, and any materials provided shall remain confidential and not public until such a time determined by the District's General Counsel and Responsible Data Authority.
- d. The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

7. Actual Notice

If a person receives actual notice of a meeting of the school board at least twenty-four (24) hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of notice.

8. Meetings during Pandemic or Chapter 12 Emergency

In the event of a health pandemic or an emergency declared under Minnesota Statutes chapter 12, a meeting may be conducted by telephone or interactive technology in compliance with Minnesota Statutes section 13D.021.

9. Meetings by Interactive Technology

A meeting may be conducted by interactive technology, Zoom, Skype, or other similar electronic means in compliance with Minnesota Statutes section 13D.02.

B. Written Materials

- 1. In any open meeting, a copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and distributed to or available to all school board members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.
- 2. This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.

C. Open Meetings and Data

- 1. Meetings may not be closed to discuss data that are not public data, except as provided under Minnesota law.
- 2. Data that are not public data may be discussed at an open meeting

if the disclosure relates to a matter within the scope of the school board's authority and is reasonably necessary to conduct the business or agenda item before the school board.

3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

V. Adjourned Board Meeting

Only the unconsidered or interrupted items on the agenda of the immediately preceding meeting may be considered at an adjourned meeting, unless the Board suspends the aforementioned special rule of order by a two-thirds vote or by four affirmative votes, whichever is greater.

LEGAL REFERENCES:

Minn. Stat. Ch. 13
Minn. Stat. Ch. 13D
Minn. Stat. § 121A.47, Subd. 5
Minn. Stat. § 122A.33, Subd. 3
Minn. Stat. § 122A.40, Subd. 14
Minn. Stat. § 179A.14, Subd. 3
Minn. Rules Part 5510.2810
Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainerd Daily Dispatch v. Dehen, 693 N.W.2d 435 (Minn. App. 2005)
The Free Press v. County of Blue Earth, 677 N.W.2d 471 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 729 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App. 1993)
Minnesota Daily v. University of Minnesota, 432 N.W.2d 189 (Minn. App. 1988)
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn. 1983)
Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993), *rev. denied*. (Minn. 1993)

CROSS REFERENCES:

Robert's Rules of Order Newly Revised (10th ed.), p. 90, l. 27 – p. 91, l. 21; § 22

210.00 CONFLICT OF INTEREST

~~Members of the Board of Education and employees of Saint Paul Public Schools shall avoid situations that could be viewed to affect the independence of their judgment in the performance of their School District duties.~~

~~PROHIBITIONS~~

~~1. Purchasing~~

~~A member of the Board of Education or a school district employee having any direct or indirect voluntary personal financial or beneficial interest in any contract, sale or lease for goods, property or services furnished to or used by the School District shall not with respect to such contract, sale or lease:~~

- ~~• Approve or recommend for approval the contract, sale or lease;~~
- ~~• Directly or indirectly influence the purchasing decision by establishing requirements or evaluating services or products; or~~
- ~~• Otherwise have any involvement in the purchasing process.~~

~~2. Gifts~~

~~A member of the Board of Education or a School District employee shall not directly or indirectly accept anything of more than nominal value from any source given in the course of, or because of, his or her School District duties, office or employment unless the source is provided in return consideration of equivalent value.~~

~~DISCLOSURE AND APPROVAL~~

- ~~1. If a member of the Board of Education or Superintendent questions application of this policy to any contemplated transaction, he or she shall advise the Chair of the Board of Education who shall approve or disapprove the transaction. Should the Chair of the Board of Education have a question on the application of this policy, it shall be referred to the Vice Chair.~~
- ~~2. If an employee questions application of this policy to any contemplated transaction he or she shall advise his or her immediate superior who shall approve or disapprove the transaction.~~
- ~~3. The administration of the Saint Paul Public Schools shall develop and publish procedures to assist in the implementation and observance of this policy.~~
- ~~4. Members of the Saint Paul Public Schools' Board of Education shall sign a statement annually certifying they have acted in compliance with the Conflict of Interest policy.~~

I. PURPOSE

The purpose of this policy is to observe state statutes regarding conflicts of interest and to engage in school district business activities in a fashion designed to avoid any conflict of interest or the appearance of impropriety.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board to contract for goods and services in conformance with statutory conflict of interest laws and in a manner that will avoid any conflict of interest or the appearance thereof. Accordingly, the school board will contract under the statutory exception provisions only when it is clearly in the best interest of the school district because of limitations that may exist on goods or services otherwise available to the school district.

III. GENERAL PROHIBITIONS AND RECOGNIZED STATUTORY EXCEPTIONS

- A. A school board member who is authorized to take part in any manner in making any sale, lease, or contract in his or her official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially therefrom.
- B. In the following circumstances, however, the school board may as an exception, by unanimous vote, contract for goods or services with a school board member of the school district:
 - 1. In the designation of a bank or savings association, in which a school board member is interested, as an authorized depository for school district funds and as a source of borrowing, provided such deposited funds are protected in accordance with Minnesota Statutes chapter 118A. Any school board member having said interest shall disclose that interest and the interest shall be entered upon the school board minutes. Disclosure shall be made when such bank or savings association is first designated as a depository or source of borrowing, or when such school board member is elected, whichever is later. Disclosure serves as notice of the interest and need only be made once;
 - 2. The designation of an official newspaper, or publication of official matters therein, in which the school board member is interested when it is the only newspaper complying with statutory requirements relating to the designation or publication;
 - 3. A contract with a cooperative association of which the school board member is a shareholder or stockholder but not an officer or manager;
 - 4. A contract for which competitive bids are not required by law. A contract made under this exception will be void unless the following procedures are observed:
 - a. The school board shall authorize the contract in advance of its performance by adopting a resolution setting out the essential facts and determining that the contract price is as low as or lower than the price at which the goods or services could be obtained elsewhere.
 - b. In the case of an emergency when the contract cannot be authorized in advance, payment of the claims must be authorized by a like resolution wherein the facts of the emergency are also stated.
 - c. Before a claim is paid, the interested school board member shall file with the clerk of the school board an affidavit stating:
 - (1) The name of the school board member and the office held;
 - (2) An itemization of the goods or services furnished;
 - (3) The contract price;
 - (4) The reasonable value;

- (5) The interest of the school board member in the contract; and
- (6) That to the best of the school board member's knowledge and belief, the contract price is as low as, or lower than, the price at which the goods or services could be obtained from other sources.

5. A school board member may rent space in a public facility at a rate commensurate with that paid by other members of the public.

- C. In the following circumstances, the school board may as an exception, by majority vote at a meeting at which all school board members are present, contract for services with a school board member of the school district: A school board member may be newly employed or may continue to be employed by the school district as an employee only if there is a reasonable expectation on July 1, or at the time the contract is entered into or extended, that the amount to be earned by that school board member under that contract or employment relationship, will not exceed \$20,000 in that fiscal year. If the school board member does not receive majority approval to be initially employed or to continue in employment at a meeting at which all school board members are present, that employment is immediately terminated and that school board member has no further rights to employment while serving as a school board member in the school district.
- D. The school board may contract with a class of school district employees, such as teachers or custodians, when the spouse of a school board member is a member of the class of employees contracting with the school board and the employee spouse receives no special monetary or other benefit that is substantially different from the benefits that other members of the class receive under the employment contract. For the school board to invoke this exception, it must have a majority of disinterested school board members vote to approve the contract, direct the school board member spouse to abstain from voting to approve the contract, and publicly set out the essential facts of the contract at the meeting in which the contract is approved.

IV. LIMITATIONS ON RELATED EMPLOYEES

- A. The school board must hire or dismiss teachers only at duly called meetings. When a husband and wife, brother and sister, or two brothers or sisters, constitute a quorum, no contract employing a teacher may be made or authorized except upon the unanimous vote of the full school board.
- B. The school board may not employ any teacher related by blood or marriage to a school board member, within the fourth degree as computed by the civil law, except by a unanimous vote of the full school board.

V. CONFLICTS PRIOR TO TAKING OFFICE

A school board member with personal financial interest in a sale, lease, or contract with the school district which was entered before the school board member took office and presents an actual or potential conflict of interest, shall immediately notify the school board of such interest. It shall thereafter be the responsibility of the school board member to refrain from participating in any action relating to the sale, lease, or contract. At the time of renewal of any such sale, lease, or contract, the school board may enter into or renew such sale, lease, or contract only if it falls within one of the enumerated exceptions for contracts relating to goods or services provided above and if the procedures provided in this policy are followed.

VI. DETERMINATION AS TO WHETHER A CONFLICT OF INTEREST EXISTS

The determination as to whether a conflict of interest exists is to be made by the school board. Any school board member who has an actual or potential conflict shall notify the school board of such conflict immediately. The school board member shall thereafter cooperate with the school board as necessary for the school board to make its determination.

Legal References: Minn. Stat. § 122A.40, Subd. 3 (Employment; Contracts; Termination)
Minn. Stat. § 123B.195 (Board Member's Right to Employment)
Minn. Stat. § 471.87 (Public Officers, Interest in Contract; Penalty)
Minn. Stat. § 471.88, Subds. 2, 3, 4, 5, 12, 13, and 21 (Exceptions)
Minn. Stat. § 471.89 (Contract, When Void)
Op. Atty. Gen. 437-A-4, March 15, 1935
Op. Atty. Gen. 90-C-5, July 30, 1940
Op. Atty. Gen. 90-A, August 14, 1957

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the School Board)
MSBA/MASA Model Policy 209 (Code of Ethics)

Adopted: 1974

Saint Paul Public Schools Policy

211.00

Revised: 9/1/1992, 6/17/2008, 8/18/2015

211.00

BOARD MEMBER DEVELOPMENT

ORIENTATION OF MEMBERS-ELECT OR APPOINTEES

1. At the earliest possible convenience after the election or appointment of a new director of the Board of Education, the Chair and the Superintendent shall have made arrangements for an orientation program for the member(s)-elect or appointee(s). The orientation program shall familiarize the member(s)-elect or appointee(s) with (a) the policies and practices of the Board, (b) the scope of the Board's duties and responsibilities, (c) the fundamentals of parliamentary procedure, (d) the conflict-of-interest statutes, and (e) other laws and rules that govern the official actions of members of the public body. The superintendent shall furnish Board-members elect and appointees with copies of Board policies, collective bargaining agreements, copies of the administration's current strategic plan and goals, the District budget, information regarding district facilities and operations and other materials related to the governance of the District.
2. The Board authorizes the attendance of new members and appointees who have taken the oath of office at state meetings for new board members and/or other state training and orientation meetings. Upon statement of the several members furnished at the next succeeding meeting of the public body in accordance with Policy 409.00, the Board shall authorize the reimbursement of actual expenses incurred in training and orientation to the performance of their duties.
3. The Board shall invite members-elect to attend as observers the meetings of the Board of Education before they take the oath of office.

CONTINUING PROFESSIONAL DEVELOPMENT OF DIRECTORS

1. Board of Education members are expected to actively participate in professional development that supports their governance role and the district's mission. These may include but are not limited to national, state or local conferences, workshops, seminars and training opportunities.
2. The Board desires all members to participate in school-board and related workshops and activities sponsored by local, state and national school boards associations.
3. Each director who attends a member-development activity shall make a report of their service at the next regular Board meeting that follows their last participation either by making an oral report at the meeting or by submitting a written report to the Assistant Clerk for inclusion in the Board Book. Materials of interest acquired at the activity shall be made available to the Board by submitting it to the Assistant Clerk for inclusion in the Board Library.

4. The Board shall annually plan and budget for participation in such professional development activities. To the extent that Board policy and district budget allocations permit, the Board will reimburse the necessary expenses of its members who attend meetings pertaining to school activities and the objectives of the Board.

LEGAL REFERENCES:

Minn. Stat. § 123B.09, subd. 2

CROSS REFERENCES:

213.00, Board of Education Professional Development
409.00, Travel Expense Reimbursement

Adopted: 6/17/2008
Revised:

Saint Paul Public Schools Policy

213.00

213.00 BOARD OF EDUCATION PROFESSIONAL DEVELOPMENT

1. Board of Education members are expected to actively participate in professional development that supports their governance role and the district's mission. These may include but are not limited to national, state or local conferences, workshops, seminars and training opportunities.
2. The Board shall annually plan and budget for participation in such professional development activities. Logistics and expense reimbursement shall be handled in accordance with school district procedures.

LEGAL REFERENCES:

CROSS REFERENCES:

214.00 OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS

[Note: School districts are required by statute to adopt a policy addressing this issue.]

I. PURPOSE

The purpose of this policy is to control out-of-state travel by school board members as required by law.

II. GENERAL STATEMENT OF POLICY

School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state, and local laws, rules, regulations, and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

III. APPROPRIATE TRAVEL

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to regional or national meetings of the National School Boards Association and/or Council of Great City Schools is presumed to fulfill this purpose. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be pre-approved by the school board.

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals (excluding any alcohol), lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

V. REIMBURSEMENT

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.
- B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- C. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and

guidelines to address methods and times for submission of requests for reimbursement.

Legal References: Minn. Stat. § 123B.09, Subd. 2 (Boards of Independent School Districts)
Minn. Stat. § 471.661 (Out-of-State Travel)
Minn. Stat. § 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)

Cross References: SPPS Policy 211.00 (School Board Member Development)
SPPS Policy 409.00 (Travel Expense Reimbursement)

Board of Education Meeting



Second Reading: Policy 506.06 Search of Student Lockers, Desks, Personal Possessions and Student's Person

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July 18, 2023

Laurie Olson, Director, Security and Emergency Management

Policy 506.06 Search of Student Lockers, Desks, Personal Possessions and Student's Person

Why are we proposing this policy?

The District does not have an official Board policy as required per statute.

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While this is a new District policy, the adherence is not new.

Policy 506.06 Search of Student Lockers, Desks, Personal Possessions and Student's Person

The **purpose** of this policy is to comply with Minnesota statute and provide for a safe and welcoming educational environment free of contraband.

Contraband means any unauthorized item possession of which is prohibited by district policy and/or law. It includes, but is not limited to, weapons, firearms and³⁰⁵ “look-alikes,” alcohol, and controlled substances.

A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband.

A violation occurs when students carry contraband on their person or in their personal possessions.

Policy 506.06 Search of Student Lockers, Desks, Personal Possessions and Student's Person

Lockers and Personal Possessions Within a Locker

- Pursuant to MN Statutes, school lockers are property of the school District. Inspection of interior of lockers may be conducted for any reason, at any time, without notice, without student consent, and without a search warrant
- Personal possessions within the locker may be searched only with reasonable suspicion.
- As soon as practical, school officials must provide notice regarding search of personal⁵⁰⁶ possessions

Desks

- Similar to lockers, desks are property of the school district and may be searched at any time.

Personal Possessions and Student's Person

- Personal possessions of students and/or a student's person may be searched when school officials have reasonable suspicion. The search will be reasonable in its scope and intrusiveness

Policy 506.06 Search of Student Lockers, Desks, Personal Possessions and Student's Person

See Policy 506.06 [HERE](#)

Questions?

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506.06 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS, AND STUDENT'S PERSON

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to comply with Minnesota statute requiring school districts to have a school locker policy.

II. GENERAL STATEMENT OF POLICY**A. Lockers and Personal Possessions Within a Locker**

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

C. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

D. A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband. A violation occurs when students carry contraband on their person or in their personal possessions.**III. DEFINITIONS**

A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes, but is not limited to, weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.

B. "Personal possessions" includes, but is not limited to, purses, backpacks, bookbags, packages, and clothing.

C. "Reasonable suspicion" means that a school official has grounds to believe that the

search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.

- D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

IV. PROCEDURES

- A. The Superintendent, or designee shall develop procedures governing the search of lockers, desks, personal possessions and student's person by school support liaisons (SSLs), school administrators and/or other agents performing law enforcement functions.
- B. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

V. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal officials.

Legal References: U. S. Const., amend. IV
Minn. Const., art. I, § 10
Minn. Stat. § 121A.72 (School Locker Policy)
New Jersey v. T.L.O., 469 U.S. 325 (1985)
G.C. v. Owensboro Public Schools, 711 F.3d 623 (6th Cir. 2013)

Cross References: SPPS Policy 413.01 (Chemical Use and Abuse)
SPPS Policy 413.00 (Drug-Free Workplace)
SPPS Policy 903.00 (Dangerous Weapons, Firearms)

SPPS Policy 506.00 (Student Discipline)

2023 Summary of the Annual Performance Evaluation of the Superintendent Saint Paul Public Schools Board of Education, July 2023

At the Closed Meeting of the Board of Education on June 21st, 2023, board members discussed the annual performance evaluation of Superintendent Joe Gothard. Please note that what follows is a high-level summary.

Overall, the Board is encouraged by Superintendent Gothard's sustained excellence in leadership in the areas of Community Engagement, School District Operations and Ethical and Inclusive Leadership. However, the Board also acknowledges continuing work in the areas of Implementation of Strategic Plan, Communications, and Teaching and Learning.

The Board used Minnesota School Board Association's Superintendent Standards-Based Evaluation this year, choosing to focus on standards evaluated last year (with minor adjustments) to identify progress over time. These standards are related to Implementation of the Strategic Plan, Communications, Community Engagement, Operations, Teaching and Learning, and Ethical Leadership and Equity with a rating scale ranging from ineffective, to developing, to effective, to highly effective. The ratings of participating Board Members have been averaged meaning individual board members rating may be higher or lower than stated average.

The Board would like to offer the following observations as it considers the overall performance of the Superintendent.

Considering the key area for growth focused on monitoring reports on student outcomes, the Board rates the Superintendent as highly effective. The Board gratefully acknowledges the Superintendent's strong understanding of the value of high-quality monitoring reports on student outcomes and appreciates his participation, alongside his Senior Leadership Team and board members, in training related to this topic. The Board looks forward to working with the Superintendent and his team in the coming year to develop and deliver monitoring reports that track progress towards positive student outcomes and will retain this as a Key Area for Growth.

Considering the key area for growth: evaluate impact of implementation of culturally relevant instruction on students, the Board rates the Superintendent as effective. The Board acknowledges the efforts to continue to refine and improve the practice of culturally relevant instruction districtwide, including the annual Culturally Relevant Instruction Expo. As this has been a key area of investment, the Board wishes to retain this as a Key Area for Growth for the coming year. It is the expectations of the Board that the Superintendent demonstrates further the impact that culturally relevant instruction has on student outcomes, identifies any obstacles that prevent full and effective implementation, and creates strategies for overcoming those obstacles.

Considering the key area for growth: explore and implement tools on community engagement that are culturally relevant, the Board rates the Superintendent as effective. The Board appreciates the diversity and complexity of community engagement work and notes the success of the Marnita's Table event, and others, related to school safety. The Board wishes to see continued development of approaches to engagement that allow for greater comfort and participation for SPSS' many cultural

communities and look forward to seeing examples of this. The Board will retain this as a Key Area for Growth in the coming year.

Considering the standard focused on Standard One Implementation of the Strategic Plan, the Board rates the Superintendent as effective. The Board appreciates Superintendent Gothard's thoughtful attention to student needs following a pandemic and his continued efforts to adapt and implement the district's strategic plan, SPPS Achieves, to meet those needs. One example is Superintendent Gothard's investment in WINN (What I Need Now) teachers, a strategy that appears to show promising results. The Board would like to see continued improvement in the areas of developing monitoring reports that integrate SMART goals to better track continuous improvement.

Considering the standard focused on Communications, the Board rates the Superintendent as effective. The Board values Superintendent Gothard's work in proactively partnering with local media outlets and SPPS Communications to highlight the good work happening in SPPS and the incredible people who make it happen. The Board expects to see continued improvement in effectively communicating district processes and decision-making as well as bringing forth plans for more effective surveys.

Considering the standard focused on Community Engagement, which includes Relationships with the Community, Engagement, Advocacy, and Visibility and Approachability, the Board rates the Superintendent as highly effective. The Board values Superintendent Gothard's work in the areas of Maxfield Collaboration with St. Thomas University and his attendance at numerous community events. The Board gratefully acknowledges his advocacy at the state legislature and his presence and voice in local and national conversations about education and related topics, including with U.S. Department of Education Miguel Cardona, advocating for real solutions on youth community and school safety. The Board sees a need for continued improvement in the development of casting a wider net on student engagement to include middle schools, establishing structures for more consistent building level engagement with their communities as well as community engagement around the budget process.

Considering the standard focused on Operations, which includes Facilities, Transportation, Food Service, Technology, Maintenance, and Personnel, the Board rates Superintendent Gothard as highly effective. The Board values Superintendent Gothard's continued work to build effective and high quality district operations and notes in particular the ongoing work of SPPS Builds and the work of the Human Resources and Finance departments. The Board acknowledges the lingering challenges of providing yellow buses to all comprehensive high schools and looks forward to continued progress in this area.

Considering the standard focused on Teaching and Learning, which includes Staff Development, School Improvement, and Curriculum and Instruction, the Board rates Superintendent Gothard as effective.

The Board values Superintendent Gothard's work in the areas of continuous improvement in the areas of Job Embedded Professional Development and the first math curriculum adoption in 20 years. The Board wishes to see a plan for creating greater awareness of the services the Equity Department can provide to support educators and students as well as a survey of current and expected professional development related to instruction.

Considering the standard focused on Ethical and Inclusive Leadership, which includes Ethics and Professional Behavior, Interactions with Students, Staff, and the Community, Professional Practice,

and Diverse Cultural Competency, the Board rates Superintendent Gothard as highly effective. The Board congratulates Superintendent Gothard on being honored as a Junior Achievement Hall of Fame Laureate and becoming the President of the Minnesota Association of School Administrators this year. They are reflections of how his work and leadership is being recognized and celebrated in the community. The Board appreciates the many student convenings Superintendent Gothard held this spring. The Board encourages him to continue to find ways to meet with students for meaningful conversations in the coming year. The Board also wishes to see continued improvement in the area of increasing diverse cultural competency representative of student demographics in SPPS by the development of relationships between Superintendent Gothard and staff and community members with relevant cultural expertise.

Considering the standard focused on Ethical and Inclusive Leadership, which includes Equity Plan Implementation, the Board rates Superintendent Gothard as developing. The Board appreciates Superintendent Gothard's candid reflections about the challenges of implementing the Equity Plan and what may be necessary to see more success. As a result of Superintendent Gothard's own rating of himself as developing and the Board rating his performance as developing, the Board has added Equity Plan Implementation as a Key Area of Growth in the coming year. The Board looks forward to working with Superintendent Gothard to make progress in this area.

The Board thanks Superintendent Gothard for his time throughout this process which included completing a self-evaluation that included a 27-page executive summary backed by 200+pages of documentation and additional reflection, and two hours of conversation on June 21, 2023, where he responded to board members' questions related to his self-evaluation. The board notes overall growth in **Community Engagement, School District Operations and Ethical and Inclusive Leadership**. Overall, the Board finds Superintendent effective in his role and acknowledges more growth is both necessary and possible and has identified the following as Key Areas for Growth:

1. Develop monitoring reports for student outcomes
2. Explore and implement tools for culturally responsive community engagement
3. Evaluate impact of Culturally Relevant Curriculum
4. Equity Plan Implementation

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

DATE: July 18, 2023

TOPIC: Board of Education Reports and Communications

A. PERTINENT FACTS:

1. Director Allen, Director Vue, Director Ellis, and Director Henderson attended the Our Collective Power Conference in New Orleans, LA on July 7-9, 2023. The link with more information can be found [here](#).
2. Per Board Policy 211.00: Board Member Development, "Each director who attends a member-development activity shall make a report of their service at the next regular Board meeting that follows their last participation either by making an oral report at the meeting or by submitting a written report to the Assistant Clerk for inclusion in the Board Book."
3. Director Allen, Director Vue, and Director Ellis will be present at the Regular Meeting of July 18, 2023 and shall make a report.
4. Director Henderson will be absent from the Regular Meeting of July 18, 2023, and has submitted the below written report:

"About two weeks ago I was able to participate in the Our Collective Power conference alongside several of my colleagues. It was an informative space to be in — we heard from a wide variety of speakers. Several sessions stood out to me, and I left the conference with a greater understanding of how board members across the country are navigating increasingly difficult spaces as well as optimism on the future of this board and district. A highlight for me was a session led by students — both spoke of the importance of including all stakeholders in decision making. One student from Colorado, walked us through the importance of utilizing participatory budgeting regarding youth-led decision making and cited how crucial it has been as their district has attempted to address mental health funding. It continues to be helpful to hear how other board members are holding the work and I am grateful to have been able to spend the weekend with folks from across the country and students who have driven this work."