

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
REGULAR MEETING OF THE BOARD OF EDUCATION
<https://spps.eduvision.tv/LiveEvents>

March 23, 2021
6:05 PM

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#BoldSubject#

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

DATE: March 23, 2021

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

1. Five SPPS schools and their counselors recently earned Recognized ASCA Model Program (RAMP) designation from the American School Counselor Association (ASCA). The RAMP designation recognizes schools that are committed to delivering an exemplary school counseling program. Honorees are awarded for aligning their program with the criteria in the ASCA National Model, a framework for a data-informed school counseling program. Since the program's inception, more than 900 schools have earned the RAMP designation. Research findings indicate fully implemented school counseling programs are associated with a range of positive student educational and behavioral outcomes.

SPPS 2021 RAMP recipients are: Battle Creek Elementary, Counselor, Emily Colton, Principal, Lee Thao; Bruce Vento Elementary, Counselor, Katy Steinbach, Principal, Laura Saatzer; Eastern Heights Elementary, Counselor, Julia Mullan, Principal, Howard Wilson; John A. Johnson Elementary, Counselor, Becky Luetje, Principal, Elizabeth Cherek; Randolph Heights Elementary, Counselor, Lauren Smith and Principal, Tim Williams.

Battle Creek Elementary and Randolph Heights Elementary have been designated as RAMP Schools of Distinction which means that they have received exemplary scores on their applications.

SPPS now has nine RAMP schools. The five 2021 RAMP schools listed above schools join these previously designated SPPS RAMP schools: Adams Spanish Immersion, Capitol Hill Gifted & Talented Magnet, Saint Paul Music Academy and Washington Technology Magnet. SPPS has more RAMP designated schools than any other district in the state.

2. This item is submitted by Dave Watkins, Chief of Schools

B. RECOMMENDATION:

That the Board of Education recognizes the staff above for their contributions and outstanding work.

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

DATE: March 23, 2021

TOPIC: Acknowledgement of Good Work by Students

1. **Lay Lay**, a senior at Humboldt High School and **Riley Eddins**, a senior at Central Senior High School, are finalists for the 2021 Minnesota State High School League (MSHSL) Triple 'A' Award.

The Triple 'A' award recognizes and rewards high school seniors from across the state for their achievements in the classroom, the arts and athletics. To qualify for the award, students must have a "B" or better grade point average and participate in League-sponsored athletic and fine arts activities.

Lay Lay from Humboldt played tennis, cross-country and badminton. She has a 4.67 weighted grade point average and will have her associates degree prior to graduating this June. She was selected for the District All-Honors choir and a member of the Tri-M Honors Society. She is also the Lieutenant Colonel in JROTC and is the Special Projects Officer responsible for organizing the Military Ball.

Riley Eddins has been involved in IB, AP and Quest classes at Central and has a 4.49 weighted / 3.82 unweighted GPA. He participates in the school orchestra, choir, band, and chamber ensemble, as well as school musicals. Riley also plays on the tennis team.

The League will be recognizing all Triple 'A' Finalists at a virtual event where the winners of the state award will be announced. Award finalists and winners will be recognized virtually during the televised Boys and Girls Basketball Championship Games on April 9-10 on KSTC-45.

2. This item is submitted by Dave Watkins, Chief of Schools

B. RECOMMENDATION:

That the Board of Education recognizes the students above for their contributions and outstanding work.

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

DATE: March 23, 2021

TOPIC: Acknowledgement of Good Work Provided by District Partners

A. PERTINENT FACTS:

1. A very special thanks is in order to **John Wilgers**, President & CEO of the Greater Twin Cities United Way, for facilitating a generous donation of 235,500 masks from America's Mask Challenge led by United Way Worldwide.

The **America's Mask Challenge** is a partnership with national companies and organizations to help get 200 million cloth masks to students, teachers and school staff at schools across the country.

SPPS Facilities department has already started delivering the masks to our sites.

2. This item is submitted by Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

The recommendation is that the Board of Education accept this generous donation and recognize the partner acknowledged above for their contributions to SPPS and outstanding work on behalf of the students and staff of Saint Paul.

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

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

**Telephonic Phone and Video Conference
Available Streaming Online at www.spps.org/boe and Saint Paul Cable Channel 16**

**February 23, 2021
6:05 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 6:05 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

Board of Education: C. Allen, J. Kopp, S. Marchese, Z. Ellis, J. Foster, J. Brodrick, J. Vue

Staff: Superintendent Gothard; Chuck Long, General Counsel; Cedrick Baker, Chief of Staff; Dave Watkins, Chief of Schools; Jackie Turner, Chief Operations Officer; Kate Wilcox-Harris, Chief Academic Officer; Kenyatta McCarty, Executive Director of Human Resources; Kevin Burns, Director of Communications; Kaying Thao, Administrator to the Board; Anindita Rajamani, SEAB Member; Sarah Dahlke, Secretary to the Board

II. APPROVAL OF THE ORDER OF THE MAIN AGENDAR

MOTION: Director Foster moved approval of the Order of the Main Agenda. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes

III. RECOGNITIONS

BF 32322 Acknowledgement of Good Work by Students

Subashri Buck, a junior at Harding Senior High School and **Afiya Ward**, a 2020 graduate of Central Senior High School, were recently selected as winners of the National Youth Safety Essay Contest through CareerSafe. These students completed the Summer 2020 “Earn as You Learn” program sponsored by the Office of College and Career Readiness. The students had the opportunity to explore careers, learn financial literacy skills and earn an industry-recognized certificate and a \$300 stipend. Students were encouraged to enter the National Youth Safety Contest. Each contest winner received a \$500 scholarship for their essays about Occupational Safety and Health Administration (OSHA) workplace safety.

BF 32323 Acknowledgement of Good Work Provided by Outstanding District Employees

Three SPPS teachers are candidates for Minnesota Teacher of the Year 2021. They are: **Eugenia Pope**, ESL Teacher at Harding Senior High School; **John Horton**, classroom teacher at J.J. Hill Montessori; and **Kathy Romero**, English teacher at Como Park Senior High School.

Eugenia Pope says her career as an educator spans over 38 years. She began teaching in her native country, Romania, then continued in the United Kingdom, the U. S. and most recently in Poland. She has experienced working with students of all ages, from preschool to adults, in both public and private Montessori settings. Eugenia has been an ESL teacher in SPPS for 25 years. Most of this time she has taught in elementary schools, however for the past six years she has been working with secondary students at Harding Senior High School.

John Horton says this is his 16th year of teaching elementary school. He had previously taught nine years in traditional elementary schools and then came to Saint Paul where he has taught Montessori education for the past seven years. John has lived in Saint Paul his entire life and is a proud graduate of Saint Paul Public Schools attending Groveland Park Elementary, Murray Middle School and Central Senior High School. He says his interest in teaching came from his own teachers in SPPS. John says his amazing educators led him on a path to work with children and become a teacher.

Kathy Romero says this is her 14th year of teaching and 8th year teaching in Saint Paul Public Schools. Her first five years at SPPS were teaching 8th grade at Murray Middle School and this is her 3rd year teaching high school English at Como Park Senior High. The first six years of her teaching experience was spent in the 9th & 10th grade English classrooms at Crosswinds Arts & Science School which was a part of the former East Metro Integration District. Kathy spent 30 years working in the Business industry before getting her college degree at 53-years-old and becoming a teacher.

This year’s program will name the 57th Minnesota Teacher of the Year. The program celebrates the tradition of excellence in teaching in Minnesota. Eligible candidates include pre-kindergarten through 12th-grade, Early Childhood Family Education and Adult Basic Education teachers, from public or private schools. An independent panel of leaders in the fields of education, business, government, nonprofit and philanthropy will read candidates’ portfolios over the next few weeks and narrow the list to a group of semifinalists. In March, the panel will convene again and review additional materials from the semifinalists to choose a group of finalists. Because of safety precautions related to the COVID-19 pandemic, the scheduled Minnesota 5 Teacher of the Year banquet, set for May 2 at the Saint Paul RiverCentre, may be postponed.

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Foster moved approval of the Order of the Consent Agenda with items D2 - Approval of Employment Agreement Between Independent School District No. 625 and Saint Paul Supervisors' Organization Representing Supervisors, and E3 - Facilities Department FY21 Purchases over \$175,000 pulled for separate consideration. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes

V. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of January 19, 2021
- B. Minutes of the Special Meeting of the Board of Education of January 25, 2021

MOTION: Director Foster moved approval of the Minutes of the Regular Meeting of the Board of Education of January 19, 2021; and Minutes of the Special Meeting of the Board of Education of January 25, 2021. The motion was seconded by Director Ellis.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes

VI. COMMITTEE REPORTS

- A. Minutes of the Committee of the Board Meeting of February 9, 2021

At the Committee of the Board Meeting on February 9, 2021, Superintendent Gothard welcomed everyone, and provided an update on the local Ramsey County Covid-19 case rates, a brief update on reopening of SPPS for students in PreK-2 on February 1st, and students in grades 3-5 on February 16th. He also noted the upcoming Family Forum. Board members expressed appreciation for the opportunity for students to be back in buildings, the safety protocols in place in buildings, excitement for seeing school buses back on the roads, transition for meal deliveries, appreciation for the feedback, emails, and calls regarding reopening, encouragement to work with school buildings on concerns and questions, and clarity on the official mode for feedback.

Next, the SEAB Update included details on their current work on the revision of the SEAB manual, recruitment, and engagement with the community and groups, including Know Your Rights and Ethnic

Studies. Discussion from board members included encouragement of SEAB members to reach out for support, pride in their work, emphasis that all SEAB members are seniors, and appreciation for planning for future groups of SEAB.

The first presentation was the SPPS On-Site Update, which featured information on Elementary PreK-2 and Specified Specialized Services Fully On-Site and an update on the return of students on February 1st, and featured perspectives of elementary principals and program managers. Discussion by board members centered on pride and emotions of returning to buildings, the incredible expertise by our leaders and staff, continued learning whether in schools or in distance learning by students and families; appreciation of perspectives from building leaders and adaptive leadership, creativity in adversity, and choices for families. Clarity was requested on the protocol for staff to raise concerns about circumstances in buildings. Questions were also raised on staff meetings, and alignment of meetings and PLCs across buildings, as well as the after-review of survey results conducted in buildings. The importance of communication, language, and messaging from schools and the District was also noted. Further remarks centered on the appreciation of staff to ensure families feel safe about their students in class, and the brilliance of our students to navigate these times and thanks to the adults who are modeling that for them. Questions also centered on the steps to ensure that students enrolled in Virtual Learning Schools and those in-person are receiving the same standard of education.

Next, our Facilities team presented the Five-Year Facilities Plan for Fiscal Year 2022 through 2026. Discussion and questions within this portion centered on the meetings of the FMP committee, appreciation for the increased public transparency in this process, questions about the rubric regarding renovate versus rebuilding, and clarity on the informational dashboard. Further discussion included board member experience within the FMP, and the importance of the end product of incredible learning spaces for our students and staff, and to show the changes and investments for the future of our students and the city. Comments also centered on the past process, and improvements to the process for the community to understand the changes to bring our learning environments into the 21st century. Another point of discussion included a board member's personal connection to the FMP, and vision of equity in facilities for our SPPS students, as well as concerns on the past process and external review team, and assurance for an improved process for the future. Clarification on the recommendations from the external review team was requested. Engagement with students on the FMP was also encouraged, as well as questions on the scope of the Facilities team in both maintaining current buildings and sites, and renovating and replacement projects.

Next, the Board learned more about the Fiscal Year 2022 Budget Guidelines. Discussion from the Board included perspectives on past engagement and future engagement opportunities, appreciation for priority-based budgeting, questions on the impacts of federal and state funding, and challenges of one-time funding, and learnings from previous years' budgets and recommendations for the budget cycles going forward. Further clarity was also requested on summer school and summer learning, and how federal and state funds may fund programming.

The final presentation was a policy update on Weighted Grades. Questions from board members included changes for students and families, encouragement and outreach to address disparities of students enrolled in advanced courses, and hopes that more students will be encouraged to take advanced courses. Discussion also focused on the language around the responsibility of the District to provide rigorous content to all students, and clarity around revisions to the proposed policy based on this feedback. Clarity was also requested on the context of this proposed policy and timing. The Board then

approved moving this proposed policy, with revisions, to the three-reading process beginning with the Regular Meeting of the Board of Education on February 23, 2021.

A full video of the Committee of the Board Meeting can be found at www.spps.org/boe.

MOTION: Director Vue moved that the Board accept the report on the February 9, 2021 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. Director Brodrick seconded the motion.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes

B. Minutes of the Equity Committee Meeting of February 22, 2021

At the Equity Committee Meeting held on Monday, February 22, 2021, Tri-Chair Myla Pope began by welcoming committee members and encouraged them to reflect on what it means to “reimagine” and the work moving forward. Reimagining needs to be based on transformation and liberation. Members reflected both individually, and discussed within their small groups.

The purpose of the Equity Committee, as well as the norms of collaborative work and Courageous Conversation protocols were also reviewed, with focus areas.

Members then analyzed identified inequities both individually and reviewed within small groups, including the revisions to the proposed impact statements to the first inequity assigned to each group as a continuation from the January meeting. Members were encouraged to interpret the essence of the assigned, identified inequity and create a narrative. The impact statement was also reviewed within the small groups. Personal findings were also discussed in the reflection of the identified inequities. Members also discussed revisions to the current statement, including narrative, theme defined, impact defined, and possible sentence stems to be used within the inequity statement. Discussions focused on both the first identified inequity, as well as the second assigned identified inequity.

In closing, the work of the committee was celebrated and honored and examples of proposed revisions and impact statements were shared. Members were encouraged to reflect on patterns on inequity and injustice, and to continue to think of ways that lead to liberation and transformation. In closing, members shared how they felt leaving the space, and words included “connected”, “hopeful”, “grounded”, “measured”, “moved”, “thoughtful”, “energized”, “reflective”, “ready”, “focused”, “grateful”, “humbled”, “believe”, “optimistic”, “onward”, “invigorated”, “future”, and “inspired”.

MOTION: Director Foster moved that the Board accept the report on the February 22, 2021 Equity Committee meeting and approve the recommended motions and minutes of that meeting as published. Director Marchese seconded the motion.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes

VII. SUPERINTENDENT'S REPORT

A. SPPS On-Site Update

Superintendent Gothard then acknowledged the incredible work to return PreK-3, 3-5, and students in specialized services to start back in buildings with their staff and peers and community. We continue to work in areas that need improvement, and thanked all for their work. He acknowledged the schedule changes in each environment. To the students, families and staff who have experiences changed, he apologies and continues to support the team to support our community. He also noted the start of on-site supports for secondary students this week with early reports on the transition. He has heard of the desire for more in person learning, and noted the Governor's comments to return to some form of in-person learning. Our commitment was to introduce in-person instruction and build from there and are committed to this process. So many of our students and families want this return as soon as possible. He then introduced the team to present the SPPS On-Site Update.

The first topic within the presentation included details, celebrations and challenges from a group of elementary principals for Elementary 3-5 Fully On Site.

An update on Secondary On-Site Support was also shared, including total enrollment and students who opted out, with details on the program. Principals from select middle and secondary schools also shared their celebrations and challenges. Next steps were also shared, including planning for fully on-site later in spring.

QUESTIONS/DISCUSSION:

- How is it going with able to distance at 3 feet? How are we gauging the impact and feedback about the academic impacts? Response: Regarding social distancing, it is challenging in working with young students. People are social by nature and students have not been with each other for almost a year, and it is difficult to keep kids separated, and do interventions, with visuals. It is inevitable where they are not 3 feet apart, and times when adults are not 6 feet away, and still need to support students. It is a work in progress, and more challenging the younger the students are - PreK, K, 1, 2 and 3, we are working each day to get better at 3 feet. For secondary, it is easier than at elementary level and we maximize the capacity of classrooms and set design for desks and tables to allow us to maximize the number of students attending. When students in classroom, it is not the concern, but when they are out of the classroom and transitioning that it is more challenging; also when students are waiting for the building and program to officially begin. We are reminding parents to not send students too early, but right on time to allow for the transitions and appropriate supervision. We are also minimizing transitions, and teachers are transitioning instead of the students, to receive support in all 4 core areas in addition to some elective areas as well.

- Regarding to measure and monitor the effectiveness, there will be the formal/informal data points from observation of learning, student achievement, gradebooks, PLCs, informal feedback, and formal data checks. We will mirror the past, including pulse surveys, and design to data check. Another feedback is our member of SPFE to keep informed of other data to improve upon, look into, and ways to improve as well.
 - Director Allen noted she wants to ensure we are checking in on this to ensure it is worth the sacrifices and the process. She also thanked Principal Vernosh for using the Radical Love practice, and that's what it takes to do this work at this level.
- Director Kopp thanked staff for the presentations. It's wonderful to hear the excitement welcoming students back and makes excited to go in person to see spaces in real life. The role of the principals is the intersection of students, staff, families, and administration and managing those relationships and information flow. Thanks to the principals for their work.
- In thinking about secondary and what that looks like, and it's difficult to know the full effect, and anecdotal it has been positive. Is it work completion, or more direct instruction, SEL benefits to positive outcomes, and a little while to see - a positive start.
- In the distancing in secondary classrooms, what does that look like as we welcome more students back, space-wise for future planning? Response: We have a great Facilities and Operations team who have done great work in room capacity, analyzing the occupancies and numbers. One of the things we also recognize is with announcement and growth, that some families may opt out to more VLS learning model, to allow us to have more space. We also recognize with this design we will continue to push the needle of growth and what that looks like so as we get closer to our launch to be in a good position to identify the threshold. Based upon the work of Operations and Facilities, we feel confident we will be able to address the spacing and distancing, and we experience the new guidelines and safety and procedures. Superintendent Gothard also noted that Facilities has run analytics with a range of 15 to 25 depending on distancing. The challenge is looking at the master schedule and the variance of students in classes. We need to look carefully at the number of students opting to come back, and adjustments to schedules and changes to schedules.
- About VLS and opportunity that secondary families have to make the choice best for their family - is there a sense of that timeline or when families will hear more about that option? Response: Our goal is to provide families with more details this week with more specific information, and begin process of determining data to expand and grow to get to full in person in spring.
- She also noted that she hopes there will be opportunities for Family Forums through transitions, which are great opportunities to ask questions and provide that outlet for families.
- With the design team working on the timeline, and working backwards, what does the communication look like working backwards from that launch date, including notification for families. Response: it is essential to the work we are doing. In thinking about backwards design of communication is looking at identifying as we are working through it, and will need some time to identify the moving parts. Once that initial identification is in launch date, and ensuring we provide the lead time necessary for families, principles and leaders, and teachers. The forums have also been meaningful, and questions used within the design process. The staffing and scheduling will be backwards designed based on previous work in calendars, messaging, communicating, and have growth to do, and will be specific intentionality to this work to ensure all stakeholders know the plan for the launch date. Superintendent Gothard also added that we are also looking at scheduling some culturally specific ways to engage with families as well, including scheduling Family Forums. We are looking for ways to continue engagement, and develop new strategies.
- Director Kopp also thanked the teachers recognized earlier, and the work behind the scene at the district offices, and actions making direct impacts. Everyone is learning, and we are transforming,

and grateful for the work and patience of the community as we embark on this transition together into this next phase.

- Director Marchese appreciated the presentation and discussion and perspectives from principals. It is helpful to hear from them. It is interesting because as a parent of a secondary student, this has been a very difficult year. He is pleased we are going to on-site supports for secondary students, while also knowing some students have “checked out” and how are we reaching out in ways to students who need support? Fear that we have lost contact with a significant number of students. What does the outreach look like from buildings, so we can communicate much more directly. We are only getting a fraction in the building due to space and design, and how are we reaching as many students as we can? Response: Principals from the different secondary schools responded. At Gordon Parks, there is a Student Attendance Support Team, and are calling daily to check in and compare reports with Campus attendance system. There is also a master list to document the contacts made, and counselors and social workers to do home visits outside. There have also been many Blackboard messages sent, and counselors have been emailing and calling students to update them on their graduation plan. Having students on site will improve their success. At Humboldt, we recognize our Student Success Team in working with mental health team and counselors to identify those students, and to make a special effort to reach out to those students and families. At home visits and meeting at the homes of students, but may not know the situations, and a senior greeted Principal Abdi and mentioned struggles, and to recognize what is happening in our community. It cannot be only calling or texting, but who has a relationship with students. We need to do more. At Harding, it is a challenge. One of the biggest challenges and determining what works for each student. There is a similar process to Gordon Parks and addressing by advisory, with our teachers and advisory support staff to make the calls on a daily or weekly basis to families, calls for attendance, and cross reference activities in the systems, and call about students not in synchronous classes. Also working with social workers and counselors to connect with students experiencing trauma. She recounted her experience in meeting students while they are working, and the responsibilities of students. We will continue to find new innovative ways and differentiate approaches for students and families, and connect with families on their contact information.
- What is the planning for the process for going back to in person. We need a clear and understandable announcement to students and parents in expectations and logistics. Need to be clear about what it is they are expected to do at what time and information available for choices. Know there is option of VLS, and criticism by PreK students and impacts of that choice, including teacher and school, and complexity concerned about in secondary programs that are not uniform and differ by buildings. How are we going to accommodate virtual learning and in person simultaneously? Will parents and students be able to evaluate that impact? Response: Continuity is so important, and scheduling nuances available at secondary are far different than our elementary schedules. It does provide opportunity to provide creative options, to create scale and opportunities for students asynchronous and in-person with the same teacher. This is our challenge and commitment with SPFE. We have never left the table with them to work in collaboration and agreement. The schedule can be the lift-off to do this, or to disagree on, and think we can do it safely and continue to do the design work. We need data to dictate what we can create.
 - Director Marchese noted presentations on the decision making process and the capacities for our buildings, and reality of social distancing. What kind of creative ideas are we thinking - categories of ideas? Response: Our design teams have been trying to unpack how to adjust and maneuver and address the necessity of safety for all. There are a lot of variations in how we set this up to allow for growth and able to maneuver based on situations and changes. We want to land at more students, more in person time, and more opportunities for in person instruction. An option of looking at how to balance VLS and in person and capacity for that. Examples were provided,

including different class numbers based on course and creative to move classrooms. There will be some adjustments, and go back to ensuring communication what this means. We feel confident in getting information out to families for a better understanding of learning experiences based on what we have learned from the past.

- Clarity of information, and clarity of staging will be important in this complex design. Clear in expectations, and expectations around sequencing.
- Director Ellis thanked our principals.
- She noted questions about transportation, and potential schedule changes and impact on VLS, and if there are staff teaching both in person and VLS.
 - Regarding Transportation, it's important for families to understand with this mode, we are making adjustments, and down approximately 50 drivers, and in order to accommodate the entire district, we did design our secondary transportation routes differently, and running them closer to a Metro Transit system with community stops and walking within a District's procedure of up to a 1 mile to either a bus stop or school. Most stops are community centers, schools, or community gathering spaces for safety. That is going to be throughout the remainder of the year. Parents have the ability to transport their children also.
 - If students in 6-12 schools, are those bus stops still a mile? Response: Yes, anywhere between 8 blocks to a mile on average.
 - Our 6-12 students will all be on the same stop? Response: Every school is a bit different with their schedules, and running multiple routes multiples times a day to the same neighborhood.
 - Are staff teaching in both VLS and in person? Response: Right now, we are in a growth model and provide opportunities for secondary students, and first opportunity. Schedules were designed for secondary folks to attend depending on which band - either VLS or schedule design in afternoon, there would be in-person opportunity to allow for teachers not to teach two lessons at 2 different times. This is a growth model and get us to direction for full in person. As we continue to grow, different spaces but with same information, and if classroom teacher and progressing in DL, we also looking at leveraging spaces and creativity to teach more students full in person and secondary support, and innovation and creativity to leverage more. It is unique right now. It could also be recorded, or receiving the same information but from different spaces.
 - How many teachers are doing both? Response: Principals then provided more details. Teachers may be teaching both in DL and in person, and in the current design, teachers are able to do both and found ways to begin doing it and doing it well. Additional details on schedule and design, including that during on-site support time, students are grouped with a few teachers to work on academics, and office hours to support students at home since they now have half the time, and shortened the day. That's where the flexibility and autonomy was given to teachers for their students. The afternoon is the shortened day distance learning schedule. It allowed BCMS for students to stay with teachers in DL in the afternoon, and on-site support with staff. Teachers are doing one or the other and follow the guidelines of the MOU. At Harding, the schedule was also shared, and to be intentional in providing for 9th and 10th grade students for support in all core areas and cohorted students by grade level. At 11th and 12th grade cohorts, there are fewer teachers, and ensured at least 2 core teachers and elective teacher for students. Our teachers teach asynchronously from 8:30am-11:25am, and half staff to support in person, they are not expected to provide support for students in DL, unless they do not have their OSS classes fully attended. We also build that 1-1 time for students into the schedule. For teachers working from home, they are also available to all students in DL and in-person so there is not a gap in services to students. Hoping that when we transition, able to manage that number with Harding at the highest VLS students at 600 students.

- Going back to the schedule, will that change as we transition to have more secondary students back in buildings? Response: One of the charges for our design team is to look at option and design to have the least amount of disruption to schedule, recognizing relationships with teachers and peers. Our team is very intentional about where we go with growth to do best to minimize changes.
 - She also noted her personal experience with schedule changes, and encouraged staff to be mindful of the impact.
- Also noted questions around options of students able to take meal boxes home, and walking a mile or so, it's not ideal. Wondering how we are re-thinking meals, and for our students returning, what are options? Response: There are multiple options, and students are encouraged to take them home, and also offer extended offer for pick-up. We have several pick up spots. In addition because we know some students would take boxes home, we have ordered speciality carriers to make it easier to take them home. We also continue to do home deliveries as well.
 - Director Ellis noted it would be good to hear more about how Nutrition Services are continuing to serve meals, and differences in learning supports and meal services.
- Director Brodrick noted questions around students “falling through the cracks” and not on track for graduation. Do we have hard data that tells us where we are for those numbers? Response: We do have our Q2 numbers of NP rates, and they are looking slightly above Q1, but not greatly, and also some schools have reduced their No Passing rates for Q1. We have preliminary numbers, and putting together to share with credit recovery group, and principals meeting with Assistant Superintendents and Mr. Ginther to determine their plan for every NP. At LEAP, there was a serious reduction in NP, as well as Highland Park, and how to support them. We are allowing students to opt into a N grade, that is neutral on their GPA. Some students groups are experiencing NP differently as well, and actions to address that. That data can be shared with the Board.
- Director Vue noted questions around the 27% enrollment in OSS that has opted out, and what is the percentage that opted in? Response: The data provided noted the students who opted-out, and the remainder who opted-in.
 - Can that data be broken down by race? Response: Yes, that information can be shared with the Board.
- For the principals in PreK-5, and there are staffing challenges, any ideas to create a sustainable staffing model? Response: That is the challenge at both a building level and district level, and it is difficult to find substitute teachers during a pandemic, and exasperated during this time. It is simply a reality, and struggling to find a sustainable solution. It is one of the biggest challenges we have, and do have Tier 1, 2 and 3 plans for coverage. For schools with language immersion components, the challenge is added. Right now, it is about doing our best, using resources we have to take care of our students.
- For secondary principles, and with two days of in person support, as we move forward, would like to learn about opportunities to grow capacity for in person support and balancing with distance learning as it is different in each building. Response: Hopeful and have a plan in place for the planning team to look at growing the program, and to let students settle into a routine, and then look for opportunities to invite more students in, talk to families about opting back in if interested, and creating a process. It's also navigating the current numbers with staffing, in addition to students who are showing up, and balance those numbers, and find room to grow the program at BCMS. At Humboldt, it goes back to the schedule, and with each revision, there are changes. The schedule at Humboldt right now prepared students for in-person. The morning is a synchronous plan for students, and attend classes as if they were in school. In the afternoon, for students in-person at 1/3 of the student body, and following the structured schedule, in that time, teachers who are not in person are doing content support for DL. In following the guidelines, we can expand, but think about the changes to the

schedule and the impacts. At Harding, we have started to set numbers, outreach to those students who did not attend, and also look at the capacity of the building and determine room to grow. We have targeted students, including EL, Special Education, students failing 2+ classes, and in dire homelife situation or circumstance and prioritizing those students into the buildings. We are recruiting those students who have shown an interest, but not rostered due to limited seats, and work through the waitlist. As we work through the numbers, we may find intended students do not show up, and another group of students who need in-person based on teacher recommendation, and work to grow in person supports. Academic support will continue to take place at Gordon Parks, to allow the student's home high school to continue to ramp up supports. That additional time will take place in the afternoons 3:30-6:30pm on Monday through Thursday. It is a citywide program at Gordon Parks, as it is on transit line and bus line. Students can be dropped off or take public transportation with provided bus tokens, and offered to any secondary student in the district.

- SEAB Member Rajamani noted it is good to hear that SPFE will be consulted at the secondary level with in-person learning, and how will students be asked for their input and to what degree? Response: We have a document of completed feedback survey of students that is 100s of pages and filled with specific examples of how 1000s of students participated in how they would recommend improvements to DL, specifically needs about engagement. Some pieces that were of interest were around the workload, and students need to go deeper into specific topics. It is telling the District to do better with specific, concrete examples of how to do better. REA has also held sessions to unpack this information, and can provide highlights to the Board and SEAB.
- There is no set timeline in transitioning to full in person, but is there a goal in mind? How soon might this happen? Response: Our aim is Spring, because we do need time to provide design and process that.
- She also noted that overall it's good to hear about the creative ways to adapt to this new in person learning. She thanked all the teachers and those working behind the scenes for this adapted experience. It's been great to maintain safety and bring in person back.
- Director Foster noted the PreK-5 model, and requested more information on the design team and how they are coming together in this process ongoing. Response: In our design team, and all departments from Facilities, Operations, Instruction, Schools, principals, and SPFE, in addition to that, an ongoing consultation with Executive Senior Leadership and Assistant Superintendents, as well as weekly updates with schools.
- Superintendent Gothard thanked the team, principals, and know that each day brings new opportunities and challenges, and heard a growth mindset in this work. We need to determine a way to support every student in this work.

B. Human Resource Transactions

MOTION: Director Foster moved approval of the HR Transactions for the period January 1 through January 31, 2021. Director Marchese seconded the motion.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Absent
Director Vue	Yes

VII. CONSENT AGENDA

MOTION: Director Foster moved approval of all items within the consent agenda withholding items D2 - Approval of Employment Agreement Between Independent School District No. 625 and Saint Paul Supervisors' Organization Representing Supervisors, and E3 - Facilities Department FY21 Purchases over \$175,000 for separate consideration. Director Allen seconded the motion.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Absent
Director Vue	Yes

A. Gifts

BF 32324 Gift Acceptance from the Blackbaud Giving Fund/Ecolab for Riverview West Side School of Excellence

That the Board of Education authorize the Superintendent (or Designee) to approve the acceptance of the monetary gift of \$5,000 presented to Riverview West Side School of Excellence.

BF 32325 Acceptance of Donation from Scott Milburn

The Board of Education authorize the Superintendent to allow Highland Park Middle School to accept the donation from Scott Milburn and Melissa Arikian. The donation will be deposited into the intraschool account 19-330-291-000-5096- U001.

BF 32326 Ecolab Foundation Gift to Humboldt High School 2020-2021

That the Board of Education authorize the Superintendent (designee) to accept the \$10,000 from the Ecolab Foundation and provide a letter expressing appreciation for the gift.

BF 32327 Floral Design Gift for Ms. Nthole's Class

That the Board of Education authorize the Superintendent (designee) to accept the non-monetary gift of \$15,898 from Holly Goodman and provide a letter of expressing appreciation for the gift.

B. Grants

C. Contracts

BF 32328 Request for authorization to award ITB-A220940-A | Food Truck for Nutrition Services

That the Board of Education authorizes the award of ITB-A220940-A Food Truck for Nutrition Services to Don Brown Bus Sales for the value of \$289,720.

BF 32329 Authorize Award of Request for Proposal #A21-1234-A to Lakota Language Consortium (LLC)

That the Board of Education authorize award of Request for Proposal #A21-1234-A to Lakota Language Consortium (LLC) to provide a Dakota Summer Institute program; develop Dakhóta Owóksape, an online interactive and adaptive language learning platform; and develop and print textbooks for grades K-4 math, science and social studies at an estimated three-year cost not to exceed \$650,000.

D. Agreements

BF 32330 Approval of Employment Agreement Between Independent School District No. 625 and Tri-Council Local No. 49, Local No. 120, and Local No. 132, exclusive representative for Drivers, Grounds and Labor Employees, and Heavy Equipment Operators

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Tri-Council Local No. 49, Local No. 120, and Local No. 132, exclusive representative for Drivers, Grounds and Labor Employees, and Heavy Equipment Operators in this school district; duration of said Agreement is for the period of July 1, 2018, through June 30, 2019.

BF 32331 Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and American Federation of State, County and Municipal Employees, District Council 5, Local Union No. 844, Representing Clerical and Technical Employees

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for American Federation of State, County and Municipal Employees, Local Union No. 844, District Council 5, representing clerical and technical employees in this school district; duration of said Agreement is for the period of March 13, 2020 through June 11, 2021.

BF 32332 Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and American Federation of State, County and Municipal Employees, District Council 5, Local Union No. 844, Representing Clerical and Technical Employees

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for American Federation of State, County and Municipal Employees, Local Union No. 844, District Council 5, representing clerical and technical employees in this school district; duration of said Agreement is for the period of January 22, 2021, through June 30, 2021.

BF 32333 Memorandum of Understanding between Right Track and Saint Paul Public Schools

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Understanding between Saint Paul Public Schools and Right Track for the remainder of the 2020- 21 school year.

BF 32334 Memorandum of Understanding between Ramsey County Workforce Solutions and Saint Paul Public Schools

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Understanding between Saint Paul Public Schools and Ramsey County Workforce Solutions for the remainder of the 2020-21 school year.

BF 32335 SPPS Supplemental Mathematics Support

The Board of Education authorizes the Superintendent (or designee) to enter into a purchase agreement with Hand2Mind Inc. Total cost for this initiative is \$670,321.80.

E. Administrative Items

BF 32336 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period December 1, 2020 – December 31, 2020.

(a) General Account	#732043-733148	\$73,522,488.71
	#0003941-0003971	
	#7003931-7003961	
	#0005228-0005327	
(b) Debt Service	-0-	\$87,659.75
(c) Construction	-0-	<u>\$5,408,974.52</u>
		<u>\$79,019,122.98</u>

Included in the above disbursements are three payrolls in the amount of \$56,590,248.82 and overtime of \$76,849.01 or 0.14% of payroll.

(d) Collateral Changes

Released:

None

Additions:

None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending May 31, 2021.

BF 32337 Approval to Create a Cooperative Sponsorship between St. Paul Harding High School, St. Paul Humboldt, and Open World Learning in Football

Authorize the Superintendent (or Designee) to approve the Cooperative Sponsorship for Football with Humboldt, Open World Learning and Harding at Harding High School.

BF 32338 Flexible Learning Year Application – Crossroads Elementary

That the Board of Education authorize and sign, as well as approve the Superintendent (designee) to sign and submit to MDE the completed flexible learning year application by March 19, 2021.

F. Bids

G. Change Orders - None

ITEMS PULLED FOR SEPARATE CONSIDERATION

BF 32339 Approval of Employment Agreement Between Independent School District No. 625 and Saint Paul Supervisors' Organization Representing Supervisors

QUESTIONS/DISCUSSION: None

MOTION: Director Foster moved approval that the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Saint Paul Supervisors Organization in this School District; duration of said Agreement is for the period of January 1, 2020, through December 31, 2021. Director Allen and Director Marchese seconded the motion.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Absent
Director Vue	Yes

BF 32340 Facilities Department FY21 Purchases over \$175,000

QUESTIONS/DISCUSSION: None

MOTION: Director Foster moved approval that the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over the \$175,000. Director Marchese seconded the motion.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Absent
Director Vue	Yes

IX. OLD BUSINESS

A. Policy Update: First Reading - Policy 536.00 Weighted Grades

Superintendent Gothard then introduced staff to present the first reading of the new policy - 536.00: Weighted Grades.

Further details were shared, including the rationale for the proposal, and general statement of policy. The proposed policy language was also presented, including the revisions from the suggestions at the Committee of the Board Meeting.

QUESTION/DISCUSSION:

- Director Allen had a question if it has always been weighted at 1.25? Response: Yes, we have had weighted grades in SPPS for over 30 years, and may need to look back to see if it has ever changed.
- She also noted in how to honor our great scholars above 4.00, and honor each and every one in a specific way. Response: Our schools do have common and individualized celebrations in celebrating student success, and with SEAB's guidance to move away from valedictorian and top 10. Many of our high schools have historically and will continue to honor students, and bring to principals for more thoughts.
- Director Marchese appreciated the recognition of this work to bring our students to these classes. If we can set that expectation that all students can do this work, we want them to do this work, and have the opportunity, we want it to be as accessible for as many students as we can, and hope that will continue going forward.
- Superintendent Gothard noted this is the first reading, and will bring back two additional times and bring back any additional information requested by the Board.

X. NEW BUSINESS

A. Resignation of Director Steven Marchese

Chair Foster then read aloud Director Marchese's official letter of resignation.

Dear Chair Foster,

This email is to inform you officially of my intent to resign my position as a Director on the St. Paul School Board, effective February 28, 2021.

As you know, I have taken a position as the Director of the Office of Labor Standards in Seattle, starting earlier this month. (My appointment is contingent upon Seattle City Council approval, which is scheduled for a vote on March 1, 2021.). I intend to relocate full-time to Washington State in the coming months and

am already working part of the time between St. Paul and Seattle. Due to the demands of my new position and the distance, I will not be able to devote the time and attention necessary to perform my duties as a board member.

While I will speak to this at more length at my final board meeting on February 23rd, I want to thank the voters of St. Paul for giving me the opportunity to serve this community as a member of the school board over the past five years. I also want to thank you, my board colleagues, Superintendent Gothard, and senior administrators for being terrific colleagues and for making this job easier (even if it is not what anyone would call easy). Finally, I want to acknowledge the hard work of our SPPS staff, especially this year, for their unceasing efforts on behalf of our students, as well as the families and children who give this district a reason for being. I will miss you all and take a piece of this community in my heart as I head west for the next chapter.

With gratitude and thanks,

*Steve Marchese
Board Member*

QUESTIONS/DISCUSSION:

- Director Marchese noted he is glad to be in the space at 360 Colborne with his colleagues, and working hard to serve the community. He is grateful for the opportunity, and grateful to the teachers and students, and parents, and community members, and to his family. It has been an honor to do this work. It's a rare thing to be involved in community work in which one is so passionate. As a parent, he has been invested in this District and knows it's important for the education of his own children, and own story as first generation college student, and his experience was reflected in the lives of many. We owe all we can to put students and families at the center. We exist because of them and need to elevate them because they are the future of our city. He is proud of the response of the District - even before the COVID crisis, and are still healing from the impact of the labor action in March 2020, and we are still healing from that, and need to have discussions to heal from those impacts. COVID has given us a different target, and need to realize the relationships are the most important currency. The trust, and leadership is contingent on folks trusting us to do the best we can. He recounted his early experience on the Board in early 2016, and proud to do the work and proud of the superintendent search process, and able to secure Superintendent Gothard and bring his energy and commitment. Grateful for him and his leadership, and for the team he has helped to build and the culture of the district. The context we are in, and way education is delivered requires families to make choices, and they have meaning, and we want to be a destination of choice, and we see the excellence. He wants to ensure folks think about the values and when they exercise those choices. Folks are working hard to deliver the best education possible to our students - to the meal delivery staff, to the teachers. They are the heroes, and his role as board member to bring a voice, focused on the need of our students, equity, and make this district the best it can be. He will always be a SPPS parent, because his son will always be SPPS alumni. This is an amazing and generous community, and the resources we have here are extraordinary. We need to determine a way to get everyone going in the same direction, and the relationships and resources be leveraged for our students. There are so many different ways to support our students, and encouraged the community to rally around our kids and schools and work for the betterment of this city. He will always think fondly of his time here, and will take a part of SPPS in his heart to the West Coast.
- Director Allen noted she is sad to see him go. In these two years, there have been ups and downs, but he always brought a different perspective and helped her to realize the different views on the

Board to construct a solid idea. She appreciates Director Marchese, and recounted her experiences and perspectives for the importance of the Board. She wished him good luck in Seattle.

- Director Kopp recounted her first time she met Director Marchese in Fall 2015 at a Fall Festival, and emails and meeting at board meetings. She noted the different ideas and perspectives, and to see things differently as a parent, and appreciated change to know and work with him. Appreciated conversations and appreciation of expertise and depth of knowledge, and will miss conversation, as a resource, and it's helpful to understand others' perspectives. Thanks for being a great colleague, and jealous of the move to Seattle with it being the home of Pearl Jam. Wish him well in new endeavor with his family, and all the best.
- Director Ellis noted she came into the Board at the same time, and recounted the campaign, including 18 school board forums. In this time on the Board, it has been learning together as parents, and also knowing leadership role, and how important that is, how heavy it is, and in working together, how different the experience is. Appreciation of letting lean, stand in front, and stand alongside each other. She noted that he has been a friend to both her and her family. It was not like she felt alone in this role. She will miss him, and he has been an amazing friend and colleague, and his legal expertise. In this space together, she has recognized because of his friendship and time together the importance of this work.
- Director Vue noted that the conversations with Director Marchese, and learning from him and appreciation of insight, approach and work on this Board. He recounted a conversation with him, and it is an honorable charge to be on the Board and thanked him for his help on joining the Board.
- Director Foster noted it has been an honor and privilege to get to know him and work with him. His expertise, his niche, and a steady force for advocacy for our students and city, and this district. He will be missed. She thanked him for his ongoing support, and the guidance around being herself, and what she needed and openness to help. The heart of him - he came into this with his whole heart with a purpose. She is happy for his next journey. She noted the expectations and responsibilities of this role, and the work and dedication he has devoted. She is proud to serve with him, and wishes him the best.
- Superintendent Gothard noted his is happy for Director Marchese and his family, and experience in moving and changing roles. He has appreciated that he speaks his mind, and speaks it well. This critical feedback is a true gift, and appreciated that and learned to understand how it was aimed at leadership and the District to improve and with great conviction and intention. He noted his support, and ideas, and challenged him - and noted examples of topics that were important for the District to improve. He shared them with ideas and thought. He appreciated his pragmatic way of thinking. He made time for late-night meetings and breakfast meetings. He has helped Superintendent Gothard to learn and grow all in service of our SPPS community. He wished him well in this transition.
- Director Marchese thanked everyone for the token of appreciation, and thanks for being friends and colleagues and sharing this space, and look forward to keeping in touch. He will miss everyone.

MOTION: Director Foster moved to approve to accept the resignation of Director Steven Marchese from the position as a Director on the St. Paul School Board, effective February 28, 2021. Director Vue seconded the motion.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Absent

Director Vue

Yes

B. Process for Filling Board of Education Vacancy

BF 32341 Process for Filling Board of Education Vacancy

QUESTIONS/DISCUSSION:

- It is similar to previous processes, and wise to have a seventh board member join as soon as possible, while giving interested candidates an opportunity to apply.

SUBJECT: 2021 BOARD VACANCY PROCESS

Posting: To the District's legal newspaper and website.

Packet for applicants: On the day applications are due **(5:00 PM on March 9, 2021)** candidates are emailed/mailed the following information and asked to make a 6-minute presentation at the special Board meeting (March 16, 2021) in response to the questions listed.

- Selection process and schedule (including notice that interviews will take place at a special, televised meetings of the Board of Education)
- Special meeting date **(March 16, 2021 at 6:00pm)** and time (in 10-minute blocks) for presentations to the Board
- Board mission and ends
- Terms of employment (job description, compensation and benefits, etc.)
- Board structure (SB/COB, officers)
- Meeting schedule (to date) and attendance expectations
- Affirmative action statement
- Notice that special accommodations will be made upon request
- Questions to which applicants will respond in a 6-minute presentation:
 1. Why do you want to serve on the Board for this short appointment?
 2. What relevant experience would you bring to the Board? Please be specific about what your unique contribution/perspective would be.
 3. Do you intend to run in the general or special election of November 2021?

Interview process:

- **Interviews will occur at a special, televised Board meeting (March 16, 2021 at 6:00 PM).**
- Staff will provide copies of applicants' Letters of Interest and Resumes to Board members as soon as possible after the closing date for review prior to the special Board meeting.
- If six (6) or fewer qualified candidates apply, all candidates will be interviewed.
- If seven (7) or more qualified candidates apply, each Board member may select up to two (2) applicants to be interviewed by the Board and the member will communicate his/her choice to the Board Administrator by 12:00pm (noon) on March 12, 2021.
- Staff will notify applicants of the date and time for their interview.
- Staff will provide the Board with the list of applicants in order of their presentation.
- Applicants will be scheduled at 10-minute intervals and asked to make a 6-minute presentation in response to the questions listed above. There will be no follow-up questions or dialogue. The Chair will determine if simple clarifying questions may or may not be asked (for example, "Did you say you served on the 'Charter Commission' or the 'Planning Commission'?").

Final decision-making process: This will occur at the **special Board meeting on March 16, 2021** and follow the procedure outlined in Board policy 202.02, as follows: Nominations will be opened by the Chair and made by Board members. Each Board member may nominate one person. Nominations are

then closed and roll call vote conducted. Election requires 4 votes; if no candidate receives 4 votes, nominations will be reopened and the process continues until the position is filled.

Candidate notification:

- The winning candidate is announced at the **special board meeting (March 16, 2021)** and all candidates will be notified of the outcome.
- The candidate/appointee will assume office 30-days later (April 15, 2021), unless a valid petition to reject the appointee is filed with the school district clerk, and the appointee will hold office until a successor is elected and qualified in the November special election.
- If a valid petition is filed to reject the appointee, the Board will appoint a candidate from the remaining candidates left after the interviews held on March 16, 2021.

MOTION: Director Foster moved approval that the Board of Education approve the proposed plan as presented. Director Allen seconded the motion.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Absent
Director Vue	Yes

General Counsel Chuck Long noted that the original proposed language noted “written ballots”, but according to Board Policy, there shall be a roll call vote. Therefore, an amended motion was called.

MOTION: Director Foster moved approval that the Board of Education approve the proposed plan as presented, with one change - that voting shall be conducted by roll call votes, not written ballots as previously stated. Director Vue seconded the motion.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Absent
Director Vue	Yes

MOTION: Director Foster moved to schedule a Special Meeting of the Board of Education regarding interim board member applicant interviews for Tuesday, March 16, 2021 beginning at 6:00 p.m. via telephonic and video conference via Microsoft Teams. Director Allen seconded the motion.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes

Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Absent
Director Vue	Yes

Interested candidates are encouraged to view more information on the Board of Education website at www.spps.org/boe, or by contacting the board secretary at sarah.dahlke@spps.org or 612-434-1105.

C. Resolution Calling Special Election to Fill Vacant School Board Office

BF 32342 Resolution Calling Special Election to Fill Vacant School Board Office

WHEREAS, the office of School Board Member will become vacant effective February 28, 2021 with the resignation of Steven Marchese; and

WHEREAS, the vacancy will occur more than 90 days prior to the Tuesday following the first Monday in November of 2021; and

WHEREAS, the current term of that office is in its second year and said term will expire on the first Monday in January 2024, i.e., January 1, 2024; and

WHEREAS, Minn. Stat. § 123B.09, subd. 5b (2019) and Section 2.05 (B) of the Saint Paul City Charter require that a special election be held in conjunction with the general election to fill the vacancy for the unexpired term;

NOW, THEREFORE, BE IT RESOLVED, that the School Board does hereby authorize and call a special election of the School District, to be held in conjunction with the general election on November 2, 2021; and be it further

RESOLVED, that candidates to fill this vacancy must file affidavits of candidacy with the Ramsey County Elections Office during the period beginning on July 27, 2021 and ending on August 12, 2021; and be it further

RESOLVED, that the Ramsey County Elections Office is hereby authorized to make all necessary preparations and give the required notices to conduct the special election.

MOTION: Director Foster moved approval of the Resolution Calling Special Election to Fill Vacant School Board Office. Director Vue seconded the motion.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Absent
Director Vue	Yes

XI. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Ellis requested an update on Nutrition Services, staffing, and differences in how it looks at elementary and learning support sites.

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Kopp noted a couple items to share - including in Parks and Rec staff training by SPPS staff in PBIS, and heard wonderful feedback about the presentation. She enjoyed the African American Author Showcase hosted by the Parents of African-American Students Council. It was a fantastic presentation. She also recognized a staff response to a parent question looking for guidance and information, and response was prompt and compassionate. She also thanked the ongoing great work with our Nutrition Services team and Transportation for meal delivery. It's also Bus Driver Appreciation Week, and they have been doing great work. She also thanked community members, educators and parents who continue to contact board members, and thanks for trusting with stories and heartache, and offering solutions.
- Director Ellis noted it is the celebration of Black History Month. She noted the Leadership Conference with MSBA, and Coffee and Conversation for legislative updates and the weekly CGCS calls. She also attended the CGCS legal webinar on possible policy changes under the Biden Administration, as well as the JPTAC meeting. She also attended the NSBA Equity Symposium. She also attended the African American Author event. It was an amazing event. She thanked Miesha Sanders for hosting and coordinating the event.
- Superintendent Gothard noted it is School Board Appreciation work, and acknowledged their great leadership. He noted the time commitment, and appreciation that board members are always there and available and appreciation of their supportive, visible leadership.

XI. FUTURE MEETING SCHEDULE

MOTION: Director Foster moved to cancel the Committee of the Board Meeting of April 6, 2021, and reschedule it to commence at 4:30 p.m. on Tuesday, April 13, 2021 due to Spring Break. Director Allen seconded the motion.

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Absent
Director Vue	Yes

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

- January 5, 2021 (Annual)
- January 19
- February 23
- March 23

- April 20
- May 18
- June 22
- July 20

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

- January 5, 2021
- February 9
- March 9
- April 6
- May 4
- June 8
- August 10

XII. ADJOURNMENT

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

The motion was approved by roll call vote:

Director Allen	Yes
Director Kopp	Yes
Director Marchese	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Absent
Director Vue	Yes

The meeting adjourned at 10:57 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

March 1, 2021

5:00 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order at 5:01 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

Board of Education: J. Kopp, Z. Ellis, J. Foster, J. Brodrick, J. Vue, C. Allen

Staff: Superintendent Gothard; Chuck Long, General Counsel; Will Forbes, Assistant General Counsel; Cedrick Baker, Chief of Staff; Dave Watkins, Chief of Schools; Marie Schrul, Chief Financial Officer; Jackie Turner, Chief Operations Officer; Kate Wilcox-Harris, Chief Academic Officer; Kevin Burns, Director of Communications; Kaying Thao, Administrator to the Board;; Sarah Dahlke, Secretary to the Board

II. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Foster moved approval of the Order of the Main Agenda. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes

III. NEW BUSINESS

A. SPPS Calendar Committee Recommendations

Superintendent Gothard then introduced members of the Calendar Committee to present two recommended motions to the Board. The presentation included information on the members of the committee, as well as recommendations.

In SY 21-22, PreK will be full day in SPPS. The first recommended action is to remove and replace the PreK conference days on 11-18-21 and 3-24-22 with instructional days.

In SY 21-22, Rosh Hashanah falls on the first day of school in SPPS. The recommended motion is to change the first day of school to Thursday 9-9-21 for grades (1-12) and change the first day of school to Monday 9-13-21 grades (Pre-K and K). Tuesday 9-7-21 and Wednesday 9-8-21 will be used for staff Professional Development days.

Engagement details were also shared. Committee next steps include drafting recommendations for the next three years of calendars using feedback received from the engagement activities. These calendar recommendations will be presented in the Fall of 2021, and include 2022-23, 2023-24, and 2024-2025.

QUESTIONS/DISCUSSION:

- Director Kopp thanked staff for the presentation and to the committee members. She thanked the committee for considering the importance of the first days of school, and also aligning for full-day PreK, and continuing conversations with religious observances and showing respect and honoring our community.
- Director Ellis had a question about how we are receiving feedback, and input from families and community? Response: We have not designed that yet, but for the last 3 year cycle, we went real broad and narrowed it down. We employed surveys to 10,000 students and families. Then we went more narrow to talk specifically to religious communities and community leaders about religious observance days, and heard that families didn't have broad knowledge and understanding that their students were able to take an excused absence, and worked to ensure families knew that. Our stakeholders noted they didn't see the need to take off religious observance days, but happy to know the absences were excused. We envision that we will go back in more small group sessions to dig deeper and ask more questions, specifically, religious observances. We will share more about the design once the committee has determined.
- She also noted questions on the reduction of professional development days. Response: There is a reduction of two student days, and replacing them with two professional days for staff. The days aren't going away, especially for contract staff.
- Director Brodrick noted he is glad to hear the committee will be talking about e-learning days and their affects on the calendar next year. He requested more information on ideas about how to incorporate e-learning days, and what takes place during those days. Response: MDE has 4 designations of digital days can look like, and one is e-learning days. There are also distance learning days, and also digital days to plan ahead for, and the calendar committee can choose to add those digital days and did that for Election Day in 2020. The last type of e-learning is that full-time distance learning, e-learning, and digital learning school, and the approved application for that type of learning. As a calendar committee, we are talking about those e-learning days that could help us in certain situations, and considering those, and bring those before the Board beforehand. The e-learning days for inclement weather will be discussed within the next topic as well.
- Will the committee and the outreach to parents, students and teachers be involved in those issues? Response: Yes, and will come to the Board for anything regarding the calendar and e-learning days. Because it is so complex, we want to take it one step at a time. The calendar committee is requesting these two changes, and discuss the e-learning days later. We also approved digital learning days for our 6-8 students in a K-8 schedule. This year, we had to add a few minutes to ensure we met the required hours, and did see those students and approve digital learning for that conference day to bring them on par with their middle school peers.
- Director Vue noted a question about the timeline on these recommendations. It's important for community members to know more about the background on these kinds of decisions. Response: We have ongoing meetings once a month, and the calendars have been discussed and community input asked for, and now asking for three years of calendars in the past two cycles. It is about helping families plan and be ahead of the schedule. In deciding on three years in advance, we know there will be changes along the way, and open to making the calendar work for everyone. When setting the three-year calendar, we also try to do the deeper dive with communities, and recounted the engagement of the previous cycle. It was also noted that the calendar cycle is fluid and ongoing, and take feedback year-round, and there may be changes or items that are missed, or need to be changed.
- How long did this process take? Response: From feedback, the OFECP first received feedback in late December with mainly emails and phone calls from families asking to consider moving the first day due to Rosh

Hashanah, and we explained the process to bring forward this consideration to the calendar committee in January. Then drafted the recommendation in February. Principals and other administrators may have heard earlier as well.

- Director Allen appreciated that we are taking into consideration taking the entire day off instead of only excusing it. Glad that we will be looking at the calendar and give consideration to have the entire day off, and culture of teachers giving the option to take a test early, and start conversations and culture of respecting religious beliefs and celebrations. We have 144 languages in our district, and this is a good first step, and glad to hear to keep moving forward.
- Director Foster added her thanks, and in talking about a year-round calendar and to make more aware, and school-site based celebrations with schools, and this is sparking the conversation about how to be aware, see a problem, realize it, have conversations and adapt so we are accepting and appreciating all families in our district, and staff.
- To reiterate and clarify, we are not taking away any days, and will still be conferences for PreK, and they will be retooled in a different way to support this transition and align with conferences.
- Superintendent Gothard thanked the committee and the Board, and noted that several neighboring districts have also made this change, and noted the continued conversations around Eid and other religious celebrations, and we need to reflect and work with communities about how we can work together, honor, and celebrate, and to ensure there a way that families and young people do not need to balance the duties of school and their religion celebrations.

MOTION: Director Foster moved to amend all district calendars for the 2021-2022 school year to change the Pre-K conference days on 11-18-21 and 3-24-22 to instructional days. The motion was seconded by Director Brodrick and Director Ellis.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes

MOTION: Director Foster moved to amend all district calendars for the 2021-2022 school year to change the first day of school for grades (1-12) to Thursday 9-9-21, change the first day of school for grades (Pre-K and K) to Monday 9-13-21 and change Tuesday 9-7-21 and Wednesday 9-8-21 to staff Professional Development days. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes

B. SPPS E-Learning Days

Next, staff introduced the 2021-2022 e-Learning Plan. The considerations were reviewed, including that the current calendar has 175 days for secondary students - 5 days more than required by MDE; reducing the calendar days by 2

for Rosh Hashanah will leave us with 173 days; SPPS has used up to 7 inclement weather days in the past and next year, any days past 3 would need to be made up; and e-Learning days keep learning continuous.

MDE key terms of “distance learning,” “e-learning,” “digital learning,” and “online learning” were reviewed, including definitions by MDE or state statute, and potential use of each.

QUESTIONS/DISCUSSION:

- Director Kopp asked if e-learning days effectively means no more snow days? Response: It means that if ready, we can have continuity of learning, and ensures District is ready for continuing learning. When taking away 6 hours for 38,000 students in one snow day, it is over 200,000 hours that are lost in one school day of learning. Our job is focused on teaching and learning, and know there is nostalgia with snow days. We don't lose our ability to choose a snow day, but provides an option. E-learning days provide that cushion for excessive inclement weather days. It's a both/and.
- Know our younger learners are option not bringing their device to and from school. How might that play into decision making? Response: We are planning to move to a practice to encourage all learners to bring their iPad daily, and have encouraged this this past summer. It will be a change of behavior and reminders, and encourage learners to bring their iPad back and forth each day, and looking at a different bag to keep iPads safer and encourage students to take their backpack back and forth.
- Director Ellis noted questions on e-learning as middle/high school focus - is that shifting to include K-12? Response: It has always been available for any grade that a District asks for it to happen, and many times, are running closer to the number of days at the high school level. Prior to this year, SPPS wasn't ready to be e-learning for younger students as iPads were not sent home with younger students. Now that we are able to do that, we are ready for PreK-12 learning, and able to offer e-learning for inclement weather or school closures.
- In previous years, we have not used e-learning days? Response: We have not used e-learning days because the Board has not authorized them - the Board must authorize e-learning days by statute. The Board did authorize a digital learning day for Election Day in 2020 and 11 hours for students in 6-8 as part of the K-8 schedule. E-learning days are unplanned, and digital learning days are planned.
- Director Brodrick noted questions on the impacts on the Superintendent's decision regarding inclement weather to alert students to take their devices home, and teachers expected to do their instructional duties from home? How will that happen? Response: This is going to be new habits and routines, and having students to more regularly tote their devices to and from school. This will require extra reminders, and there are outliers with the weather, including a snowstorm in May 2013. We have advance information, but is not perfect, and days where e-learning may not be practical, such as the day after Winter Break, but to the best of our ability for continuity to be ready to implement an e-learning day during the winter months. For teacher expectations, the way it would work is a teacher would be expected to have asynchronous lessons available for students, and some can be preplanned, and others may need to be in the moment in small groups of students. The majority of it would be items available for students to keep moving forward, and not a full day of synchronous school. It will be as we work together to make work for students and families, and be continuation of school and learning at hand. The state statute is very clear in communication requirements, and also a financial decision to ensure student hours. We want to be sure we are set for ADM at \$40/day per student without adequate minutes. This gives us flexibility, and some parents may not approve of iPads going home, and adjustments and plans in place for students who may not have their iPad at home.
- Will our students have access to year-round hotspots or online availability at their homes? Response: The hotspots and Comcast Essentials will continue through the summer and there are no plans to collect them at this time. It is part of the routine to ensure devices are charged and practices, and evening potential, and have hotspots ready to go.
- Director Allen noted she is in support of this recommendation, but nostalgic for snow days as she was a student.
- Superintendent Gothard noted this is an additional application of the tools available from our community, and many districts now have devices for PreK-12, and do feel this is a way communities are supporting their schools, and schools acting in time of need for e-learning days.

MOTION: Director Foster moved that SPPS will follow the Distance Learning 2.0 plan for instruction and use up to 5 days of e-learning to maintain learning continuity for students on days when there is inclement weather. The motion was seconded by Director Brodrick.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes

C. Student Computers

BF 32343 Student Computers

Superintendent Gothard then invited staff to provide more information on the board agenda item for the purchase of student computers.

QUESTIONS/DISCUSSION:

- Director Kopp acknowledged Sue Snyder and her advocacy for students with hearing differences and their need for laptops, and thanks for her advocacy and the district for meeting the needs of all students.
- Where is the funding from? Response: This is an allotment from the GEERS funding - Governor's Emergency Relief Fund.
- Are these issued on a semester-to-semester basis, or keep for the duration of the year? Response: These will be issued on a class-basis, or unit of study-basis, and will depend on the situation.
- How will students receive them? Response: Some schools have carts able to be checked out, and similar to library book, use the same inventory system and students are able to check out the device, and bring them back, and look at demand and need and assign to buildings. With in-person instruction, we will be able to assign them at the school. If the student is at home, it will be the student or family to stop in at the school, deliver them, and from a curbside support center.
- Superintendent Gothard thanked the team so we are ready for increased demand and for our students to be successful.

MOTION: Director Foster moved that the Board of Education authorize administration to approve the purchasing of additional computers for students in the amount not to exceed \$350,000. The motion was seconded by Director Ellis and Director Allen.

The motion was approved by roll call vote:

Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes

V. **ADJOURNMENT**

Director Foster moved to adjourn the meeting; Director Ellis seconded the motion.

The motion was approved by roll call vote:

Director Kopp	Yes	
Director Ellis		Yes
Director Foster		Yes
Director Brodrick		Yes
Director Vue		Yes
Director Allen	Yes	

The meeting adjourned at 6:19 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

SPECIAL CLOSED MEETING OF THE BOARD OF EDUCATION
Via Telephonic and Video Conference; Available via Live Stream at www.spps.org/boe

4:30 p.m.

The meeting was called to order by Jim Vue, Vice Chair, at 4:37 p.m.

Attorney: Aaron Thomas; Outside Counsel; Jordan Weber,
Outside Counsel

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Section 13D.05, subd. 3(b) regarding pending litigation involving Weber Inc. v. Saint Paul Public Schools, Case No. 62-CV-20-1469.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes

IV. **NEW BUSINESS**

The Board of Education, staff, and attorneys discussed attorney-client privileged matters as is permitted by Minnesota Statutes Section 13D.05, subd. 3(b) regarding pending litigation involving Weber Inc. v. Saint Paul Public Schools, Case No. 62-CV-20-1469.

V. **ADJOURNMENT**

MOTION: It was moved by Director Vue and seconded by Director Foster to conduct the remainder of the meeting as an open meeting.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes

MOTION: It was moved by Director Vue to adjourn the meeting. The motion was seconded by Director Foster.

The motion was approved by roll call vote:

Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes

The motion carried and the meeting was adjourned at 5:54 p.m.

Prepared and submitted by
Sarah Dahlke, Assistant Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

SPECIAL MEETING OF THE BOARD OF EDUCATION
Via Telephonic Phone and Video Conference
Available Streaming Online at www.spps.org/boe

March 16, 2021
6:00 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order at 6:00 p.m. by Jeanelle Foster, Chair.

II. ROLL CALL

Board of Education: J. Brodrick, J. Vue, C. Allen, J. Kopp, Z. Ellis, J. Foster

Staff: Superintendent Gothard; Chuck Long, General Counsel; Kevin Burns, Director of Communications; Kaying Thao, Administrator to the Board; Sarah Dahlke, Secretary to the Board

II. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Foster moved approval of the Order of the Main Agenda. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes

III. NEW BUSINESS

A. Interview of Candidates to Fill Vacant Board Position

The Board interviewed candidates to fill the interim Board vacancy created by the resignation of Steven Marchese on February 28, 2021. They asked the candidates to address these questions:

1. Do you intend to run in the special election this November for the remainder of the term?
2. Why do you want to serve on the Board for this short appointment?
3. What relevant experience would you bring to the Board? Please be specific about what your unique contribution/perspective would be.

4. What are your views and experiences with collaborative leadership?

Candidates interviewed included:

1. Yusef Carrillo; Product Analyst, Securian Financial
2. James Farnsworth; Executive Director Highland Business Association
3. Samakab Hussein; Executive Director, Twins Medical INC
4. Shoua Spencer Yang; Professor, Department of Political Science, St. Cloud State University

Upon completion of the interviews, the Board took a fifteen minute recess to review their notes and collect their thoughts on the group of candidates.

B. Nomination & Selection of Candidate to Serve Interim Term

The Chair called for nominations from the Board Members for individuals to fill the interim term for the vacant position on the Board and noted the nomination process as outlined in Board Policy 202.02: "In filling the vacancy, the Chair shall call for nominations from the members of the board. No member of the Board may nominate more than one person; no second for the nomination is required. The appointment shall be filled by roll-call vote. Appointment shall require a majority vote of the total membership of the Board. If no nominee receives a majority vote, the Chair shall reopen nominations."

It was also noted that the selected candidate will be announced at this meeting, and that the candidate/appointee will assume office 30-days later, unless a valid petition to reject the appointee is filed with the school district clerk (Zuki Ellis). The appointee will hold office until a successor is elected and qualified in the November special election.

Director Brodrick nominated Mr. Samakab Hussein.

Director Vue nominated Mr. Yusef Carrillo.

Director Allen nominated Mr. James Farnsworth.

Director Kopp nominated Mr. Yusef Carrillo.

Director Ellis nominated Mr. Yusef Carrillo.

Director Foster nominated Mr. James Farnsworth.

The Chair called for the closure of nominations and asked for a roll call vote.

Director Brodrick	Samakab Hussein
Director Vue	Yusef Carrillo
Director Allen	James Farnsworth
Director Kopp	Yusef Carrillo
Director Ellis	Yusef Carrillo
Director Foster	James Farnsworth

As there was no majority decision (4), nominations were reopened.

Director Vue nominated Mr. Yusef Carrillo.

Director Allen nominated Mr. James Farnsworth.

Director Kopp nominated Mr. Yusef Carrillo.

Director Ellis nominated Mr. Yusef Carrillo.

Director Foster nominated Mr. James Farnsworth.
Director Brodrick nominated Mr. Samakab Hussein.

The Chair called for the closure of nominations and asked for a roll call vote.

Director Brodrick	Yusef Carrillo
Director Vue	Yusef Carrillo
Director Allen	James Farnsworth
Director Kopp	Yusef Carrillo
Director Ellis	Yusef Carrillo
Director Foster	Yusef Carrillo

With five votes for Yusef Carrillo, he was selected to serve as interim board member. Mr. Yusef Carrillo was congratulated.

The Chair thanked the other candidates for participating and encouraged them to run in the upcoming special election.

Board members then provided closing remarks, which included thanking all applicants who applied, and this is a good step forward to do this work for the good of the children of Saint Paul, SPPS, and the City. While we will miss Mr. Marchese with his strong and steady voice, we look forward to working with Mr. Carrillo. Board members encouraged all to run in the election in November. There were a lot of strong candidates in this process. Members encouraged applicants to continue to be involved in the District and their community. They also recounted their past experience in the appointment process, and it is also important for the community to voice their vote in representation on the school board. The Superintendent also thanked the Board and Mr. Carrillo, and looks forward to working together.

IV. RESOLUTION FILLING SCHOOL BOARD VACANCY BY APPOINTMENT

BF 32344 Resolution Filling School Board Vacancy By Appointment

WHEREAS, the vacancy occurred more than ninety (90) days prior to the first Tuesday after the first Monday in November in the year the vacancy occurred and prior to the fourth year of the vacant term;

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 625, State of Minnesota, as follows:

Pursuant to Minnesota Statutes, Section 123B.09, subd. 5b (2020), Yusef Carillo is hereby appointed to fill the vacancy and to serve until a successor is elected and qualified. The appointment shall be effective April 15, 2021, thirty (30) days after the adoption of this resolution, unless a valid petition to reject the appointee is filed with the school district clerk pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b(b) (2020) within that thirty (30) day time period.

MOTION: Director Foster moved approval of the Resolution Filling School Board Vacancy By Appointment. The motion was seconded by Director Allen.

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

Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes

XII. ADJOURNMENT

Director Foster moved to adjourn the meeting; Director Ellis seconded the motion.

The motion was approved by roll call vote:

Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes

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
Saint Paul, Minnesota**

**SPECIAL MEETING OF THE BOARD OF EDUCATION
Via Telephonic and Video Conference**

**March 22, 2021
4:30 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:30 p.m. by Vice Chair Vue.

II. ROLL CALL

Board of Education: J. Vue, C. Allen, J. Kopp, Z. Ellis, J. Foster, J. Brodrick,

Administration: Superintendent Gothard, C. Baker, C. Long, K. Burns, J. Turner, T. Parent, W. Forbes, M. Watkins, J. Jones, K. Thao, S. Dahlke

M. Weinberg, Outside Counsel

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes

IV. MOTION TO CLOSE MEETING

MOTION: It was moved by Director Vue and seconded by Director Ellis that the Board of Education close the special meeting and continue the meeting as a closed meeting to discuss attorney-client privileged matters as is permitted by Minnesota Statutes Section 13D.05, subd. 3(b) regarding pending litigation involving Independent School District No. 625, Saint Paul Public Schools v. Shaw-Lundquist Associates, Inc.

The motion was approved by roll call vote:

Director Vue	Yes
Director Allen	Yes

Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes

V. NEW BUSINESS

The Board of Education and staff discussed the matter of pending litigation involving Independent School District No. 625, Saint Paul Public Schools v. Shaw-Lundquist Associates, Inc.

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 Foster.

The motion was approved by roll call vote:

Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes

VIII. ADJOURNMENT

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

The motion was approved by roll call vote:

Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes
Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes

The meeting adjourned at 5:30 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

COMMITTEE OF THE BOARD MEETING
Via Telephonic and Video Conference; Available via Live Stream at www.spps.org/boe

March 9, 2021
4:30 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:31 p.m. by Vice Chair Vue.

II. ROLL CALL

Board of Education: Z. Ellis, J. Foster, J. Brodrick, J. Vue, C. Allen, J. Kopp

Staff: Superintendent Gothard; Chuck Long, General Counsel; Cedrick Baker, Chief of Staff; Dave Watkins, Chief of Schools; Marie Schrul, Chief Financial Officer; Jackie Turner, Chief Operations Officer; Stacey Gray Akyea, Director, Research, Evaluation & Assessment; Kenyatta McCarty, Executive Director, Human Resources; Kevin Burns, Director of Communications; Sarah Dahlke, Secretary to the Board

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Vue moved approval of the Order of the Agenda. The motion was seconded by Director Foster and Director Allen.

The motion was approved by roll call vote:

Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes

IV. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Gothard noted he will share his announcements during the On-Site Update.

V. SPPS ON-SITE UPDATE

Superintendent then provided a narrative and recap on the timeline for return to in-person and on-site supports, the Safe Learning Plan, and the relation of Ramsey County case rates to the decisions and actions of SPPS. He noted the gradual increase of case rates, the SPPS resolution regarding COVID-19

and Board action on it, notes on hybrid planning, move to in-person for Stage 1 schools and programs in SPPS, and safety protocols. He also noted the case surge in November and December, and the move back to full distance learning. He provided a recap on the Governor's message to prioritize the return of our youngest learners, and the plan to move to in person for grades PreK-2 on February 1, and grades 3-5 on February 16. He went on to provide details on the vaccinations, which started in February. He noted pride in our elementary leaders, staff, parents, and students, who have all done a remarkable job.

He also noted the challenges, and protocols for safety measures and questions - we want to do this right, and are constantly looking for ways to improve. We are increasing the amount of social emotional learning and togetherness that many of our students, staff, and families have missed. But the distance learning model is not set up to provide what each student needs. The Governor also issued further guidance to also prioritize in-person instruction and support for secondary students, who are very different in terms of space usage and transmission of the virus. This proposed model for in-person secondary supports is built on the model of the Academic Support Center at Washington Tech. He noted the impacts of this decision, including the schedule changes for students, as well as the most recent case rates that show a gradual decline in rates. He also shared more information about vaccines available to staff.

There have been many great discussions on this topic, and both distance learning and in-person learning have been of benefit to students. With the latest case rates, he is confident in the plan to return to secondary in-person supports, and that we will continue to follow our safety protocols.

Dr. Delich then provided a brief update on return to in-person learning for secondary students. SPPS is planning to begin in-person learning for all 6-12 grade students who want it starting Wednesday, April 14. Until then, secondary students will continue in distance learning while we work to grow the in-person support. Secondary students who want to stay in full-time virtual learning for the remainder of the school year are asked to sign up by Thursday, March 11. SPPS will follow all of the health and safety measures as described in the Minnesota Safe Learning Plan and the SPPS COVID-19 Student and Family Guidelines. Details on the in-person school schedule were also provided.

QUESTIONS/DISCUSSION:

- Director Brodrick noted questions about efforts to reach out to staff to find out if they need more information on acquiring the vaccine or having trouble finding information. Response: We did send information out to all staff and invited them to register for the vaccine, and there will be a survey as well to find out more data on numbers of staff who may still need or want a vaccine and haven't received one yet. Staff are invited to email or contact Communications, Chief Turner, their supervisor, manager or principal for more information as well. We are also working with our partners at Ramsey County and the State, as well as providing vaccine information to new employees and staff as well.
- Director Kopp noted questions about the slide decks shared with the school community, and how they are holding their own-site based sessions. Is that information that could be also shared on the District website? Response: Right now, they are specific sites, and more detailed for site leaders for talking points. We are working with Communications to help in messaging for more in-person learning, and are working to finalize them for parents and families.
- To confirm, students who are choosing virtual learning are choosing to do so for the remainder of the year? Response: Yes.
 - Does it work in reverse for students choosing in person, who may at some point want to choose VLS? Response: That is something that our Student Placement Center and sites can work though. In considering secondary items, there is different movement in terms of guidelines and

procedures. It's important for families to choose their preferred learning model for the best model of support for their children.

- In thinking about how students move in secondary sites, how are we thinking about passing times, hallways, etc? Response: Those plans will be unique to the building layout, and are working to create patterns to provide as much safety as possible. In working with sites, our assistant superintendents, Facilities team, and Operations teams are analyzing buildings to help support, give guidance, and patterns for movement. We will also be working through those plans after enrollment numbers are finalized, and there will be new routines to be learned.
- Director Vue requested more information on ways the District is reaching out to specific language groups and how we are hearing their concerns. Response: We have been intentional in ensuring messaging and translations in the native language, with emphasis on secondary leaders to also share the messaging to capture the voice of that school community. We take equitable communications very seriously, and all communications are translated into the four languages of Somali, Spanish, Karen and Hmong. Robocalls are also translated and sent in multiple languages, as well as information on the website. We do ask families to note their language and hearing preferences in order to be as equitable as possible, but is an ongoing challenge with 130 languages and dialects in our district.
- What are we learning now that we can use in full reopening? Response: We are learning how much in-person learning and support impacts relationships, and the excitement and opportunity to help and support our students. Those connections are so important - not only for academic achievement but also in overall achievement as well. Our staff are doing a remarkable job at classroom sites, and parents and families are excited about moving to in-person. The logistics plan at sites have also been helpful as data points.
- Further clarification was requested on preparation and planning days for staff in 6-12 as we move to in-person. Response: We have 2 planning days on April 12th and 13th to allow for prep and planning for the return of students to buildings. Those two days are non-instructional days which MDE has set up when we move into a new transition.
- Superintendent Gothard thanked everyone for their work, an update on vaccination rates, and that we will continue to make education and learning meaningful for students in virtual learning, and look forward to ongoing reports as we move forward to April 14th.

VI. FIVE-YEAR FACILITIES PLAN: FY2022-26 - PART 2

Superintendent Gothard then introduced staff to present Part 2 of the Five-Year Facilities Plan for FY 2022-2026, for a presentation of SPPS Builds, and the FY22-26 five-year implementation plan for improvements to SPPS facilities, including background, priorities and funding structure.

He noted there is still much to do for our schools and community including:

- Continue to create great environments for learners that are safe, respectful, and include essentials for learning including good lighting and air movement
- Most criteria is not connected to enrollment, but entryways, gyms, etc. which are important for any school regardless of enrollment
- SPPS adopted the middle school model as SPPS Achieves

The plan is based on models that are relevant for today, with flexible learning environments, and opportunity for movement.

They reviewed the agenda, action at future meetings, review of the previous meeting, and the FMP External Review Recommendations. Within the topic of Financing Structures, the capital funding structure and options, capital funding source restrictions, and current levels of the funding structure. Within the Five-Year Plan, upcoming projects were reviewed, including major renovation projects, and major infrastructure projects. A graph showing the breakdown of smaller projects to capital improvements and asset preservation was also shared. Improvements to athletic facilities were detailed. The BOE gate checks approvals up to funding were reviewed, and included Gate Check 2 projects of Jie Ming and Ramsey Middle Schools. Financing strategies were presented, including financing requirements, and financing options for FY 21-22. Finally, next steps were also reviewed, including the action on the five-year plan at the March 23 Regular Meeting, Gate Check 1 for most projects, Gate Check 1A for the resolution outlining the funding capital program, and action on Gate Check 2 for Ramsey Middle and Jie Ming. Future meetings will include specific projects approvals for financing, including COP projects and LTFM Bond projects, and LTFM application revision approvals.

Additional supporting documents, as well as the full presentation, can be found in the BoardBook.

QUESTIONS/DISCUSSION PART 1:

- Director Ellis requested further information and clarification on the gate check approval process.
- Director Foster thanked staff for the presentation and is glad to turn to this chapter, and looks forward to moving forward with better knowledge and awareness of the process.
- Director Brodrick noted the public deserves great transparency in this process, and included his 20 years on the Board, and 50+ years of experience as an SPPS member. He noted this process is about the future generations and future of our schools. Facilities matter; equity matters; inner-city kids matter. Also, taxpayers matter, and the reasoning to exercise transparency and have robust conversation about this topic. He noted he was the only person on the Board when SPPS embarked on the original Facilities Master Plan. He recounted his uneasiness about this process, and the experience of Ramsey Middle School and increases in dollar amount to the construction projects at that school. He reviewed the timeline and budget changes to the projects at Ramsey, and his uneasiness about the other large construction jobs, and how we will be able to address both those large projects and smaller projects that may have tremendous value to the community. Response: Clarification was noted that SPPS Builds is not Facilities Master Plan 2, and that is considered to be complete when we began the external review team. This capital plan aligns with SPPS Achieves and Envision SPPS. The action on March 23 will determine the direction for the next 5 years.
- Director Brodrick noted that the ultimate responsibility rests with the Board, and he hopes to learn more about Ramsey to talk about the budget increases.
- Director Allen noted learning more about the funding sources, and experiences in construction to warrant a higher budget, including the stream that once ran where the Ramsey Middle School building was built. She encouraged transparency and information to know what brought us to this place of understanding and the costs.
- Director Kopp appreciated the review of the gatechecks, and the monthly updates have been helpful. She is excited to close the book on FMP and open a new book on SPPS Builds.

QUESTIONS/DISCUSSION PART 2:

- Director Ellis requested further information on the \$105M projected costs. Response: The \$105M is the average for the next 5 years, and will fund incrementally year by year. Gate check 3a was also noted as when the project is presented for financing.
- Further information was requested on the capital funding structure, which can vary, depending on the levy and anticipating the tax level. There will also be information forthcoming around the funding

options. The differences in projects were also discussed, including differences in infrastructure and renovation projects, and operations. How do we balance the needs of the school district? Response: The facilities condition assessment is helpful. For roofing needs, we anticipate the roofing needs based on the past 25 years, and are able to look ahead to determine potential dates; also looking at systems that should be replaced, but may not be up to current standards for energy efficiency.

- Director Ellis also encouraged the team to be as transparent as possible, and include updates to the Board to the public as well.
- Director Brodrick noted the two main upcoming projects of Ramsey and Jie Ming, and those two projects may make up 85% of the yearly budget for SPPS Builds. What do those projects do to the pie chart, which includes the smaller projects and maintenance? How many projects have been pushed back or pushed out because of these larger projects? Response: It is a balancing act with a facilities portfolio that dates back to 1964. The work around priorities by the school board, and using data as presented to be able to do real and transformational value work. Some projects are quite large, but they are an investment to the community and building, and to create a learning environment for the building to make a sound and good investment. Those two items come together in the charter - infrastructure and changes to align with the learning model. This is the best attempt to balance these projects for the next 5 years.
- Director Brodrick noted the priorities we set must be a reflection of the teachers, coaches, staff, students, and families.
- How many projects have been pushed back in order to prioritize a more expensive project? Response: There is a strategic effort at gate check 3a where budgets become the complete budget, which is then acted on by the Board and does not move. We are also financing those projects currently in the works, including AIMS, District Service Facility.
- Within the External Review Team, there was a recommendation for continued communication between Facilities and Finance. Response: With the highly complex work, having a strong partnership is critical, and there are biweekly touch base meetings, sharing of information, cash flow and revenue strategy discussions.
- More information was also requested on the consent agenda items for purchases over a certain amount and gate checks and the review process.
- Director Kopp requested further information on potential future changes to learning models, and how the buildings are able to change. Response: The design team is given direction to maintain flexibility and multiple ways for the organization. The requests for 21st century learning around vision, space for personalized learning, spaces for large and small group instruction all align with the academic direction. The design is not so rigid that it is locked into a specific area, as education is always evolving, but to think about how to connect students differently and better, and for future generations. E-STEM was noted as an example.
- Further clarification was also requested around the work of SPPS Builds and Envision SPPS. Response: They are running together - not parallel. We will be reviewing the first recommendations from the work groups in late spring or early summer, and the core team will take that data to turn into scenarios to review with the Board and Superintendent. All will come together with SPPS Builds to align and see those structures coming together.
- Director Vue requested further information on the feedback from staff and students, and how that is incorporated into the plans when they may not be at that site when the construction is completed. Response: Director Parent provided more details on the work with school communities on the design process, and tailoring for programs within the community, and the choreographed process as students enter and leave the schools. He noted the communication plans with principles and teachers to know the scenarios if they should need to relocate or change, and a constant conversation amongst the team, work sites, and staff in buildings.

- Director Brodrick echoed Director Kopp's questions around the alignment of SPPS Builds and Envision SPPS, as well as potential risks and factors to consider when determine enrollment figures with building plans. Response: With Jie Ming, they are expected to continue to grow as a high-demand immersion program, and with the middle school model at Ramsey, we are beginning to see families return to SPPS, and the location of the site is also very important to the neighborhood. Similarly, there is a pause on work to Obama until the Envision SPPS process is determined.
 - Director Brodrick noted that there are also other buildings that may be a close-second to Ramsey, and are serving historically underserved students, and as we make decisions in terms of Envision SPPS and others, to also think of equity in terms of which school is getting which projects.

QUESTIONS/DISCUSSION PART 3:

- Director Brodrick asked his colleagues if they feel comfortable voting for the gate checks of Ramsey and Jie Ming on March 23rd. Response: Board members responded with answers. Director Allen requested more information on the financing options for Jie Ming and a tour of the site may help to answer questions. Director Kopp thanked the team for their time to dig into questions and answers on the plan and feels excited about the project and is confident in moving forward on March 23rd. Director Ellis noted that she has also had time with the team to ask further questions and feels ready to move forward on March 23rd. Director Foster echoed similar comments with time to review with the team. Director Vue noted that while he is not ready to vote that night, but the additional time to March 23rd will help to answer questions. Director Brodrick again noted concerns about projects that may be pushed back and out indefinitely because of the larger scale projects and requested time to discuss further. Chief Baker noted that he will work with staff to ensure board members have the information needed before March 23rd and ask additional questions.
- Superintendent Gothard noted the history of the FMP and his inheritance of the plan. SPPS Builds will make the plan better and to align with the strategic plan and mission of the future of SPPS. He noted the approval of the Board to move forward with projects, and the impact of pushing the plan out or coming back with the plan including costs and loss of momentum, including the large projects and smaller projects. He knows there are large dollar amounts, and knows that the community deserves facilities to be proud of; there are 3 large strategic efforts to strive for excellence in the District and have plans and the team to do the work. It is important to ask thoughtful questions, and to have conversations in public for the community to further understand the process, and the checks in place for accountability. He noted the work of principals of sites with major construction and mentoring of other principals who may be in the same position. He thanked the team. It's important for the theme to be that this is the people's plan and the plan of the people, and for the community to feel involved in this, in both equity and timing. He wants the Board to feel comfortable with the decision on March 23rd, and to ask for specific direction.

VII. QUARTERLY FINANCIAL REPORT FOR THE PERIOD ENDING DECEMBER 31, 2020

Superintendent Gothard then introduced Marie Schrul, Chief Financial Officer, to present the Quarterly Financial Report for the period ending December 31, 2020. Included in the report were the highlights of the Financial Projection Report, Financial Projection Report for the period ending December 31, 2020, and a glossary of financial terms.

The full report can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Kopp thanked the team for the presentation, and noted questions about the CARES funding, and knowing there is more federal money possibly being sent? Response: Yes, that is correct.
- Superintendent Gothard provided further details on the federal funds that will continue to come in, and will share more information with the Board, and likely a special presentation to provide insight to funds we receive in rounds 2 and 3.

MOTION: Director Vue moved that the Board accept the Financial Projection report for the period ending December 31, 2020. The motion was seconded by Director Foster.

The motion was approved by roll call vote:

Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes

VIII. FISCAL YEAR 2020-21 FIRST BUDGET REVISION

Chief Schrul then reviewed the FY2020-21 First Budget Revision, including the Revenue Changes - All Funds, Expenditure Changes - All Funds, and Fully Financed Funds. Details within each of these changes were also provided including the dollar amount changes for each.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen noted that when round 2 and 3 of CARES funding comes in, the Board can expect to see another revision.
- Superintendent Gothard noted that this has been a year like no other. He thanked everyone for their work in these times.

MOTION: Director Vue moved approval of the the Fiscal Year 2020-21 first budget revision as presented. The motion was seconded by Director Kopp.

The motion was approved by roll call vote:

Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes

X. ADJOURNMENT

- Director Ellis wished Director Allen a happy birthday the following day

- Director Brodrick noted he is proud to serve on this Board, and thanked Administration for the dialogue and conversation.
- Superintendent Gothard noted the upcoming family forum and staff forum, and appreciation of the work of schools.

Director Vue moved to adjourn the meeting; Director Foster and Director Ellis seconded the motion.

The motion was approved by roll call vote:

Director Ellis	Yes
Director Foster	Yes
Director Brodrick	Yes
Director Vue	Yes
Director Allen	Yes
Director Kopp	Yes

The meeting adjourned at 9:19 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



Five-Year Facilities Plan: FY 2022-2026 Part 3

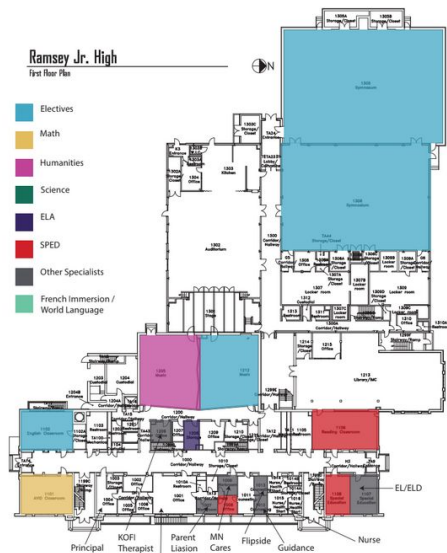
FACILITY PLANNING and FINANCE TEAMS

Board of Education Meeting

March 23, 2021

Purpose

Presentation of ***SPPS Builds***, and the **FY22-26 five-year implementation plan** for improvements to SPPS facilities, including background, priorities and funding structure.



Agenda

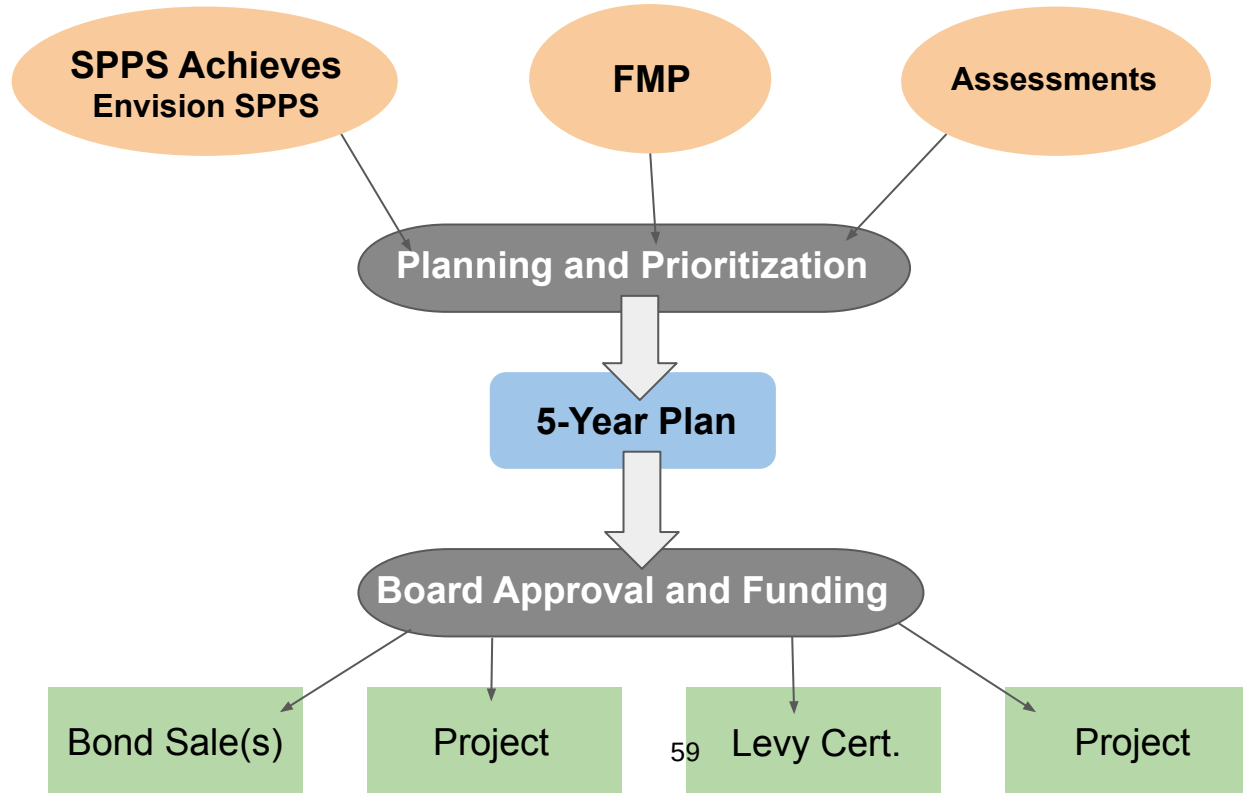
- Five-year Maintenance and Capital Project Implementation Plan
 - Summary
 - Illustration of what's in a Project
 - Context and Framework - the Dashboard
- Financing
- Resolution approving ***SPPS Builds*** - our Five-year Maintenance and Capital Project Implementation Plan
 - Gate Check 1/1A for most projects
- Gate Check 2/2a for Ramsey / Jie Ming

Future Meetings

- April “Special” or Regular - Board of Education
 - Approval of ‘Set Sale’ Resolutions for Bonds/COPs required for BOE approved projects (pending MDE approval)
 - LTFM application revision approval

SPPS Builds Five-Year Plan:

SPPS Builds



SPPS Builds: Five-Year Plan FY22-26

- 6 major renovation projects
- 5 major infrastructure projects
- Targeted Capital improvements
- Asset / infrastructure preservation programs

Approximately
\$105M
Per Year, on Average

SPPS Builds: Capital Improvements and Asset Preservation

5-year Plan - Smaller Projects:

- Deferred Maintenance
- Targeted Capital

Site	Project	Start Year
Farnsworth Aerospace Upper	Instructional Audio/Visual Equipment	2026
Farnsworth Aerospace Upper	Replace Dumpster Enclosure	2026
Focus Beyond	Playground	2022
Focus Beyond	Partial Flooring Replacment	2022
Four Seasons A+ Elementary	Playground	2026
Galtier Community School	North Parking Lot Pavement	2023
Global Arts Plus Lower	Playground	2023
Groveland Park Elementary	Reroofing the Rec Center and Drainage Piping U	2022
Groveland Park Elementary	Fire Alarm System	2023
Groveland Park Elementary	Replace Restroom Stalls	2024
Groveland Park Elementary	Site: Equipment Storage Unit	2025
Groveland Park Elementary	Site: Replace North Parking Lots and Drainage C	2025
Hamline Elementary	Site: Replace the North and South Parking Lots	2022
Hamline Elementary	HVAC Boiler Replacement	2023
Hamline Elementary	New Front Entry	2026
Hamline Elementary	Plumbing Piping Replacement	2026
Hamline Elementary	Fire Suppression	2026
Harding Senior High	Theater Curtain and Lighting	2022
Harding Senior High	Exterior Door Hardware	2022
Harding Senior High	Audio Visual Equipment / Intern	2022
Harding Senior High	Finish Field House Floor	2022
Harding Senior High	Replace Ceiling in Cafeteria	2022
Harding Senior High	Electrical Distribution System	2023
Harding Senior High	Fire Suppression, Fire Alarm System, PA System	2024
Harding Senior High	Roofing and Re-piping Roof Drains	2026
Harding Senior High	Site: Replace Driveway and Widen	2025
Harding Senior High	HVAC – Platform and Access Items	2026
Harding Senior High	Site: Expand Concession Stand and Permanent	2026
Harding Senior High	Site: Replace Artificial Turf	2026
Harding Senior High	Site: Add Triple Jump Lane to Track	2026
Hazel Park Preparatory	HVAC: Stack Liner Installation	2022
Hazel Park Preparatory	Replace Ceiling Tiles	2023
Hazel Park Preparatory	Site: Equipment Storage Unit	2025

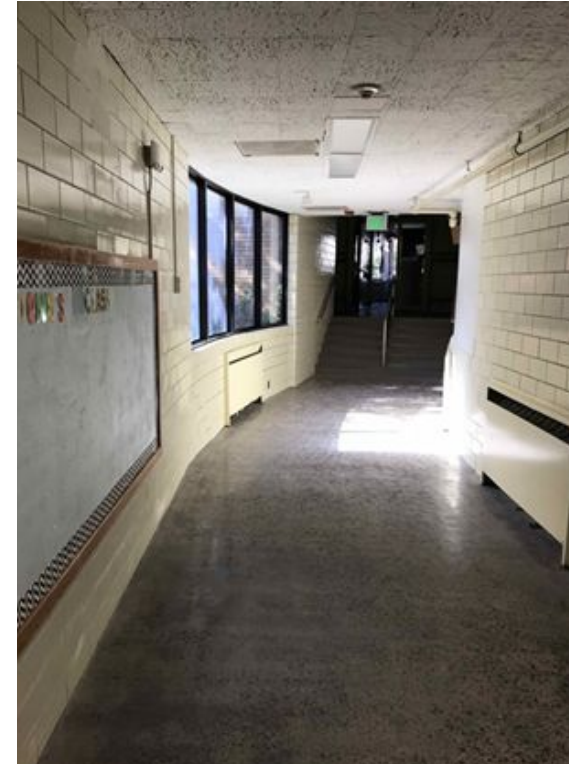
Smaller Projects - Sites

- Paving
- Grading/drainage
- Site lighting
- Security cameras
- Playgrounds



Smaller Projects - Interior & Exterior

- Doors/Windows
- Masonry
- Flooring
- Lockers
- Furniture
- Instructional AV



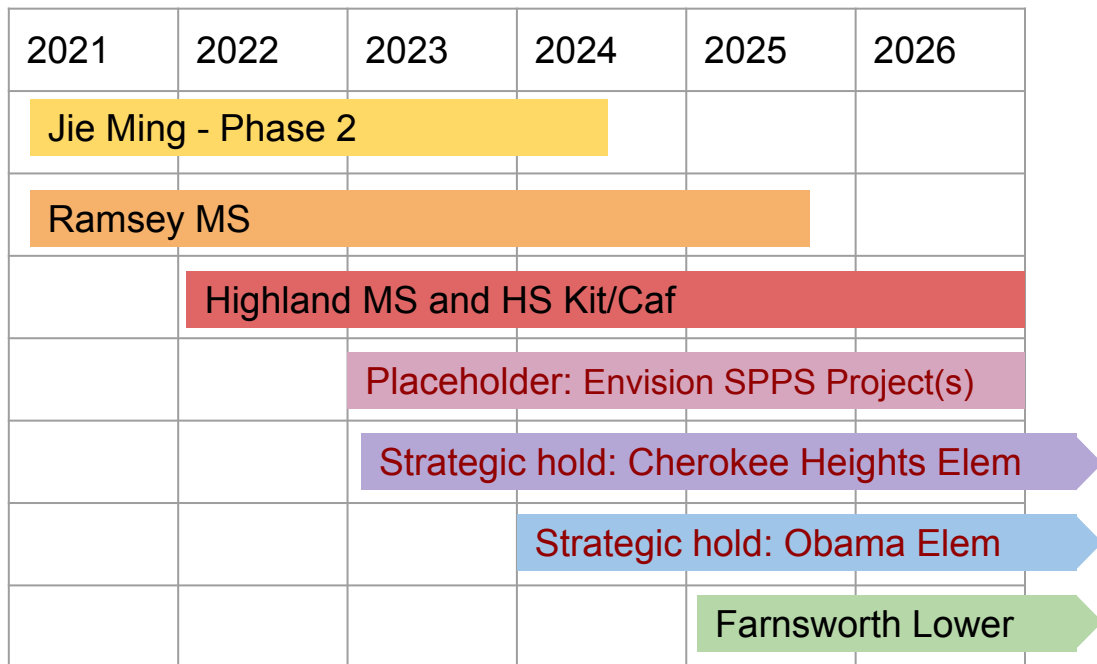
Smaller Projects - infrastructure

- Ventilation
- Boilers
- Controls
- Electrical
- Fire Alarms



271 Belvidere - New boiler

Recommendations: Major renovation projects



Recommendations: Major infrastructure projects

2021	2022	2023	2024	2025	2026
Johnson HS HVAC+					
	Bridgeview Roofing				
	Auditorium Curtains, Lights, Sound				
	Farnsworth Upper HVAC				
		Wellstone HVAC & Plumbing			
			The Heights Elem HVAC		

What's in a Major Renovation/Addition?

Ramsey MS



Addition and Remodeling

- Safe & accessible new entry
- Align to Middle School Model
- 21st Century learning space
- Significant sitework to mitigate water intrusion and repair stairs, sidewalks, site walls.
- Relocated Office, recouping locker room space
- Kitchen improvements
- Inclusive Restrooms
- New lockers, casework
- Furniture, Instructional Audio-visual
- Renewed finishes, incl. Gym floor

Infrastructure Renewal/Replacement

- Holistic HVAC, controls replacement
- Plumbing, heat pipe replacement
- Sump pump, drain tile for groundwater; repair foundation
- Electrical service replacement
- New lights, sensors, receptacles
- Fire suppression, fire alarm building-wide
- Roofing, roof drains

What's in a Major Renovation/Addition?

Ramsey MS

Site: grading for drainage, fencing, stairs, trees, paving

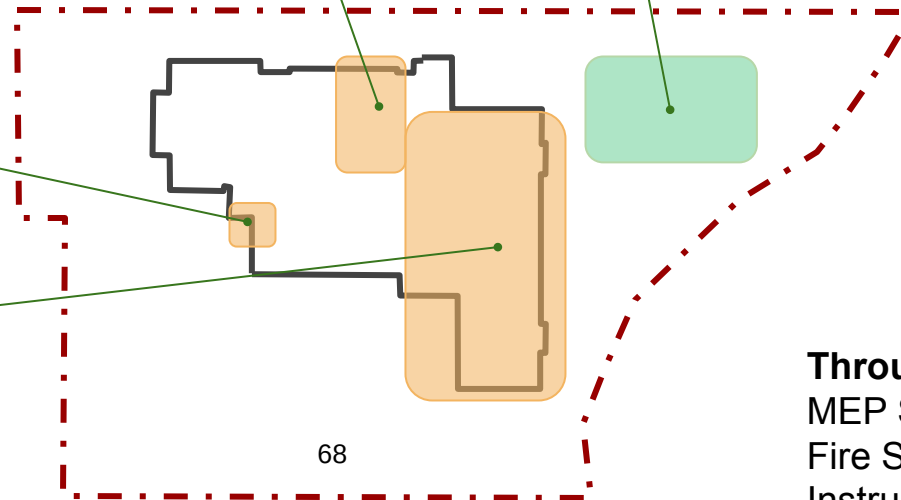
Accessible new Entry,
relocated **Office**

New visitor parking lot

Historic Overlay District

Improve
Kitchen

Interiors: MS
model and
inclusive toilets,
renewal of finishes,
Furniture

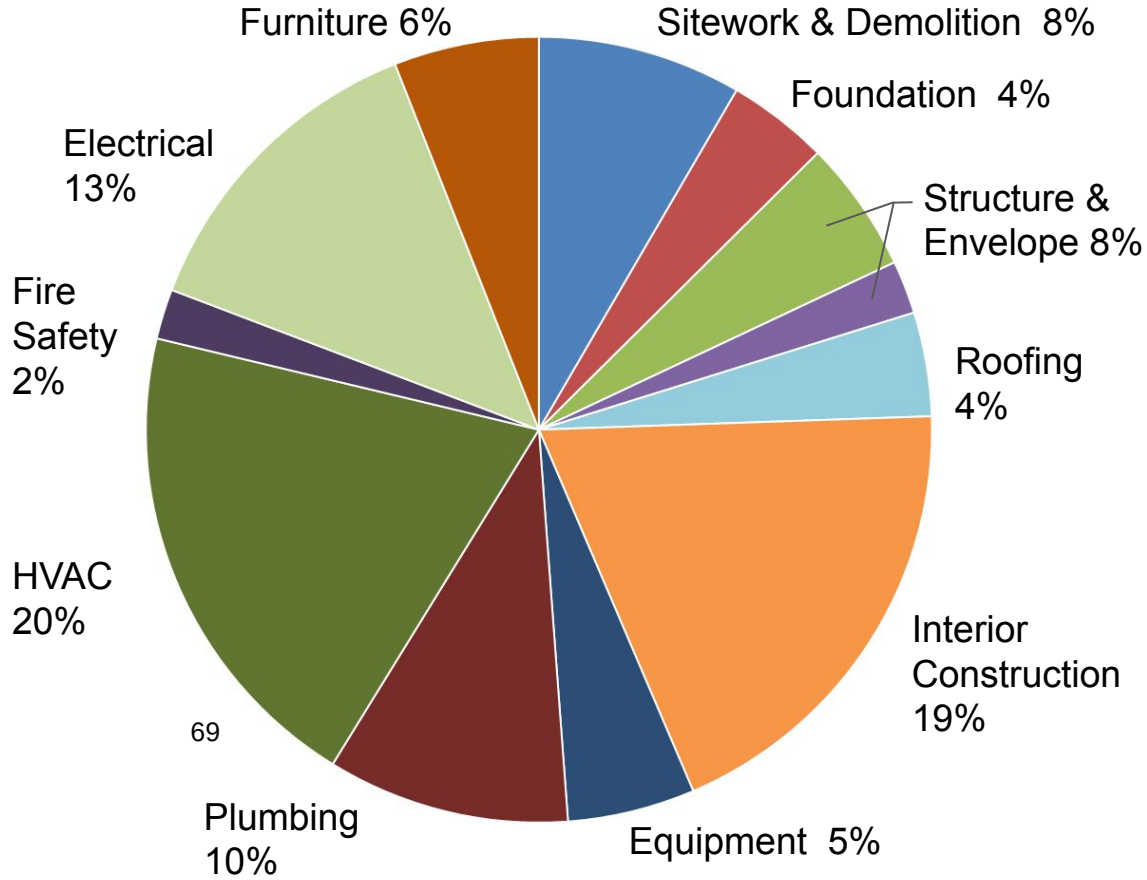
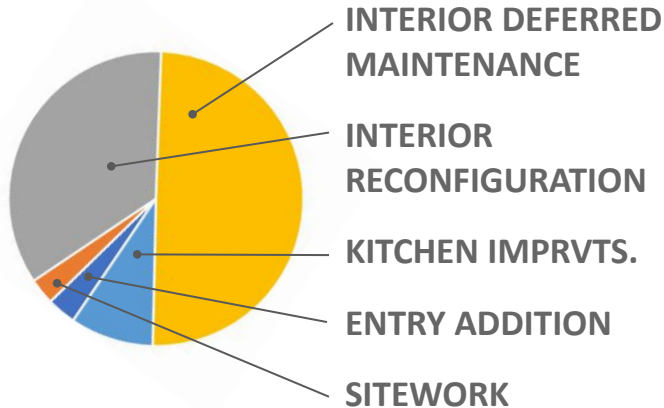


Throughout:
MEP Systems
Fire Safety
Instructional AV

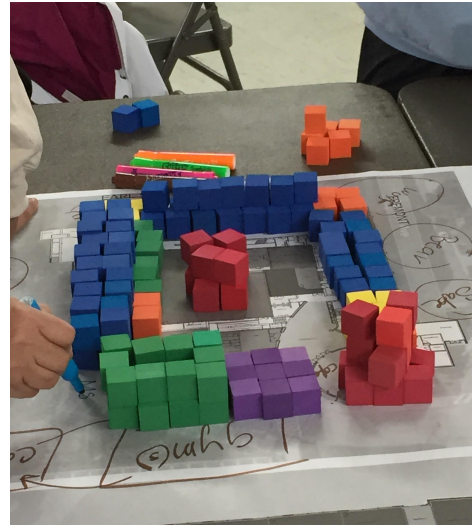
What's in a Major Renovation/Addition?

Ramsey MS

Construction Cost Breakdown by System



Community Engagement



Context & Framework - The Dashboard

SPPS Builds - status, background, framework

Project and Financial status:

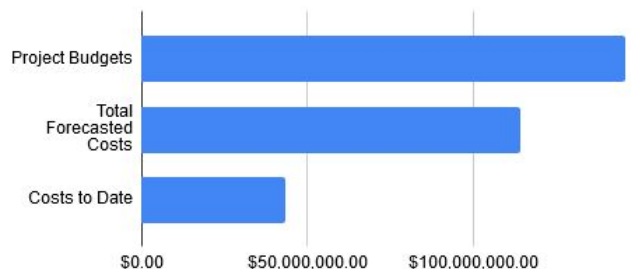
<https://www.spps.org/builds>

FINANCIAL INFORMATION

Financial information for current capital improvement and deferred maintenance projects are provided below. These financials are updated on a monthly basis. [See definitions of financial terms](#) and [details on the funding structure and options](#) available to the District to finance capital projects and facility improvements.

Project Budget Compliance Overview

The bar graph below outlines the total budget of all current capital improvement and deferred maintenance projects. That budget is compared to the Board of Education-approved project budgets and current forecasted total cost of completed projects with how much the project funds have been invoiced.



SPPS Builds - status, background, framework

Project and Financial status:

Project Financial Details

Detailed information on individual project budgets are available for viewing in the spreadsheet below. Financial updates are provided on a monthly basis.

SPPS Active Projects : 3/12/2021

Project	Budget	Committed Costs	Invoiced to Date	Construction Award	Construction Cost Change	Total Forecasted Cost
American Indian Magnet: Building Addition & Remodel	\$53,300,000	\$43,596,998	\$10,117,497	\$33,864,875	\$465,130	\$43,676,355
Como Park ES: New Electrical Service	\$325,000	\$235,503	\$204,258	\$196,458	\$9,645	\$235,503
Education and Operations Services: Kitchen Boiler Replacement	\$1,145,600	\$984,372	\$965,383	\$881,733	\$98,115	\$984,372
Education and Operations Services: Overhead Doors Repair	\$126,274	\$126,291	\$43,910	\$126,291	\$0	\$126,291
Education and Operations Services: Addition & Renovation	\$17,120,000	\$12,392,471	\$7,870,931	\$8,012,346	\$486,990	\$12,499,576
E-STEM: Chiller Replacement	\$410,000	\$0	\$0	\$0	\$0	\$410,000
EXPO: Playground	\$413,038	\$401,122	\$339,416	\$395,002	\$0	\$401,122
Farnsworth Upper: Locker Replacement	\$111,000	\$97,855	\$0	\$79,405	\$0	\$97,855
Frost Lake ES: Building Addition & Renovation	\$36,000,000	\$23,190,832	\$8,887,655	\$17,568,260	\$409,110	\$23,213,586
Highland Park High School: Concession Bldg Roof Replacement	\$75,300	\$80,335	\$80,335	\$75,300	\$5,035	\$80,335
Johnson High School: HVAC Replacement	\$17,445,000	\$14,178,782	\$1,016,193	\$12,865,000	\$0	\$14,265,582
Maxfield: Flooring & Storefront	\$570,000	\$468,980	\$431,185	\$274,059	\$132,859	\$494,561
Phalen Lake: HVAC & Controls Replacement	\$7,175,000	\$5,747,672	\$4,402,101	\$5,101,850	\$131,148	\$5,920,342
Rondo Complex: Soffit Repair	\$67,635	\$61,635	\$30,030	\$46,635	\$0	\$61,635
Roof Replacements:	\$4,343,000	\$3,389,117	\$3,389,693	\$2,688,588	\$417,227	\$3,511,232
3/12/2021						

SPPS Builds - status, background, framework

Criteria Metrics - definitions

Hammer: Indicates current construction projects.



Criteria Categories (see more details below the map):

Each of the six criteria outlined below are listed by weight of importance; the higher the percentage, the more importance that criteria is given:

- 1) Growth and Alignment = 25%
- 2) Learning Space = 20%
- 3) Identifiable Main Entries = 18%
- 4) Building Condition = 17%
- 5) Core Space = 15%
- 6) Overall Alignment = 5%



Petals = Criteria for

Prioritization: As shown below, each "petal" represents one of the six criteria for prioritization and represents a different weight of importance as indicated by a percentage, that taken together, totals 100%.



Criteria Score: The degree to which a building meets or exceeds each criteria is indicated by **how much blue is filled out in the petal** (as shown in the images above). The more each individual petal is filled with blue, the more that particular building feature meets or exceeds the standard. A building that has just been remodeled would have each petal filled with blue (little or no white showing).

74

Green Circle: Impact score

based on need: Based on the petal/criteria category, green circles visually indicate the degree to which a facility has met or not met the District's Facilities Standards. The larger the green circle, the more that facility has been determined as needing improvements based on its impact on the school community if improvements are made.



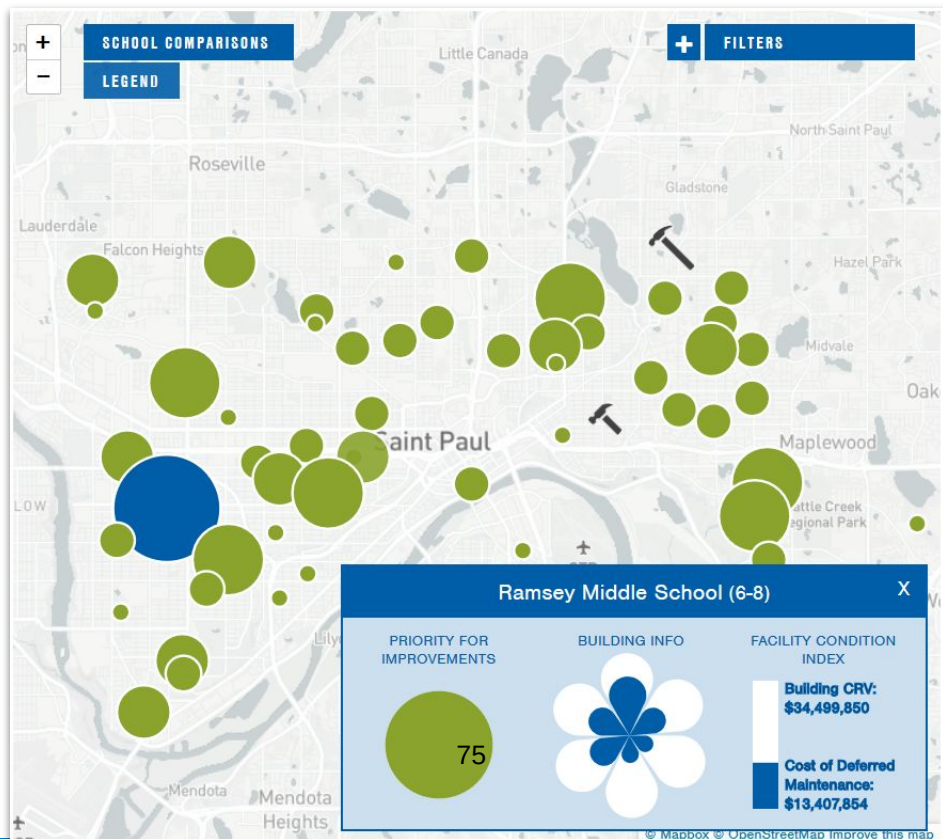
Facility Condition

Index: Shows a comparison of the estimated cost to perform deferred maintenance on items rated as Critical, Poor or Fair against the current building replacement value (CRV). Note that the dollar amounts do not reflect the total cost required to perform the work; they do not include sitework, utilities, relocation/phasing, demolition, fees, permits, contingencies or inflation.



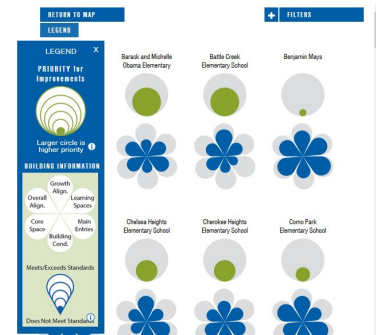
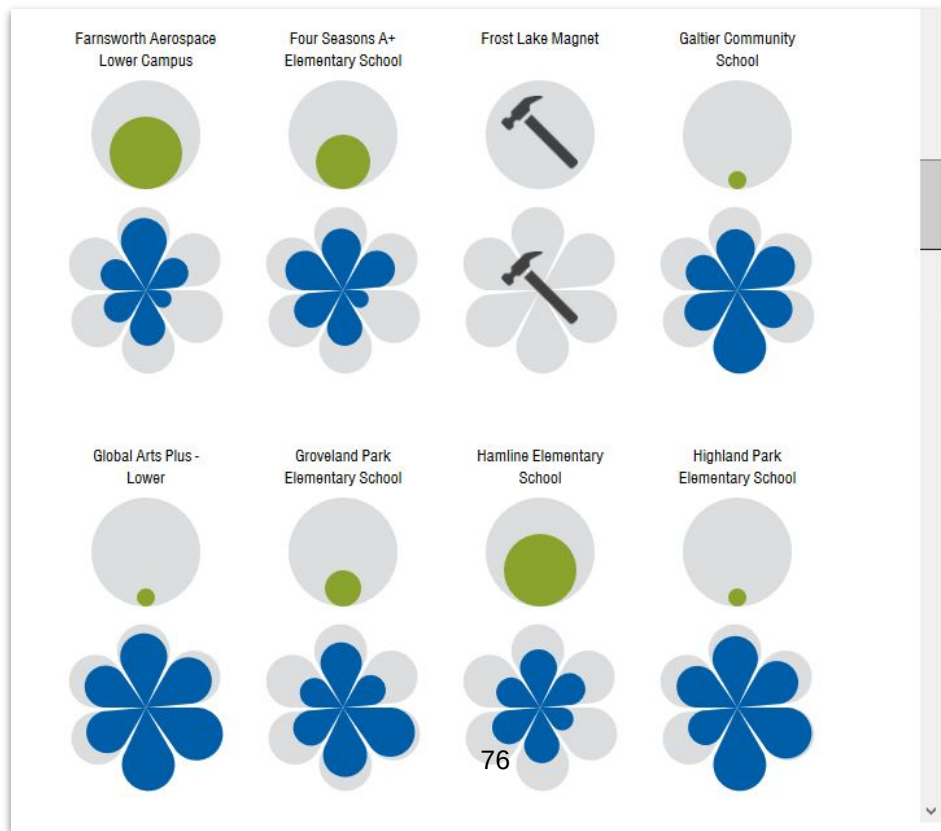
SPPS Builds - status, background, framework

Criteria
Metrics -
Interactive
Map



SPPS Builds - status, background, framework

Criteria Metrics - Interactive Map



SPPS Builds - status, background, framework

Criteria descriptions

CRITERIA FOR PRIORITIZATION FOR MAJOR CAPITAL IMPROVEMENT PROJECTS

SPPS uses the criteria listed below to objectively 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 criteria has a different weight of importance (impact) as indicated by a percentage that, taken together, totals 100%.

Criteria for Prioritization - Overall Prioritization Score

A. Growth and Alignment - 25%: Alignment to projected programmatic and enrollment needs are addressed

1. Building utilization: % at capacity
2. Strategic plan alignment (SPPS Achieves)
3. Enrollment trend line: 5-year average
4. **Inclusive restroom** program model

B. Learning Spaces - 20%: Quality of instructional space that supports student learning

1. All learning spaces
2. Varied space
3. Accessible restrooms
4. General learning space
5. Personalized learning space
6. Interior rooms visible from common spaces
7. Appropriately- Scaled spaces
8. Daylighting and views
9. PK, K and early childhood (birth to 3 years old) spaces
10. Media Centers/Learning Commons
11. Specialized Lab/Studio Space
12. All spaces have accessible route
13. Flexible/Adaptable space

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SPPS Builds - status, background, framework

Major Projects Information

Project Phases of Development

Each project undergoes a rigorous development process from conception to completion.

- 1. Master Planning (MP)/ 5 Year Plan:** In the MP phase, stakeholder vision to inform the project development process. This process informs the existing use of a building's spaces, current building conditions, and the project charter is a product of internal pre-design work for projects estimated to be in the scope of construction based on the evaluation of building conditions, project timeline, and rough order of magnitude cost estimate are developed.
- 2. Design:** The District hires architects and engineers to further define a project. This involves a multi-step process as outlined below:



Johnson Senior High School

Project type: HVAC improvements
Phase: Construction
Project budget: \$16,500,000
Timeline: Spring 2021 - Fall 2023



Ramsey Middle School ↴

Project type: Remodel
Phase: Project charter/planning
Project budget: TBD
Timeline: TBD

Phase: Master Planning
Project budget: TBD
Timeline: FY2022-26



RiverEast Elementary and Secondary

Project type: Relocation and new building
Phase: Construction complete
Project budget: \$25,500,000*
Timeline: Completed fall 2018

Project budget: TBD
Timeline: TBD



St. Anthony Park Elementary

Project type: Addition and remodel
Phase: Construction complete
Project budget: \$19,660,000*
Timeline: Completed summer 2018



Washington Technology Magnet

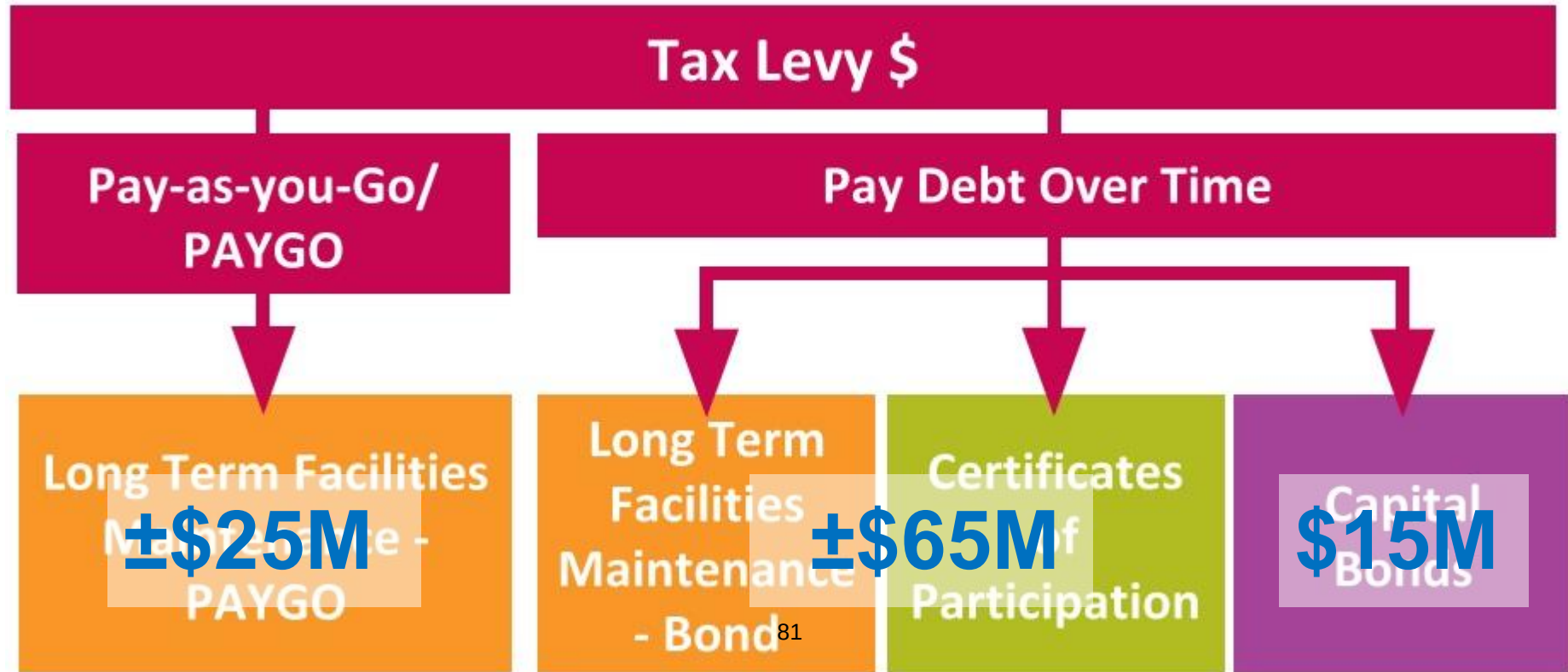
Project type: Athletic improvements

Questions?

79

Financing

Capital Financing Structure - Projected Levels



Capital Financing Source Restrictions

Long Term Facilities Maintenance (LTFM) Bonds or PayGo Levy

- Restricted Funding
- BOE & MDE Approval of Annual Application
- Planned in 2-year intervals, 12-mos prior
- 10-year project list required

Health & Safety

- Abatement, Fire Suppression, PPE

Deferred Maintenance

- Replace systems (roofs, boilers, etc)

Accessibility

- Compliance with Americans with Disabilities Act

Certificates of Participation

- Restricted Funding
- Requires specific approval from MDE Commissioner
- Only 4 districts in state

Non-General Use

- Storage and furniture repair
- Specialized educational use

Integration Plan

- Supports SPSS' Achievement and Integration Plan

Capital Bonds

- Restricted Funding
- Acquisition or Betterment of school facilities

Financing Requirements



1. Five Year Plan that includes a master program schedule and a master program budget (as referenced on p 50 of the FMP External Review)
 2. Projects approaching Gate Check 1A are in approved Five Year Plan
 3. Projects approaching Gate Check 3A will require a final comprehensive budget in order for Financing to be secured
 4. Project funding must be identified in advance for Gate Check 1-3, as financing is sought at Gate Check 3A
- ★ Financing levels are currently dependent on annual property tax levy approved by the Board of Education
 - ★ BOE/MDE approval may be needed for new or additional project funding

Financing Options for Fiscal Year 2021-22

	Option 1 Partial Financing of Jie Ming, Ramsey, and current projects	Option 2 Financing Ramsey and current projects, and delaying Jie Ming until a January 2022 COP issue
Financing Source	Fiscal Year 2021-22	Fiscal Year 2021-22
Capital Bonds	\$15,000,000	\$15,000,000
Certificates of Participation	\$27,300,000	\$24,000,000
LTFM PayGo Levy	\$24,100,000	\$24,100,000
LTFM Bonds	<u>\$24,700,000</u>	<u>\$28,000,000</u>
Total	\$91,100,000	\$91,100,000

Financing Options for Fiscal Year 2021-22

Capital Bonds	<i>Option 1</i>	<i>\$15,000,000</i>	<i>Option 2</i>	<i>\$15,000,000</i>
Certificates of Participation	<i>Option 1</i>	<i>\$27,300,000</i>	<i>Option 2</i>	<i>\$24,000,000</i>

Under Option 1, Certificates would be used for current projects and upon approval by the MDE Commissioner, funds could be used for Jie Ming and Ramsey Middle School. (Jie Ming requires MDE Commissioner approval for the entire project before certificates can be sold. Ramsey Middle School must have additional MDE Commissioner approval beyond \$23.5 million).

Under Option 2, Certificates would be used for current projects and for Ramsey Middle School. (Ramsey Middle School must have additional MDE Commissioner approval beyond \$23.5 million).

LTFM Pay Go Levy	<i>Option 1</i>	<i>\$24,100,000</i>	<i>Option 2</i>	<i>\$24,100,000</i>
LTFM Bonds	<i>Option 1</i>	<i>\$24,700,000</i>	<i>Option 2</i>	<i>\$28,000,000</i>

LTFM Bonds require a revised LTFM application approved by the Board of Education and the MDE Commissioner. Option 2 allows for an increase in LTFM bonds if the amount of certificates sold is decreased.

Questions?

Next Steps

Next Steps

- Today's meeting:
 - Approval of the SPPS Builds resolution
 - Gate Check 2 / 2A Approval (consent agenda) for:
 - Ramsey Middle School
 - Jie Ming
- Future meetings:
 - Specific project approvals for financing
 - Needed for COP projects and LTFM Bond projects
 - LTFM application revision approvals

Questions?

BOE Action #1

BOE Action #1: *SPPS Builds* Resolution

- Approval of the SPPS Builds resolution

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

Board File No.

Date

SPPS Builds: FY 2022 – 2026 Five-Year Facilities Maintenance and Capital Implementation Plan

1. **WHEREAS**, Independent School District No. 625 (District) has approximately 7.5 million square feet of space spread among 73 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 \$2.7 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 FY2022-2026 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 FY2022-2026 Five-Year Facilities Maintenance and Capital Implementation Plan, as reflected in Attachment A, is the requirement for a project at Gate Check 1 and this resolution the requirement for Gate Check 1A; and
10. **WHEREAS**, the Board of Education will have continued input into the planning and budgeting process to implement specific projects in the FY2022-2026 Five-Year Facilities Maintenance and Capital Implementation Plan;

BOE Action #2

BOE Action #2: Gate Check 2 Approvals

- Gate Check 2 / 2A Approval for:
 - Ramsey Middle School
 - Jie Ming



Ramsey Middle School
Project Charter



Jie Ming Mandarin Immersion Academy
Project Charter

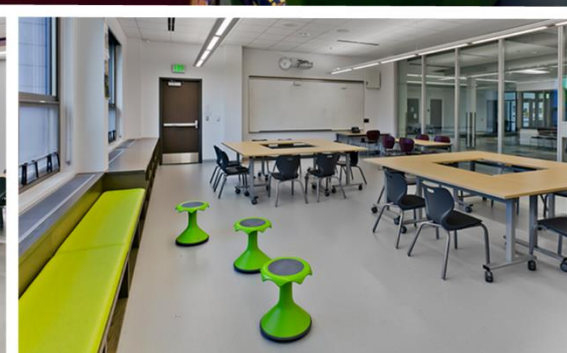
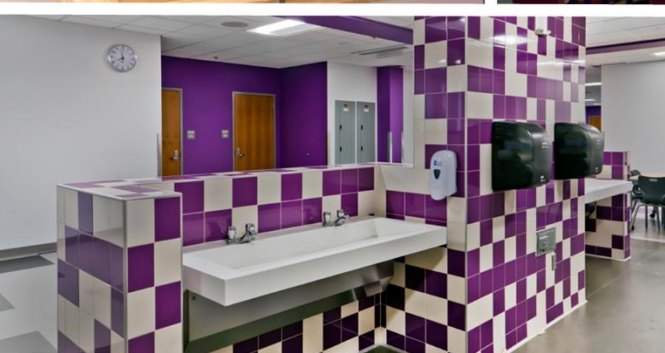
In the future, gate check 2/2A will be part of consent agenda, but considering simultaneous approval of resolution will be stand alone actions today



Saint Paul
PUBLIC SCHOOLS

THANK YOU!

Five-Year Facilities Plan: FY 2022-2026



SPPS Builds FY2022-26

Five-Year Facilities Maintenance and Capital Plan

Supporting 21st Century Learning

March 2021



Saint Paul
PUBLIC SCHOOLS

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SAINT PAUL BOARD OF EDUCATION

Jeanelle Foster, Chair	Chauntyl Allen
John Brodrick	Jessica Kopp
Zuki Ellis	Jim Vue

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 – FY2022-26

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 2022 to 2026 (FY2022-26). 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** for six major renovation and addition projects, in classrooms, varied learning areas, core facility rightsizing, and ventilation systems.
- **Broad-range improvements** in addition to major remodeling and addition projects, from windows to roofs, and boilers to fire alarms.
- **Athletic improvements:** Completion of priority to improve the usability of existing fields.
- **Technology upgrades:** Providing instructional A/V at high school and middle school sites.
- **Playground renewals:** Two to three per year.

In addition to construction projects, the 5YP includes a number of planning efforts, including the next set of priorities for athletics and additional guidelines for incorporating renewable energy into construction projects.

INTRODUCING SPPS BUILDS and ENVISION SPPS

This report also introduces the new name the District has given to its strategic capital improvement plan: *SPPS Builds*, which signals its

alignment with the District's overarching strategic plan, *SPPS Achieves*, under "Objective 5. Allocate resources based on program effectiveness and organizational priorities."

In 2020, the District launched Envision SPPS, a data-driven process in support of SPPS Achieves to align programs with school facilities to ensure families have equitable access to viable programs. This 5YP has built in flexibility to respond to anticipated recommendations from Envision SPPS, particularly related to factors that may impact criteria for prioritization of projects such as:

- Enrollment projections.
- Demographic changes.
- Educational pathway/program realignment or changes.

GOVERNANCE COMMITTEE - FMP and SPPS BUILDS

As part of its [Five-Year Facilities Maintenance and Capital Plan](#) resolution, the Board of Education established the formation of the Facility Master Plan Governance Committee to inform the annual revision of its 5YP. The Governance Committee is charged with safeguarding the District's 18-month (May 2014-October 2015) FMP engagement process and adhering to the Facilities [Vision, Principles and Standards](#) and using the agreed upon [Criteria for Prioritization](#) as the lens to guide maintenance and construction projects throughout the District.

As such, the Governance Committee provides strategic input and feedback based on factors that may impact the criteria and proposed projects, including those that may be put forth through Envision SPPS, as well as:

- Technology advances.
- Changes to federal or state law impacting capital funding, etc.

GOVERNANCE COMMITTEE: 5YP PROCESS OUTCOMES

Due to external circumstances and a pause on issuing an updated 5YP, the last time the Governance Committee met was in spring 2018. Two of the three emerging factors identified by the committee are still relevant today and inform the FY2022-26 5YP.

1. Determine how **underused elementary facilities** might be maximized for the betterment of school communities and neighbors.
2. Further define **equity measures** to better determine how capital projects are fairly prioritized.
3. The third emerging factor, **focus on middle schools**, is aligned with *SPPS Achieves'* initiative to "Implement a districtwide middle school model"; input has been integrated into the 5YP.

ELEMENTARY SCHOOLS: PROCESS OUTCOMES

How best to plan for maximizing underused elementary facilities for the betterment of school communities and neighbors generated the following ideas:

- Discussions on how **elementary schools might have a larger role in communities** included positioning schools to be more prominent in their communities by expanding program offerings such as community education and Early Childhood Family Education; providing facilities for recreation opportunities and community events; using elementary facilities for wrap-around services for the community; and targeting programs to seniors along with using school grounds for community gardens. The need for safer traffic control for some elementary schools was also discussed.
- Ideas on how to **better serve underused elementary sites** included co-locating district and non-district based programs; expanding popular gifted and talented programs

to nearby underused facilities; expanding early education and child care programs; providing community health care services; partnering with libraries and parks; and providing spaces for cultural events, church groups, and programs for the elderly.

- Ideas for **increasing enrollment** at underused schools included highlighting successful, rigorous programs like gifted/talented and International Baccalaureate; examining unintended consequences that numerous magnet program options have on some community schools; and reinforcing the surrounding community's support of neighborhood schools.

In addition, the Facilities Department's Planning Team conducted a comprehensive use and utilization survey of all school sites. This quantitative analysis, together with the Governance Committee's process outcomes listed above, will complement Envision SPPS objectives.

EQUITY MEASURES: PROCESS OUTCOMES

Developing additional equity measures continues to be important while moving forward with capital project prioritization. Initial work to develop additional equity measures has begun, but has been on hold due to COVID-19. Developing additional equity measures to guide decisions on how to fairly prioritize projects will continue in FY22. Suggestions to date have included examining how different students (based on culture, race, gender, etc.) react to design and facility environments, and the impact design might have on student behavior; evaluating how well facilities provide a welcoming and safe atmosphere; and evaluating the design's flexibility and resource distribution, such as furniture and variation of types of spaces.

MIDDLE SCHOOL: PROCESS OUTCOMES

In February 2018, the District purchased the E-STEM Middle School (formerly Crosswinds) located in Woodbury (just east of St. Paul's border). The Governance Committee provided the following insights on middle schools to inform related 5YP decisions:

To set middle schools apart from their counterparts, participants suggested that:

- Learning needs should be met through varied and flexible spaces that are spacious and inviting.
- Ample work stations and quality spaces should be provided that give students the room to explore and learn a variety of new skills and subjects.
- Accommodations should be considered for the significant physical growth stages of middle grade students and the emotional-developmental needs of transitioning from an elementary to middle school experience.
- Quality, "peaceful" open-floor spaces are desired, although limited funding may not always make this viable.

BACKGROUND

FACILITIES MASTER PLAN (FMP)

In 2015, Saint Paul Public Schools developed a 10-year Facilities Master Plan (FMP) to address needed improvements for its (now) 73 facilities, 7.7 million square feet of space, and 524 acres of land. As a strategic plan, the FMP, and its successor SPPS Builds, 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.

In turn, the FMP provides the District with guiding documents (see below) to determine which project to prioritize 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. The current 5YP outlines the recommended SPPS facility improvements to be scheduled over FY2022-26.

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 criteria has a different weight of importance (impact).

1. **Permanent Construction:** Learning environments are to be of permanent construction and existing temporary structures are to be phased out. *Note that temporary structures have been phased out as of 2020.*

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

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 on 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.

QUANTITATIVE DATA - FMP and SPPS BUILDS

The quantitative data that informed the FMP were manifold 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)
- Facility Alignment Assessment (2015)
- Dynamic Programs: Site Capacity and Growth Parameters
- Athletic Facilities Considerations
- Enrollment Projections and Capacity
- Use and Utilization Survey and Report (2020)

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.

In turn, the District's budget for *SPPS Builds* is funded from the sale of bonds, capital loans, or the Long-Term Facilities Maintenance Program (including levies). 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**.

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 (FY2022 runs July 1, 2021 - June 30, 2022). 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 blue is filled out in the petal. **The more each individual petal is filled with blue, the more that particular building feature meets or exceeds the standard.** A building that has just been remodeled would have each petal filled with blue (little or no white showing).



Green Circle = Impact score based on need: Based on the petal/criteria category, green circles visually indicate the degree to which a facility has met or not met the District's [Facilities Standards](#). The larger the green circle, the more that facility has been determined as needing improvements based on its impact on the school community if improvements are made.

School Work Scopes: Table of Contents

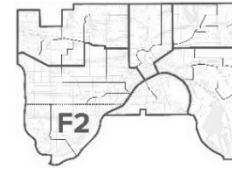
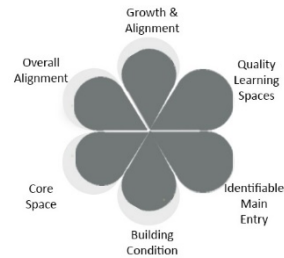
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Adams Spanish Immersion School

615 Chatsworth Street South

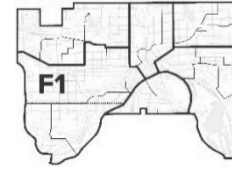


Grades: PK to 5
Existing Building Size: 95,575 GSF
Target Student Enrollment: 735
Years Built: 1923, 1973, 1999, 2004, 2018
School: www.spps.org/adams
Facilities Master Plan: www.spps.org/fmp

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	2022	2023	2024	2025	2026						
Completed Project Highlights 2018: • 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								●	●	●	●	●	●

Administration Building

360 Colborne Street



Existing Building Size: 87,960 GSF

Year Built: 1971

Administration: www.spps.org/Domain/2009

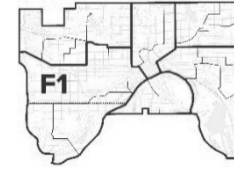
Facilities Master Plan: www.spps.org/fmp

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	2022	2023	2024	2025	2026						
New boiler feed water tank and boiler replacement	GC3 FY22		D/C								●		●
Card reader installation	GC3 FY22		C								●		●
Replace vanity tops and sinks in restrooms	GC3 FY23			C							●		●
Site: South and Southeast Parking Lot Pavement	GC3 FY25					D/C					●		●



AGAPE Adolescent Girls and Parenting Education

1037 University Avenue W.

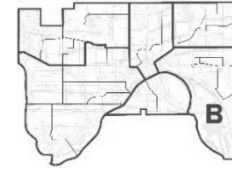
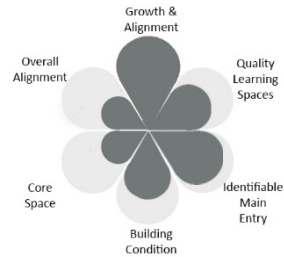


Grades Served: 6 to 12
Existing Building Size: 24,883 GSF
Target Student Enrollment: 126
Years Built: 1936, 1965, 2011
School: www.spps.org/agape
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Remaining Fire Suppression	GC3 FY22		D/C								●		●
Fire Alarm System	GC3 FY22		D/C								●		●
Re-vent Boiler and Ventilation in Electrical Room	GC3 FY23			D/C							●		●

American Indian Magnet

1075 Third Street East

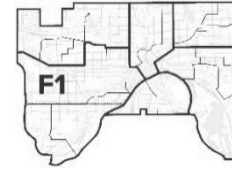
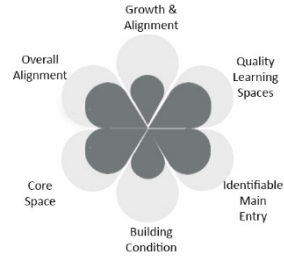


Grades Served: PreK to 8
Existing Building Size: 103,397 GSF
Target Student Enrollment: 829
Years Built: 1924, 1930, 1939, 1991
School: www.spps.org/aims
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2022	2023	2024	2025	2026						
Project Highlights: • 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	C	C			●	●	●	●	●	●

Barack & Michelle Obama Elementary

707 Holly Avenue

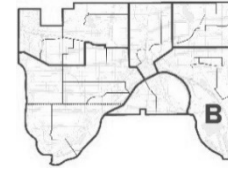
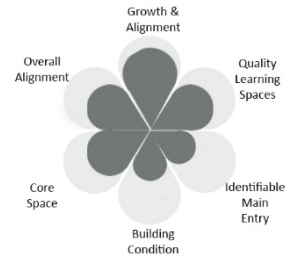


Grades Served: PreK to 5
Existing Building Size: 149,605 GSF
Target Student Enrollment: 963
Years Built: 1925, 1926, 1966, 1975, 2002
School: www.spps.org/obama
Facilities Master Plan: www.spps.org/fmp

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	2022	2023	2024	2025	2026						
Project Highlights*: • Renovation of Existing General Learning Space • Renovation of Gym, Auditorium, Cafeteria • Renovation of Media Center, Art room • Renovation of Administration Office • Renovation of Restrooms • New Entry • New Parent Room • Kitchen Addition • Exterior Refurbishment • Exterior Door, Window Replacement • Plumbing Replacement • HVAC and Controls Replacement • Elevator and Lift Replacement • Partial Roof Replacement • Fire Suppression • Electrical Replacement *Pending Envision SPPS	GC2 FY24				D	C	C	●	●	●	●	●	●
Exterior Doors Replacement	GC3 FY22		C						●		●		

Battle Creek Elementary School

60 Ruth Street South

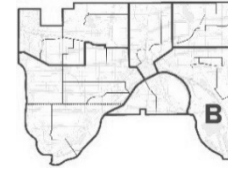
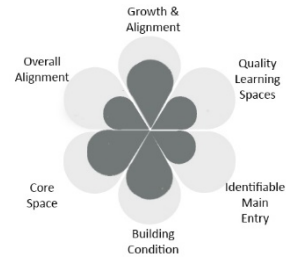


Grades Served: PreK to 5
Existing Building Size: 74,583 GSF
Target Student Enrollment: 579
Years Built: 1964, 1966, 1996, 2001
School: www.spps.org/battlecreekel
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Fire Alarm Systems	GC3 FY23			D/C							●		●
Replace Toilet Partitions	GC3 FY26						C				●		●

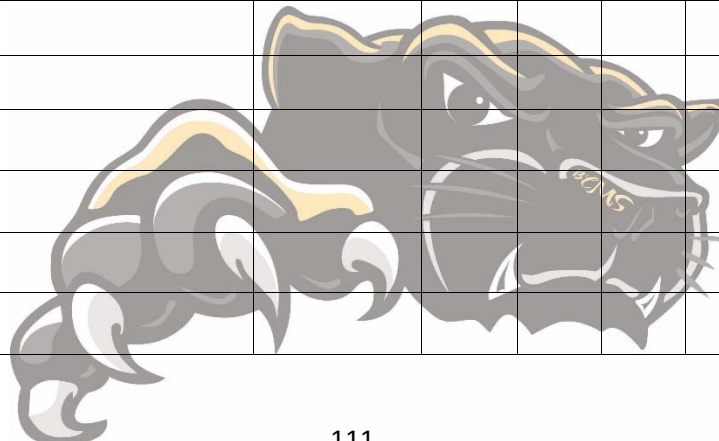
Battle Creek Middle School

2121 North Park Drive



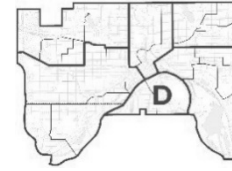
Grades Served: 6 to 8
 Existing Building Size: 144,543 GSF
 Target Student Enrollment: 854
 Years Built: 1971, 1997
 School: www.spps.org/bcms
 Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Site: Parking Lot Replacement	\$280,000	D	C								●		●
Instructional Audio/Visual Equipment	GC3 FY24				D/C				●		●	●	●
Interior Doors	GC3 FY24				C				●		●		●
Sidewalk Replacement	GC3 FY25					C							
Flooring	GC3 FY26						C		●		●		●
Fire Suppression and Fire Alarm	GC2 FY26						D/C		●		●		●



Belvidere Early Education Center

271 Belvidere Street

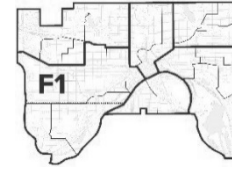


Grades Served: Birth to K
Existing Building Size: 48,906 GSF
Target Student Enrollment: N/A
Years Built: 1953, 1997, 1999
Department: www.spps.org/page/22457
Facilities Master Plan: www.spps.org/fmp

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	2022	2023	2024	2025	2026						
Site: Dumpster Enclosure	GC3 FY25					D/C					●		●
Site: Retaining Wall Repair / Replacement	GC3 FY25					D/C					●		●
Site: Fence	GC3 FY25					D/C					●		●

Bridge View Elementary School

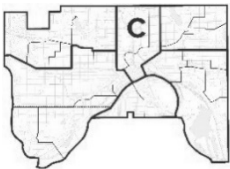
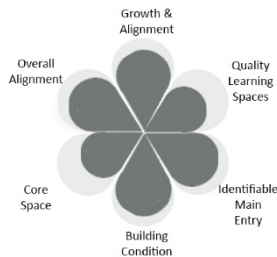
360 Colborne Street



Grades Served: K to 12
Existing Building Size: 49,392 GSF
Target Student Enrollment: N/A
Years Built: 1973, 1974
School: www.spps.org/bridgeview
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	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Roofing	\$4,250,000	D	C	C							●		●
Roof Drain Piping	\$750,000	D	C								●		●
Vestibule Entry	GC3 FY22		C							●	●		●
Partial Flooring Replacement	GC3 FY22		C						●		●		●
HVAC Ductwork	GC3 FY24				C						●		●
Casework	GC3 FY25					D/C					●		●

Bruce Vento
Elementary School
409 Case Avenue

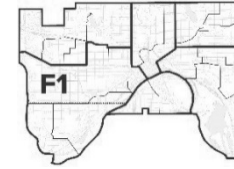


Grades Served: PreK to 5
Existing Building Size: 101,231 GSF
Target Student Enrollment: 766
Years Built: 1970, 2002
School: www.spps.org/vento
Facilities Master Plan: www.spps.org/fmp

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	2022	2023	2024	2025	2026						
HVAC Boiler Replacement	GC3 FY23			D/C							●		●

Central High School – Griffin Stadium

275 Lexington Parkway North



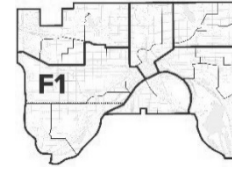
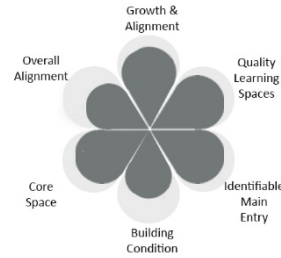
Grades Served: 9 to 12
Existing Building Size: 192,100 GSF
Target Student Enrollment: N/A
Year Built: 1943

School: www.spps.org/central
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	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Electrical – MV Service Replacement	GC3 FY22		D/C								●		●
HVAC Furnace and Ventilation	GC3 FY24				D/C						●		●
New Lockers	GC3 FY24				D/C						●	●	●
Storage Space	GC3 FY24				D/C						●	●	●

Central High School

275 Lexington Parkway North



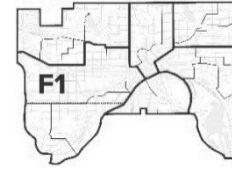
Grades Served: 9 to 12
Existing Building Size: 340,641 GSF
Target Student Enrollment: 1987
Year Built: 1977

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	2022	2023	2024	2025	2026						
Replace Lintels and Windows	GC2 FY23			D/C	C						●		●
Instructional Audio/Visual Equipment	GC2 FY23			D/C					●		●		●
HVAC – Science Room Upgrades	GC3 FY23			D/C							●		●
Electrical - Motor Control Center	GC3 FY24				D/C						●		●
Plumbing- Replace Showers	GC3 FY25					D/C					●		●

Central High School – Automotive Garage

275 Lexington Parkway North

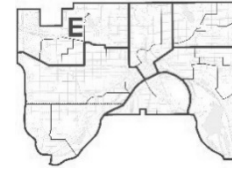
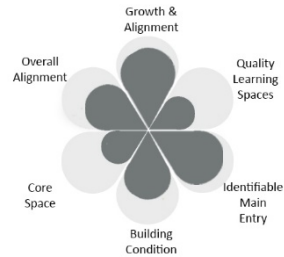


Grades Served: 9 to 12
Existing Building Size: 1,750 GSF
Target Student Enrollment: n/a
Year Built: 1960

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

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Electrical Distribution System Replacement	GC3 FY22		C								●		●
Site: Fencing	GC3 FY22		D/C								●		●
Windows	GC3 FY23			D/C							●		●
Fire Suppression	GC3 FY23			D/C							●		●

**Chelsea Heights
Elementary School**
1557 Huron Street

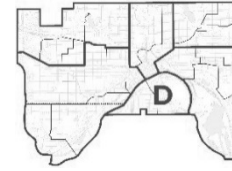
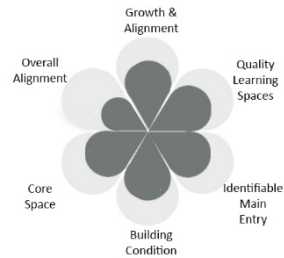


Grades Served: K to 5
Existing Building Size: 62,545 GSF
Target Student Enrollment: 604
Years Built: 1932, 1939, 1952, 1973
School: www.spps.org/chelseaheights
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Hallway and Kitchen Flooring	GC3 FY22		D/C								●	●	●
HVAC - Nurses Office	GC3 FY22		D/C								●	●	●
Replace Folding Partition in Gym	GC3 FY22		D/C								●		●
Kitchen Storage	GC3 FY22		D/C								●		●
Fire Alarm System	GC3 FY22		D/C								●		●
Interior/Exterior Door Replacement	GC3 FY23			C							●	●	●

Cherokee Heights Elementary School

694 Charlton Street

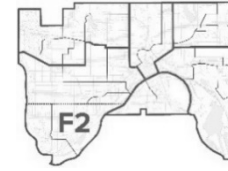


Grades Served: PreK to 5
Existing Building Size: 87,416 GSF
Target Student Enrollment: 543
Years Built: 1925, 1971, 2000, 2001
School: www.spps.org/cherokeeheights
Facilities Master Plan: www.spps.org/fmp

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	2022	2023	2024	2025	2026						
Project Highlights: • Renovation of Existing Learning Spaces • Relocate Locker Room • New Cafeteria and Kitchen • Repurpose Gym • Elevator Replacement • Replace Partitions and Gym Flooring • HVAC and Controls Replacement • Roof Replacement • Fire Suppression	GC2 FY24				D	C	C	●	●		●	●	●
Partial Ceiling Replacement	GC3 FY22		C								●		●

Community Education Service Center

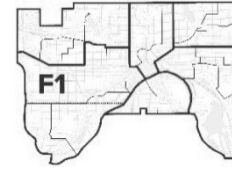
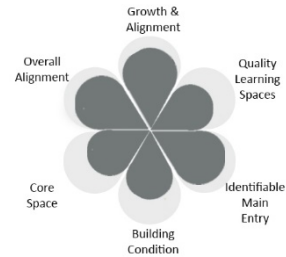
1780 West 7th Street



Grades Served: N/A
Existing Building Size: 24,200 GSF
Target Student Enrollment: N/A
Year Built: 1965
Department: www.spps.org/commed
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	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Communication & Security Cameras	GC3 FY23			C							●		●

**Como Park
Elementary School**
780 Wheelock Parkway West

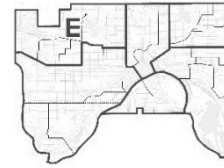
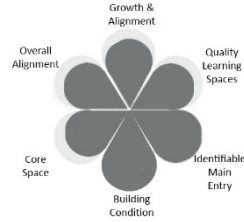


Grades Served: PreK to 5
Existing Building Size: 131,154 GSF
Target Student Enrollment: 790
Years Built: 1917, 1925, 1974
School: www.spps.org/comoel
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
HVAC - Pool Area Exhaust	GC3 FY22		C								●		●
Emergency Lighting	GC3 FY22		C								●		●
Flooring Replacement in Gym	GC3 FY25					C					●		●
Plumbing Fixture Replacement	GC3 FY25					C					●		●
Site: Equipment Storage Unit	GC3 FY25					D/C					●		●
Lighting Replacement in Corridors	GC3 FY26						C				●		●

Como Park Senior High School

740 Rose Avenue West

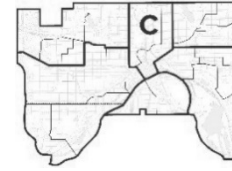
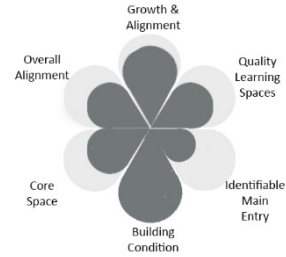


Grades Served: 9 to 12
Existing Building Size: 263,762 GSF
Target Student Enrollment: 1436
Year Built: 1954, 1978, 1993, 1994, 2002-4, 2018
School: www.spps.org/comosr
Facilities Master Plan: www.spps.org/fmp

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	2022	2023	2024	2025	2026						
Project Highlights Completed: • 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								•	•	•	•	•	•
Site: Softball and Baseball Dugouts	GC3 FY21	D	C						•		•		•
HVAC - Exhaust Fans	GC3 FY22		C								•		•
Starting Blocks for Swimming Pool	GC3 FY22		C						•		•	•	•
Site: Tennis Court Resurfacing	GC3 FY26						D/C		•		•		•
Site: Netting Behind Baseball Backstop	GC3 FY26						D/C		•		•		•

Creative Arts Secondary School

65 Kellogg Boulevard East

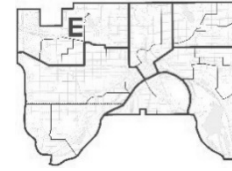
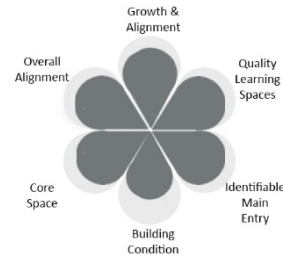


Grades Served: 6 to 12
Existing Building Size: 123,878 GSF
Target Student Enrollment: 585
Year Built: 1890, 1959
School: www.spps.org/creativearts
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Replace Windows on Stairwell	GC3 FY23			D/C							●		●
Instructional Audio/Visual Equipment	GC3 FY26						D/C		●		●		●

Crossroads Science + Montessori

543 Front Avenue



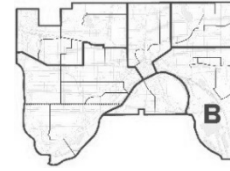
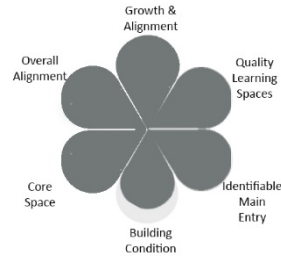
Grades Served: PreK to 5
Existing Building Size: 130,112 GSF
Target Student Enrollment: 716
Year Built: 1999

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

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		<i>D = Design C = Construction</i>						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2022	2023	2024	2025	2026						
Fire Alarm Systems	GC3 FY22		D/C								●		●
Lighting Replacement for Gym and Cafeteria	GC3 FY22		C						●		●		●

E-STEM Middle School

600 Weir Drive, Woodbury MN

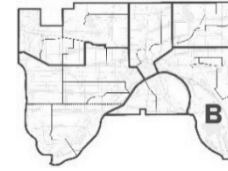
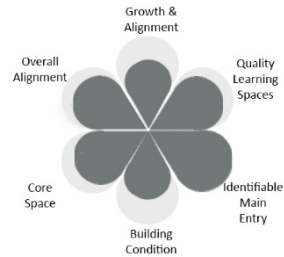


Grades: 6 to 8
Existing Building Size: 122,000 GSF
Target Student Enrollment: 600
Years Built: 2001
School: <https://www.spps.org/estem>
Facilities Master Plan: www.spps.org/fmp

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	2022	2023	2024	2025	2026						
Project Highlights Completed: • 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								•	•	•	•	•	•
Chiller Replacement	GC3 FY21	D/C	C								•		•
Refinish Gym Floor and Add Mascot Logo	GC3 FY22		C								•		•
Signage at Entrance	GC3 FY23			D/C						•			•



**Dayton's Bluff
Achievement Plus
Elementary**
262 Bates Avenue

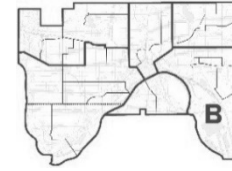
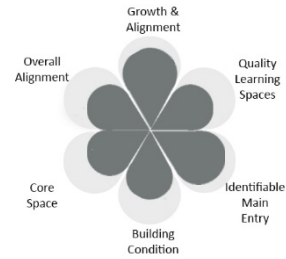


Grades Served: PreK to 5
Existing Building Size: 88,242 GSF
Target Student Enrollment: 543
Years Built: 1973,1999
School: www.spps.org/daytonsbluff
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Fire Alarm	GC3 FY22		D/C								●		●
Replace Toilet Partitions	GC3 FY23			C							●		●
HVAC - Ventilation to Rooms	GC3 FY23			D/C					●		●		●
Lighting Upgrades in Cafeteria and Media Center	GC3 FY25					D/C			●		●		●

Eastern Heights Elementary School

2001 Margaret Street

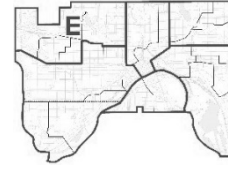


Grades Served: PreK to 5
Existing Building Size: 69,002 GSF
Target Student Enrollment: 494
Years Built: 1929, 1952, 1969, 1991
School: www.spps.org/eastern
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Partial Roof Replacement	GC3 FY23			D/C							●		●
Site: Playground	GC3 FY23			D/C							●		●
Replace Bathroom Partitions	GC3 FY24				C						●	●	●
Electrical Panel Replacement	GC3 FY25					C					●		●
Replace Flagpole	GC3 FY26						C				●		●

Education and Operation Services

1930 Como Avenue

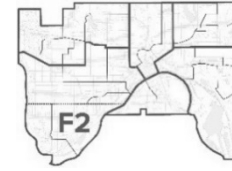
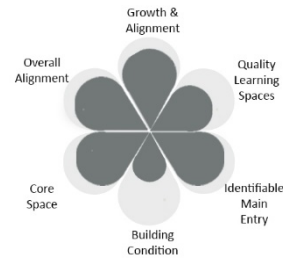


Grades Served: N/A
Existing Building Size: 228,836 GSF
Years Built: 1954, 1998
Department: www.spps.org/facilities
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Project Highlights: - 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	\$17,120,000	C	C					●		●	●	●	●
Print Shop Air Handler	GC3 FY22		C								●		●
Print Shop Ceiling	GC3 FY22		C										
Site: Lighting	GC3 FY23			C							●		●
Garage Door Structural Repair	GC3 FY23			C/D							●		●
Partial Reroof and Roof Drain Piping	GC2 FY25					D/C	C				●		●

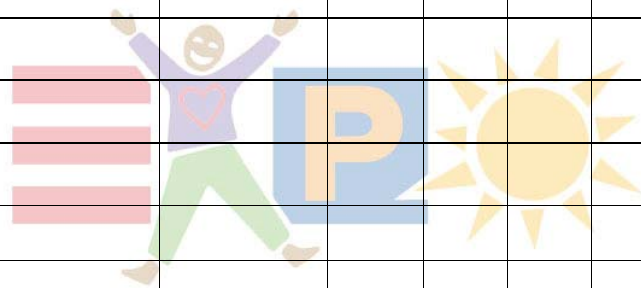
EXPO for Excellence Elementary

540 Warwick Street South

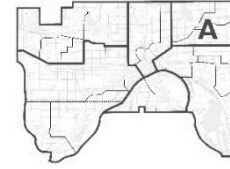
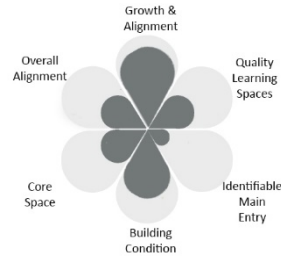


Grades Served: PreK to 5
Existing Building Size: 83,305 GSF
Target Student Enrollment: 716
Year Built: 1961
School: www.spps.org/expo
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Re-Roof Building and Roof Drain Piping	GC3 FY22		D/C	C							●		●
HVAC: Duct Cleaning	GC3 FY22		C								●		●
Site: Equipment Storage	GC3 FY25					D/C					●		●



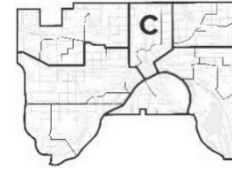
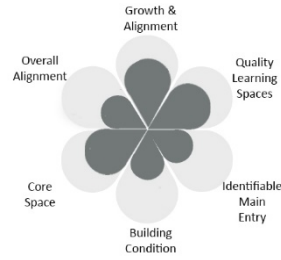
Farnsworth
Aerospace - Lower
 1290 Arcade Street



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	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Project Highlights: • Three-Story General Learning Addition • Two-Story Media Center Addition • 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	GC2 FY26						D/C	●	●	●	●	●	●
Site: Playground	GC3 FY23			D/C							●		●

Farnsworth
Aerospace - Upper
 1000 Walsh Street

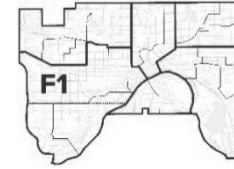


Grades Served: 5 to 8
Existing Building Size: 116,120 GSF
Target Student Enrollment: 707
Years Built: 1925, 1937, 1965, 1996
School: www.spps.org/farnsworth
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Site: Parking Lot and Hard Play Surface Replacement	\$130,000	D	C						●		●		●
HVAC Replacement, Ceilings and Lights	GC2 FY23			D	C	C			●		●	●	●
Flooring Replacement	GC3 FY24				D/C	C			●		●		●
Lighting Replacement in Gym and Auditorium	GC3 FY24				C				●		●		●
Locker Replacement	GC3 FY24				C				●		●		●
Instructional Audio/Visual Equipment	GC3 FY26						D/C		●		●	●	●
Replace Dumpster Enclosure	GC3 FY26						D/C				●		●

Focus Beyond Transition Services

340 Colborne Street

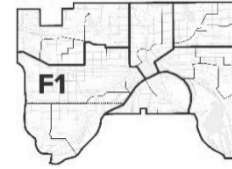
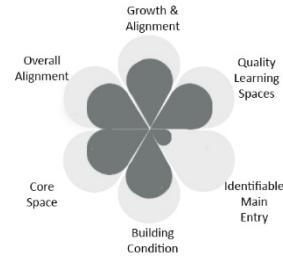


Grades Served: Adults
Existing Building Size: 44,818 GSF
Target Student Enrollment: N/A
Years Built: 1973, 1998
School: www.spps.org/focusbeyond
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Site: Playground	\$400,000	D	C								●	●	●
Partial Flooring Replacement	GC3 FY22		C						●		●	●	●

Four Seasons A+ Elementary School

318 Moore Street

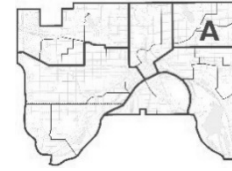
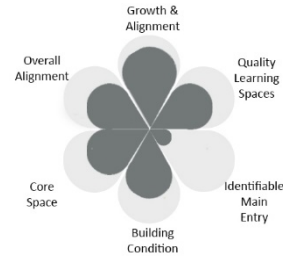


Grades Served: PreK to 5
Existing Building Size: 63,443 GSF
Target Student Enrollment: 618
Years Built: 1974, 1999, 2003
School: www.spps.org/fourseasons
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Site: Playground	GC3 FY26						D/C				●		●

Frost Lake Elementary

1505 Hoyt Avenue East

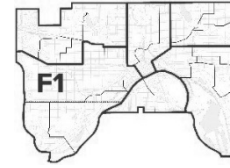
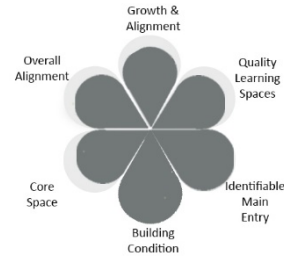


Grades Served: PreK to 5
Existing Building Size: 73,415 GSF
Target Student Enrollment: 705
Years Built: 1964, 1966, 1990, 1994, 2000
School: www.spps.org/frost
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2022	2023	2024	2025	2026						
Project Highlights: • 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	\$36,000,000	C	C					●	●	●	●	●	●

Global Arts Plus - Lower

1023 Osceola Avenue

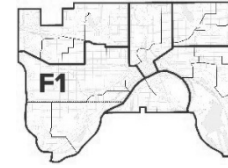
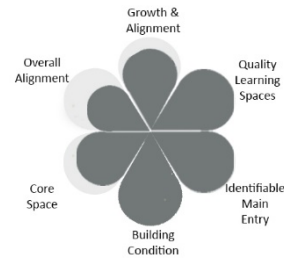


Grades Served: PreK to 4
Existing Building Size: 85,750 GSF
Target Student Enrollment: 341
Years Built: 1922, 1924, 1966, 1996, 2004, 2018
School: www.spps.org/lmap
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Completed Project Highlights 2018: - 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								●	●	●	●	●	●
Site: Playground	GC3 FY23			D/C							●	●	●

Global Arts Plus - Upper

810 Palace Avenue

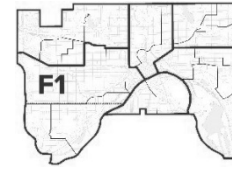
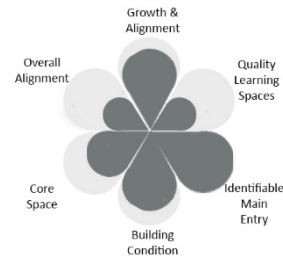


Grades Served: 5 to 8
Existing Building Size: 147,532 GSF
Target Student Enrollment: 632
Years Built: 1926, 1939, 1965, 1996, 1999, 2019
School: www.spps.org/lmap
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Completed Project Highlights 2019: - Renovation of Existing General Learning Space - Renovation of Auditorium - Renovation of Main Office - New Entry, Stairs, and Common Areas - Partial Roof Replacement - Minor Exterior Refurbishment - HVAC and Controls Replacement - Electrical Upgrades - Fire Suppression - Fire Alarm Systems								●	●	●	●	●	●

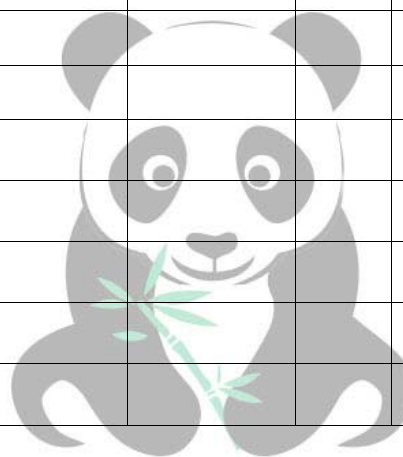
Groveland Park Elementary School

2045 St. Clair Avenue



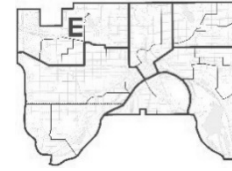
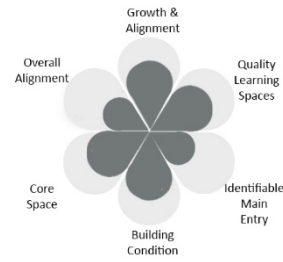
Grades Served: K to 5
Existing Building Size: 52,939 GSF
Target Student Enrollment: 529
Years Built: 1921, 1924, 1931, 1996, 2000, 2003
School: www.spps.org/groveland
Facilities Master Plan: www.spps.org/fmp

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	2022	2023	2024	2025	2026						
Reroofing the Rec Center and Drainage Piping Upgrades	GC3 FY22		D/C								●		●
Fire Alarm System	GC3 FY23			D/C							●		●
Replace Restroom Stalls	GC3 FY24				C						●		●
Site: Equipment Storage Unit	GC3 FY25					C					●		●
Site: Replace North Parking Lots and Drainage Correction	GC3 FY25					D/C					●		●



Hamline Elementary School

1599 Englewood Avenue

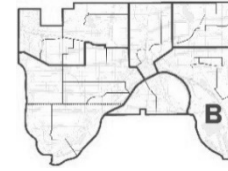
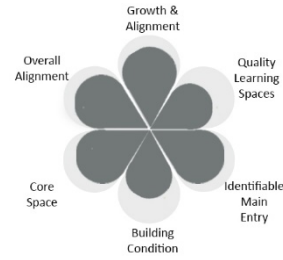


Grades Served: PreK to 5
Existing Building Size: 66,539 GSF
Target Student Enrollment: 705
Years Built: 1953, 1974, 1996
School: www.spps.org/hamline
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Site: Replace the North and South Parking Lots	\$190,000	D	C								●		●
HVAC Boiler Replacement	GC3 FY23			D/C							●	●	●
New Front Entry	GC3 FY26						D/C			●	●		●
Plumbing Piping Replacement	GC3 FY26						D/C				●		●
Fire Suppression	GC3 FY26						D/C				●	●	●

Harding Senior High School

1540 Sixth Street East

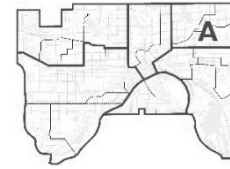
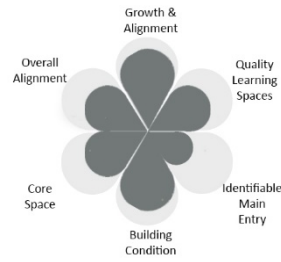


Grades Served: 9 to 12
Existing Building Size: 286,080 GSF
Target Student Enrollment: 1918
Years Built: 1963, 1993, 1995, 2002, 2003
School: www.spps.org/harding
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Theater Curtain and Lighting	GC3 FY22		D/C						●		●	●	●
Exterior Door Hardware	GC3 FY22		D/C								●	●	●
Instructional Audio/Visual Equipment	GC3 FY22		D/C						●		●	●	●
Refinish Field House Flooring	GC3 FY22		C								●		●
Replace Ceiling in Cafeteria	GC3 FY22		C								●		●
Electrical Distribution System	GC3 FY23			D/C							●		●
Fire Suppression, Fire Alarm Systems, PA Systems	GC2 FY24				D/C	C					●	●	●
Roofing and Re-piping Roof Drains	GC2 FY25					D/C	C				●	●	●
Site: Replace Driveway and Widen	GC3 FY25					D/C					●		●
HVAC – Platform and Access Items	GC3 FY26						D/C				●		●
Site: Expand Concession Stand and Permanent Ticket Booth	GC3 FY26						D/C				●		●
Site: Replace Artificial Turf	GC3 FY26						D/C				●		●
Site: Add Triple Jump Lane to Track	GC3 FY26						D/C				●		●

Hazel Park Preparatory Academy

1140 White Bear Avenue



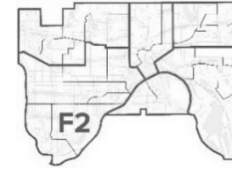
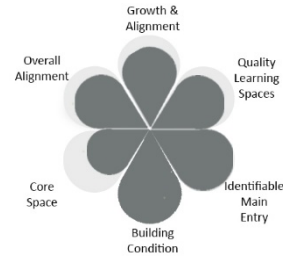
Grades Served: PreK to 8
Existing Building Size: 114,774 GSF
Target Student Enrollment: 690
Years Built: 1956, 2009

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	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
HVAC: Stack Liner Installation	GC3 FY22		D/C								●		●
Replace Ceiling Tiles	GC3 FY23			D/C							●	●	●
Site: Equipment Storage Unit	GC3 FY25					D/C					●		●
Instructional Audio/Visual Equipment	GC3 FY26						D/C		●		●	●	●

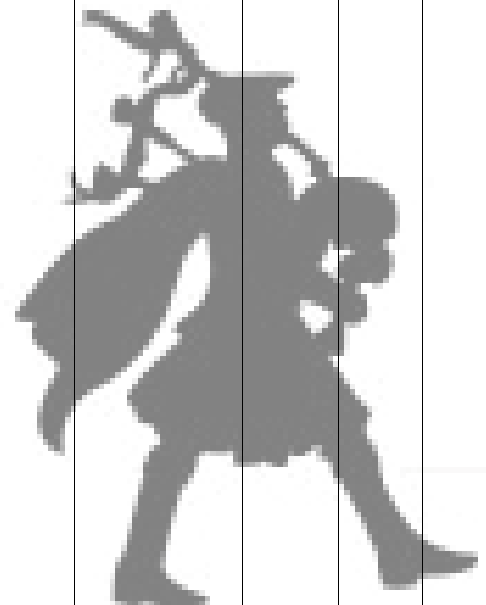
Highland Park Elementary School

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

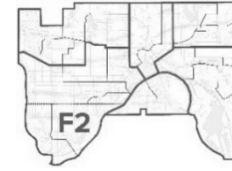
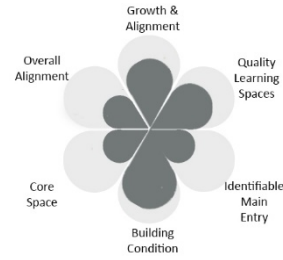
Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Project Highlights Completed 2018: • 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								●	●	●	●	●	●



Facilities Master Plan: www.spps.org/fmp

Highland Park Middle School

975 Snelling Avenue South

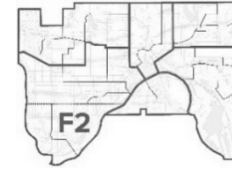
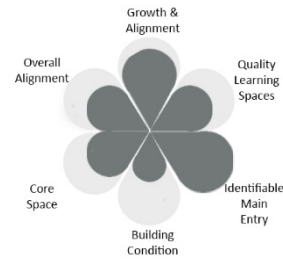


Grades Served: 6 to 8
Existing Building Size: 135,431 GSF
Target Student Enrollment: 837
Years Built: 1957, 1984, 2002
School: www.spps.org/highlandms
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Project Highlights: • Renovation of Existing Learning Spaces • Renovation of Kitchen and Cafeteria • Renovation of Administration • Renovation of Restrooms • New Entry • HVAC and Controls Replacement • Locker Replacement • Elevator Replacement • Lighting Replacement • Fire Alarm Systems • Fire Suppression • Parking Lot	GC2 FY23			D	C	C	C	●	●	●	●	●	●
Replace Stage Flooring	GC3 FY22		D/C						●		●		●
Instructional Audio/Visual Equipment – HP Complex	GC3 FY24				D/C				●		●		●

Highland Park Senior High School

1015 Snelling Avenue South

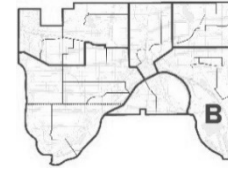
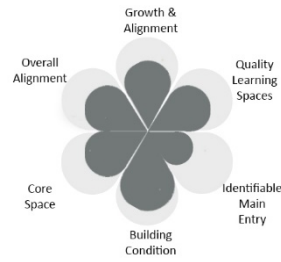


Grades Served: 9 to 12
Existing Building Size: 223,191 GSF
Target Student Enrollment: 1196
Years Built: 1963, 1970, 1988, 2000, 2009
School: www.spps.org/highlandsr
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Theater: Lighting	GC3 FY22		C/D						●		●	●	●
Swimming Pool: Starting Blocks	GC3 FY22		C								●		
Athletic Flooring	GC3 FY23			D/C							●	●	●
Site: Artificial Turf Replacement	GC3 FY23			D/C				●	●			●	●
Site: Softball and Baseball Dugouts	GC3 FY23			D/C				●	●			●	●
Renovation of Kitchen and Cafeteria (see Middle School)	GC2 FY23			D	C	C	C		●		●	●	●
Instructional Audio/Visual Equipment – HP Complex	GC3 FY24				D/C				●		●		●
Fire Alarm Systems	GC3 FY26						D/C				●		●

Highwood Hills Elementary School

2188 Londin Lane

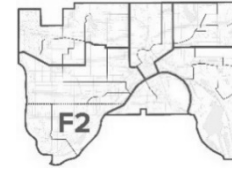
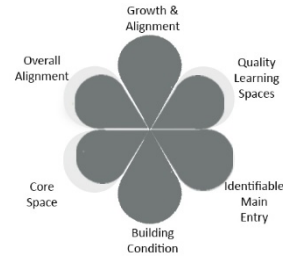


Grades Served: PreK to 5
Existing Building Size: 89,346 GSF
Target Student Enrollment: 642
Years Built: 1974, 1999
School: www.spps.org/highwoodhills
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
HVAC: Vent Stack Replacement	GC3 FY22		D/C								●		●
Exterior Door Replacement	GC3 FY23			C							●		●
Countertop Replacement	GC3 FY23			C							●	●	●
Fire Suppression	GC3 FY23			D/C							●	●	●
Site: Sidewalk	GC3 FY25					C					●		●

Horace Mann School

2001 Eleanor Avenue

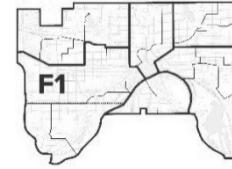


Grades Served: K to 5
Existing Building Size: 75,834 GSF
Target Student Enrollment: 378
Years Built: 1930, 1939, 1954, 1995, 2018
School: www.spps.org/mann
Facilities Master Plan: www.spps.org/fmp

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	2022	2023	2024	2025	2026						
Project Highlights Completed 2018: • 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								●	●	●	●	●	●

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

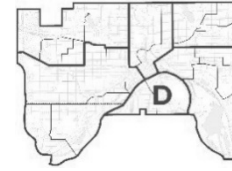
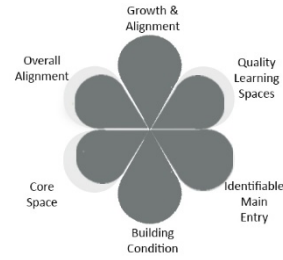
School: www.spps.org/Domain/11813

Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2022	2023	2024	2025	2026						
Plumbing- Install Control Loop	GC3 FY22		C								●		●
Flooring- Replace Carpet	GC3 FY22		D/C								●	●	●
Countertop Replacement	GC3 FY23			D/C							●	●	●
Site: South and Southeast Parking Lot Pavement	GC3 FY25					D/C					●		●
Site: Equipment Storage Unit	GC3 FY25					D/C					●		●
Fire Alarm Systems	GC3 FY25					D/C					●		●

Humboldt High School

30 Baker Street East

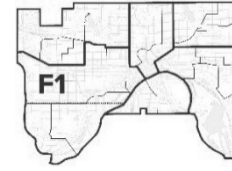
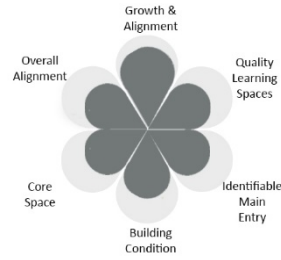


Grades Served: 6 to 12
Existing Building Size: 267,264 GSF
Target Student Enrollment: 1,235
Years Built: 1976, 2002, 2003, 2004, 2021
School: www.spps.org/humboldt
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Project Highlights: • 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	\$48,000,000	C						●	●	●	●	●	●
Electrical: Computer Lab Wiring	GC3 FY22		D/C						●		●	●	●
Site: Athletics, Fencing, Bleachers, Tennis Court Screens, Replace Artificial Turf and Field Lighting	GC3 FY22		D/C	C							●		●
HVAC: Pool Exhaust Reliefs and AHU Balanced in Locker Rooms	GC3 FY23			C							●		●

Jackson Preparatory

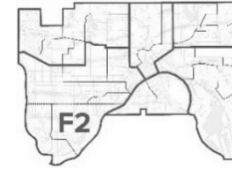
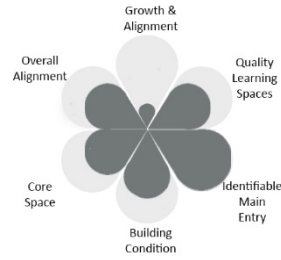
437 Edmund Avenue



Grades Served: PreK to 5
Existing Building Size: 52,451 GSF
Target Student Enrollment: 519
Years Built: 1923, 1971, 1998, 2000, 2004
School: www.spps.org/jackson
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	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Fire Alarm Systems	GC3 FY22		D/C								●		●
Site: ADA Access to Building	GC3 FY22		D/C								●		●
Site: Flagpole Replacement	GC3 FY24				C						●		●
Window Replacement	GC3 FY26						D/C				●	●	●

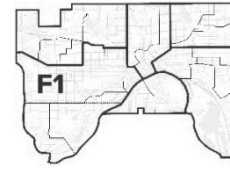
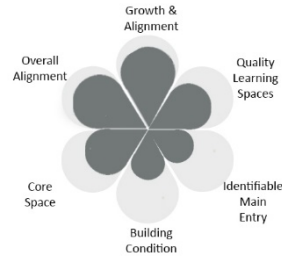
**Jie Ming Mandarin
Immersion Academy
at Homecroft Building**
1845 Sheridan Avenue



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 <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Project Highlights: - Classroom and Learning Space Addition - Cafeteria and Kitchen Addition - HVAC- Complete HVAC in West Wing - Partial Roofing Replacement - Boiler Replacement - Gymnasium Floor Replacement	GC2 FY22		D/C	C	C	C		●	●	●	●	●	●
Partial Window Replacement in Original Building	GC3 FY25					D/C					●		●

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

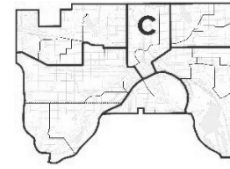
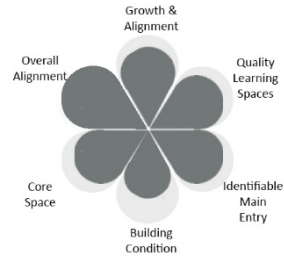


Grades Served: PreK to 5
Existing Building Size: 64,898 GSF
Target Student Enrollment: 505
Years Built: 1974
School: www.spps.org/jjhill
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Project Highlights: • Renovation of Existing General Learning Space • Renovation of Media Center • Renovation of Restrooms • Renovation of Administration Office • Renovation of Kitchen • Safe and Secure Main Entry • Plumbing Replacement • HVAC and Controls Replacement • Storm Water and Water Infiltration Corrections • Playground and Landscape Improvements • Exterior Doors and Hardware • Electrical Panel Boards • Parking Lot Pavement	GC2 FY26						D	●	●	●	●	●	●

FY2022-2026 Five-Year Facilities Maintenance and Capital Improvement Plan

John A. Johnson
Achievement Plus
Elementary
 740 York Avenue



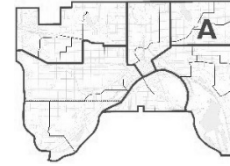
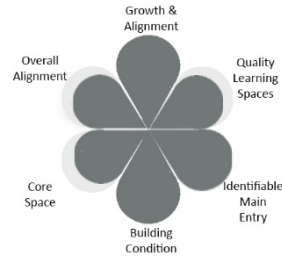
Grades Served: PreK to 5
Existing Building Size: 111,967 GSF
Target Student Enrollment: 445
Year Built: 2000

School: www.spps.org/jaj
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	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Fire Alarm Systems	GC3 FY22		D/C								●	●	●
HVAC Repairs	GC3 FY23			D/C					●		●	●	●
Boiler Room Sink & Plumbing	GC3 FY23			C							●		●
Parking Lot Pavement	GC3 FY24				D/C						●		●
Exterior Steps Replacement	GC3 FY25					D/C					●		●

Johnson Senior High School

1349 Arcade Street

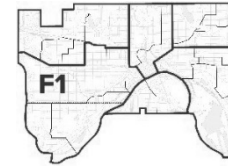


Grades Served: 9 to 12
Existing Building Size: 281,369 GSF
Target Student Enrollment: 1451
Years Built: 1963, 1983, 1992, 1997, 2001, 2013
School: www.spps.org/johnsonsr
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Project Highlights: - HVAC Replacement - Audio/Visual Equipment - Lighting Replacement	\$17,400,000	D	C	C				●	●		●	●	●
Partial Roof Replacement	GC3 FY23			D/C							●	●	●
Roof Drain Resizing	GC3 FY23			D/C							●	●	●
Loading Dock Extension	GC3 FY23			D/C							●		●
Flooring Abatement and Replacement	GC3 FY24				D/C						●		●
Replace Artificial Turf	GC3 FY24				D/C						●		●
Athletic Field Lighting	GC3 FY24				D/C						●		●
Athletic Field Bleachers	GC3 FY25					D/C					●		●
Athletic Field Storage Structure	GC3 FY26						D/C				●		●

Journeys Secondary School

90 Western Avenue South



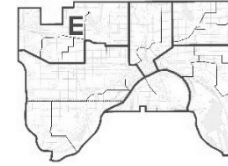
Grades Served: 7 to 12
Existing Building Size: 64,874 GSF
Target Student Enrollment:
Years Built: 1922, 1995, 2006
School: www.spps.org/journeys
Facilities Master Plan: www.spps.org/fmp

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	2022	2023	2024	2025	2026						
Fire Suppression	GC3 FY22		D/C								●		●
Roof Replacement	GC3 FY23			D/C							●	●	●
Roof Drain Resizing	GC3 FY23			D/C							●	●	●
Instructional Audio/Visual Equipment	GC3 FY25					D/C			●		●	●	●
Site: Grounds Equipment Storage Structure	GC3 FY25					D/C					●		●
Gym Drinking Fountain	GC3 FY25					C			●		●	●	●



LEAP High School

631 North Albert Street

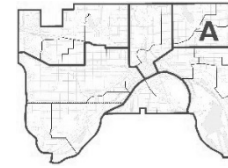
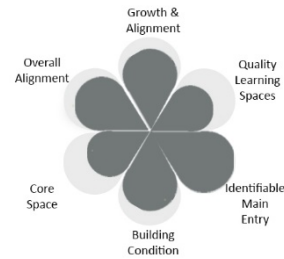


Grades Served: 9 to 12
Existing Building Size: 89,049 GSF
Target Student Enrollment: 603
Years Built: 1924, 1966, 1992, 2004
School: www.spps.org/leap
Facilities Master Plan: www.spps.org/fmp

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	2022	2023	2024	2025	2026						
Gym Floor Leveling & Replacement	GC3 FY22		D/C						●		●	●	●
Exterior Steps Replacement	GC3 FY22		D/C								●		●
Courtyard Door Repair	GC3 FY22		C								●		●
Instructional Audio/Visual Equipment	GC3 FY23			D/C					●		●	●	●
Cafeteria & Kitchen Ceiling Repair	GC3 FY23			C							●		●
Fire Suppression	GC3 FY24				D/C						●		●
Fire Alarm Systems	GC3 FY24				D/C						●		●

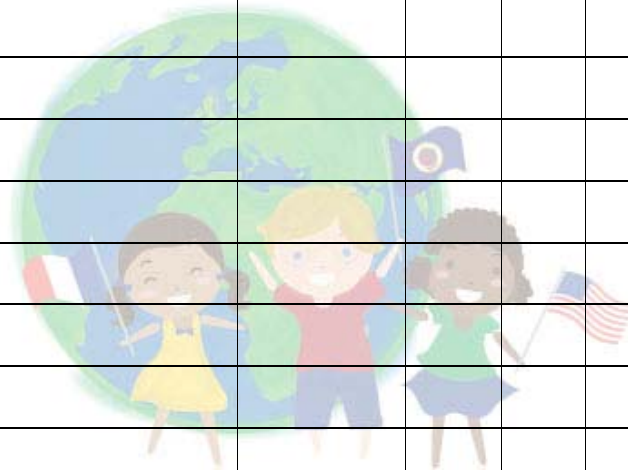
**L'Etoile du Nord French
Immersion School -
Lower**

1305 Prosperity Avenue

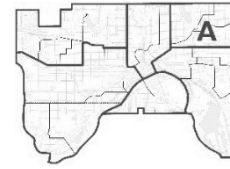
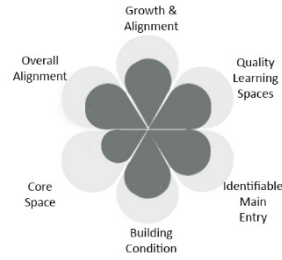


Grades Served: PreK to 1
Existing Building Size: 46,764 GSF
Target Student Enrollment: 194
Years Built: 1952, 1956, 1995
School: www.spps.org/frenchimmersion
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Partial Electrical Equipment Upgrade	GC3 FY22		C								●		●



**L'Etoile du Nord French
Immersion School -
Upper**
1760 Ames Place

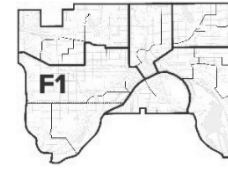
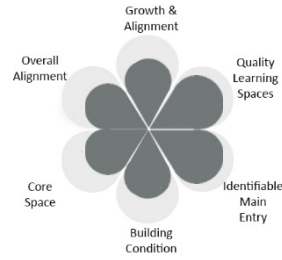


Grades Served: 2 to 5
Existing Building Size: 57,966 GSF
Target Student Enrollment: 462
Years Built: 1916, 1924, 1954, 1997, 2002
School: www.spps.org/frenchimmersion
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Exterior Stairs at Playground	GC3 FY22		C								●		●
Playground	GC3 FY24				D/C				●		●		●
South Exterior Stairs	GC3 FY25					C					●		●
South Parking Lot Pavement	GC3 FY25					D/C					●		●
Partial Bathroom Partition Replacement	GC3 FY25					C					●		●

Maxfield Elementary School

380 North Victoria Street

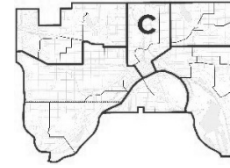
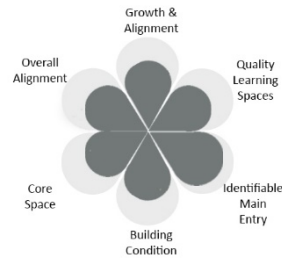


Grades Served: PreK to 5
Existing Building Size: 71,334 GSF
Target Student Enrollment: 593
Years Built: 1954, 1973, 2002
School: www.spps.org/maxfield
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2022	2023	2024	2025	2026						
Playground	GC3 FY24				D/C				●		●		●
Fire Suppression	GC3 FY25					D/C					●		●
Partial Floor Covering Replacement	GC3 FY25					D/C			●		●	●	●
Fire Alarm System	GC3 FY25					D/C					●		●

Mississippi Creative Arts School

1575 L'Orient Street

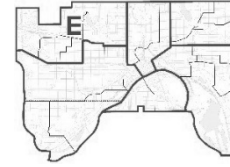
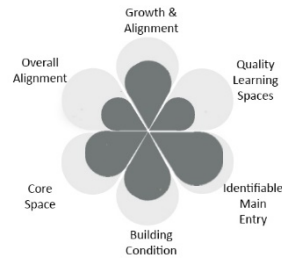


Grades Served: PreK to 5
Existing Building Size: 67,408 GSF
Target Student Enrollment: 755
Years Built: 1952, 1962, 1966, 1985, 1990, 1993, 2002
School: www.spps.org/mcas
Facilities Master Plan: www.spps.org/fmp

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	2022	2023	2024	2025	2026						
Boiler Replacement	GC3 FY22		D/C								●		●
Fence Installation	GC3 FY22		C								●		●
Fire Alarm Systems	GC3 FY23			D/C							●		●
Partial Sidewalk Replacement	GC3 FY25					D/C					●		●
Sidewalk Addition	GC3 FY25					D/C					●		●
Parking Lot Pavement	GC3 FY26						D/C				●		●

Murray Middle School

2200 Buford Avenue

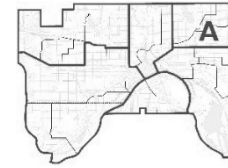
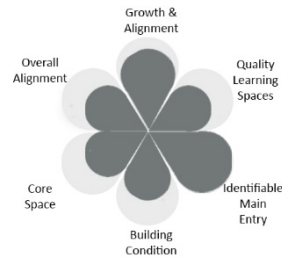


Grades Served: 6 to 8
Existing Building Size: 127,393 GSF
Target Student Enrollment: 788
Years Built: 1925, 1930, 1939, 1963, 1977, 2000
School: www.spps.org/murray
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Fire Alarm System	GC3 FY22		D/C								●		●
Gym Divider Replacement	GC3 FY22		D/C						●		●	●	●
Partial Plumbing Replacement	GC3 FY22		D/C						●		●		●
Instructional Audio/Video Equipment	GC3 FY22		D/C						●		●	●	●
HVAC Repairs in Lunchroom	GC3 FY23			D/C							●	●	●
Stage Floor Refinishing	GC3 FY23			C					●		●	●	●

Nokomis Montessori Magnet School - North

985 Ruth Street

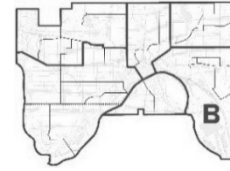
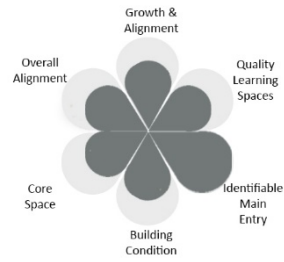


Grades Served: PreK to 5
Existing Building Size: 46,503 GSF
Target Student Enrollment: 420
Years Built: 1958, 1992
School: www.spps.org/nokomis
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
HVAC: Boiler Replacement	GC3 FY23			D/C							●	●	●
Site: Playground	GC3 FY24				D/C						●		●
Partial Plumbing Replacement	GC3 FY26						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

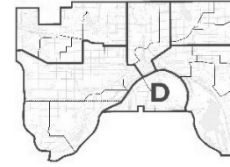
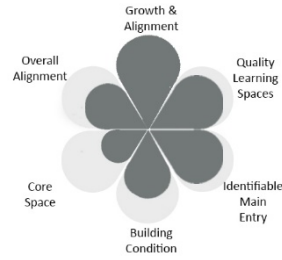
School: www.spps.org/nokomis

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	2022	2023	2024	2025	2026						
Fire Alarm System	GC3 FY22		D/C								●		●
Site: Playground	GC3 FY25					D/C					●		●
Plumbing Piping Replacement	GC3 FY26						D/C		●		●		●
Window Screens	GC3 FY26						C				●		●

Open World Learning

640 Humboldt Avenue

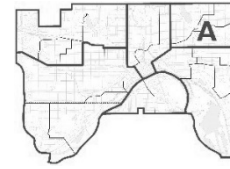
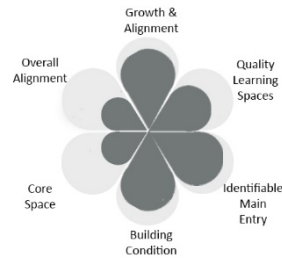


Grades Served: 6 to 12
Existing Building Size: 127,197 GSF
Target Student Enrollment: 550
Years Built: 1909, 1924, 1959, 1976
School: www.spps.org/open
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Rooftop Unit & Controls Replacement	GC3 FY22		D/C								●		
Theatre Audio & Visual System	GC3 FY22		D/C						●		●	●	●
Auditorium Sound Board	GC3 FY22		D/C						●		●	●	●
Theatre Stage Lighting	GC3 FY22		D/C						●		●	●	●
Entry Door Replacement	GC3 FY24				C						●		
Gym Floor Replacement	GC3 FY25					D/C			●		●	●	●

Parkway Montessori Middle School

1363 Bush Avenue

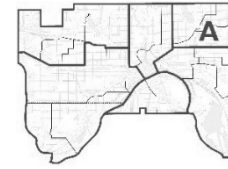
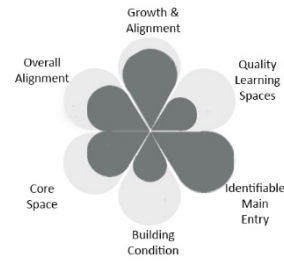


Grades Served: 6 to 8
Existing Building Size: 76,069 GSF
Target Student Enrollment: 484
Years Built: 1925, 1958, 1974, 2013
School: www.spps.org/parkway
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Boiler Stack Reline	GC3 FY22		C								●		
Parking Lot Pavement	GC3 FY22		D/C								●		
Fire Suppression	GC3 FY23			D/C							●		●

Phalen Lake Hmong Studies Magnet

1089 Cypress Street

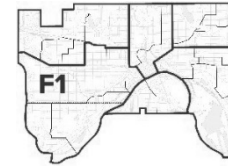
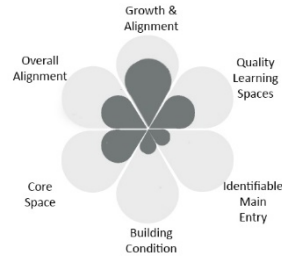


Grades Served: PreK to 5
Existing Building Size: 77,899 GSF
Target Student Enrollment: 914
Years Built: 1930, 1973, 2004
School: www.spps.org/phalenlake
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
HVAC and Controls Replacement	\$7,175,000	C	C						●		●	●	●
Partial Window Replacement	GC3 FY22		D/C								●		
Entry Door Replacement - South Lot Vestibule	GC3 FY22		D/C						●		●	●	●
Parking Lot Pavement Replacement – North & South Lots	GC3 FY23			D/C							●		
Partial Flooring Replacement – Gym & Cafeteria	GC3 FY23			D/C					●		●	●	●

Ramsey Middle School

1700 Summit Avenue

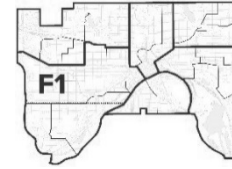
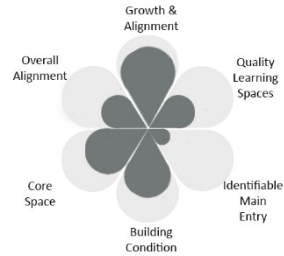


Grades Served: 6 to 8
Existing Building Size: 98,491 GSF
Target Student Enrollment: 679
Years Built: 1924, 1964, 1977, 1991
School: www.spps.org/ramsey
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Project Highlights: • 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	GC2 FY22		D	C	C	C		●	●	●	●	●	●

Randolph Heights Elementary

348 Hamline Avenue South

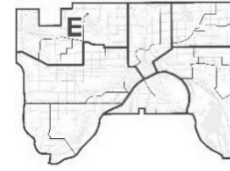
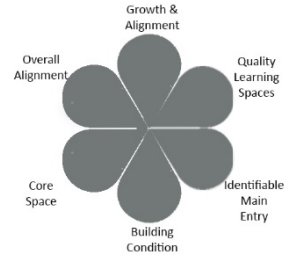


Grades Served: PreK to 5
Existing Building Size: 50,912 GSF
Target Student Enrollment: 420
Years Built: 1915, 1920, 1923, 2013
School: www.spps.org/randolph
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Air Handler Fan Replacement	GC3 FY22		D/C								●		
Fire Suppression	GC3 FY24				D/C						●		●
Gym Floor Replacement	GC3 FY25					D/C			●		●	●	●

RiverEast Elementary & Secondary

1055 Mackubin Street

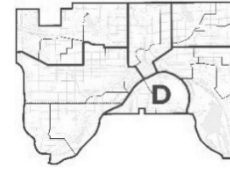
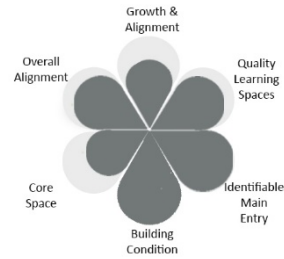


Grades Served: K to 8
Existing Building Size: 71,000
Target Student Enrollment: N/A
Year Built: 2018
School: www.spps.org/rivereast
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Completed Project Highlights: • 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								●	●	●	●	●	●

Riverview West Side School

160 Isabel Avenue East

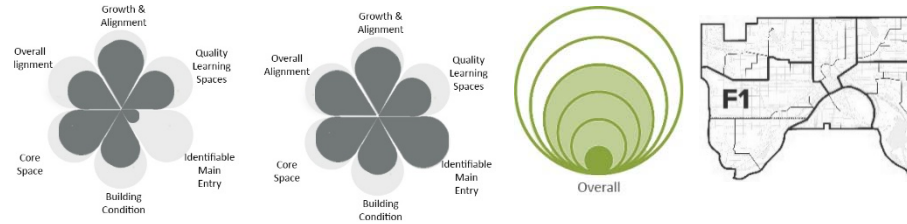


Grades Served: PreK to 5
Existing Building Size: 77,745 GSF
Target Student Enrollment: 730
Years Built: 1923, 1977
School: www.spps.org/riverview
Facilities Master Plan: www.spps.org/fmp

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	2022	2023	2024	2025	2026						
Window Replacement	\$1,200,000	D	C										
Retaining Wall Replacement	GC3 FY23			C									
Stormwater Management Corrections	GC3 FY23			C									

Rondo: Benjamin E Mays International Magnet & 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

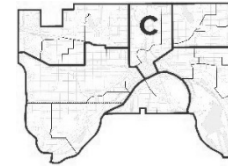
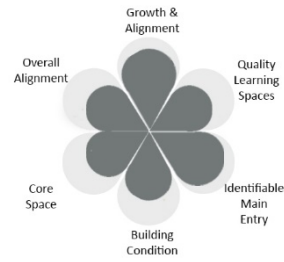
School: www.spps.org/capitolhill

Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Gym Floor Replacement	GC3 FY22		D/C						●		●	●	●
Partial Flooring Replacement - ECSE Assessment	GC3 FY22		C						●		●	●	●
Boiler Vent Replacement	GC3 FY22		C								●		●
Partial Flooring Replacement – Ben Mays Entry	GC3 FY22		C								●	●	●
Floor Slab Repair – Boiler Room	GC3 FY23			C							●		●
Fire Suppression Pipe Replacement	GC3 FY24				D/C						●		●
Storm Drain Installation	GC3 FY24				C						●		●
Ceiling Replacement	GC3 FY25					D/C			●		●	●	●
Grounds Equipment Storage Structure	GC3 FY25					C					●		●
Partial Flooring Replacement	GC3 FY25					D/C					●		●
Bathroom Stall Replacement	GC3 FY26						D/C				●		●
Bathroom Wall Replacement	GC3 FY26						D/C				●		●
Site: Playground	GC3 FY26						D/C				●		●

Saint Paul Music Academy

27 East Geranium Avenue



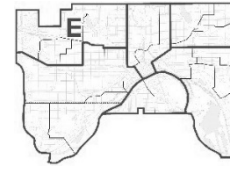
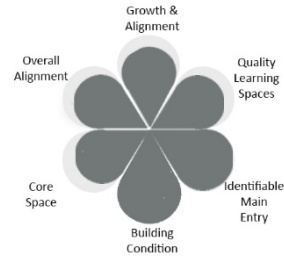
Grades Served: PreK to 5
Existing Building Size: 89,912 GSF
Target Student Enrollment: 766
Years Built: 1970, 1973
School: www.spps.org/spmusicacademy
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
HVAC Pipe Replacement & Boiler Converters	GC3 FY22		D/C								●		●
Fire Suppression	GC3 FY25					D/C					●		●
Stormwater Management Corrections	GC3 FY26						D/C				●		●



St. Anthony Park Elementary School

2180 Knapp Street

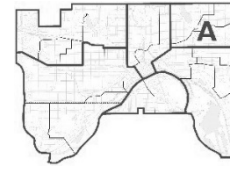
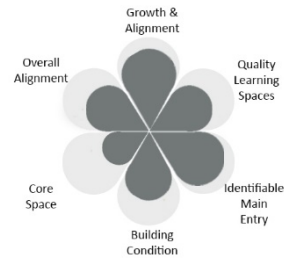


Grades Served: K to 5
Existing Building Size: 77,005 GSF
Target Student Enrollment: 579
Years Built: 1953, 1966, 1974, 1988, 2018
School: www.spps.org/stanthony
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Completed Project Highlights 2018: • 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								•	•	•	•	•	•
Site: Playground	GC3 FY26						D/C				•		•

The Heights Community School

1863 Clear Avenue East

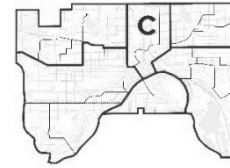
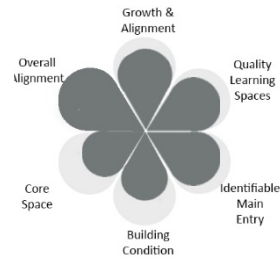


Grades Served: PreK to 5
Existing Building Size: 73,836 GSF
Target Student Enrollment: 618
Years Built: 1924, 1941, 1954, 1966, 1997, 1999, 2010
School: www.spps.org/heights
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria					
		Current	2022	2023	2024	2025	2026	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
Partial Plumbing Replacement	GC3 FY22		C								●		
HVAC & Controls Replacement	GC2 FY24				D	C						●	●
Locker Replacement	GC3 FY25					D/C					●	●	
Fire Suppression	GC3 FY25					D/C					●		●
Sidewalk Additions	GC3 FY25					D/C					●		●
Electrical Distribution Upgrade	GC3 FY26						D/C				●		●

Washington Technology Magnet

1495 Rice Street



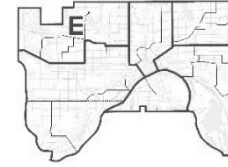
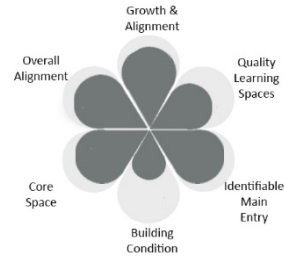
Grades Served: 6 to 12
Existing Building Size: 376,829 GSF
Target Student Enrollment: 2,129
Year Built: 1996

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

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2022	2023	2024	2025	2026						
West Drive & North Parking Lot Pavement Replacement	GC3 FY22		D/C								●		●
Great Hall Curtain & Lighting Equipment Replacement	GC3 FY22		D/C						●		●	●	●
Secure Stage Storage	GC3 FY22		C						●		●	●	●
Pool HVAC Modification	GC3 FY22		C								●		●
Roof Replacement	GC2 FY23			D/C	C						●	●	●
Fire Alarm Systems	GC3 FY23			D/C							●	●	●
High Density Fixed Storage Shelving	GC3 FY23			D/C							●		●
Site: Lighting Replacement	GC3 FY24				D/C						●		●
Site: Grounds Equipment Storage	GC3 FY25					D/C					●		●
Instructional Audio/Visual Equipment	GC2 FY25					D/C			●		●	●	●
Partial Flooring Replacement	GC3 FY26						D/C		●		●	●	●

Wellstone Elementary

1040 Marion Street

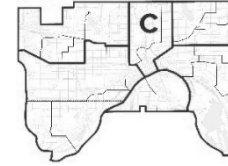


Grades Served: PreK to 5
Existing Building Size: 165,772 GSF
Target Student Enrollment: 741
Years Built: 1926, 1930, 1971, 1977, 1998
School: www.spps.org/wellstone
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2022	2023	2024	2025	2026						
Fire Alarm Systems	GC3 FY22		D/C								●	●	●
North Stairwell Roofing Replacement	GC3 FY22		D/C								●		●
Title I Office Roofing Replacement	GC3 FY22		D/C								●		●
Flooring Replacement	GC3 FY23			D/C					●		●	●	●
Gym Floor Refinishing	GC3 FY23			C					●		●	●	●
Plumbing Replacement	GC3 FY24				D/C						●		●
HVAC Replacement	GC2 FY24				D/C	C					●		●

Wheelock Early Learning Center

1521 Edgerton Street

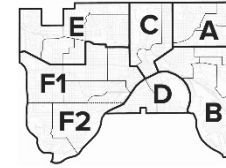


Grades Served: Birth to K
Existing Building Size: 16,339 GSF
Year Built: 1962
Department: www.spps.org/ecfe
Facilities Master Plan: www.spps.org/fmp

Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria					
		D = Design C = Construction						Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
		Current	2022	2023	2024	2025	2026						
Fire Suppression	GC3 FY23			D/C					●		●	●	●
North Parking Lot Paving Replacement	GC3 FY23			D/C							●		●
Lighting Replacement	GC3 FY24				D/C				●		●	●	●
Flooring Abatement and Replacement	GC3 FY25					D/C			●		●	●	●

District-Wide Deferred Maintenance 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	2022	2023	2024	2025	2026	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				●		●
Doors, Hardware and Accessibility	\$1,600,000	C	C	C	C	C	C				●	●	●

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

Board File No. _____

Date _____

**SPPS Builds: FY 2022 – 2026 Five-Year Facilities Maintenance and Capital
Implementation Plan**

1. **WHEREAS**, Independent School District No. 625 (District) has approximately 7.5 million square feet of space spread among 73 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 \$2.7 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 FY2022-2026 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 FY2022-2026 Five-Year Facilities Maintenance and Capital Implementation Plan, as reflected in Attachment A, is the requirement for a project at Gate Check 1 and this resolution the requirement for Gate Check 1A; and
10. **WHEREAS**, the Board of Education will have continued input into the planning and budgeting process to implement specific projects in the FY2022-2026 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 FY2022-2026 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.
- c. Approves the financing strategy of work as represented in the FY2022-2026 Five-Year Maintenance and Capital Implementation Plan, commensurate with Gate Check 1A, subject to the Board of Education's continued approval via the established Gate Checks and potential future financing actions. That financing, as a reflection of the project schedules represented in Attachment A, is anticipated to cover approximate fiscal year expenses of \$105,000,000 on average over those fiscal years, subject to Board of Education budgetary approvals.

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

Adopted _____

CHAIR Board of Education

CLERK Board of Education

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

DATE: March 23, 2021

TOPIC: Phase Gate Approval of Jie Ming Phase II Addition & Renovation Project
(Project # 3090-21-01): Gate #2 – Project Charter; Gate #2A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Jie Ming Phase II Addition & Renovation project at the following phase gate(s):
 - a. Gate #2 – Project Charter / RFP for Design
 - b. Gate #2a: 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	March 23, 2021 (current)
#3 – Project Budget #3A – Finance Update	TBD
#4 – Contract Award #4A – Finance Update	TBD
#5 – Project Close-Out #5A – Finance Update	TBD

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

Rough Order of Magnitude Estimate	Current Obligations	Spent to Date	Percent Spent
\$28M-\$34M	\$0	\$0	0%

4. A summary of funding for preliminary design expense:

Funding Source	Issuance	Amount	Date Issued
Capital Bonds*	2021A	\$200,000	June 2021
Capital Bonds*	2021A	\$200,000	Spring 2022

*Capital bonds will be used to fund design expenditures initially. If the project receives approval by the Minnesota Department of Education Commissioner certificates of participation funds, which will be sold in either calendar year 2021 or 2022, will be used in place of capital bond funds

5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities; Arleen Schilling, Controller; Marie Schrul, Chief Financial Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the Jie Ming Phase II Addition & Renovation project (Project # 3090-21-01) at Phase Gate Check #2 – Project Charter; Gate Check #2a –Finance Plan Update.

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

DATE: March 23, 2021

TOPIC: Phase Gate Approval of Ramsey Middle School Addition & Renovation Project (Project # 3140-20-02): Gate #2 – Project Charter; Gate #2A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Ramsey Middle School Addition & Renovation project at the following phase gate(s):
 - a. Gate #2 – Project Charter / RFP for Design
 - b. Gate #2a: 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	March 23, 2021 (current)
#3 – Project Budget #3A – Finance Update	TBD
#4 – Contract Award #4A – Finance Update	TBD
#5 – Project Close-Out #5A – Finance Update	TBD

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

Rough Order of Magnitude Estimate	Current Obligations	Spent to Date	Percent Spent
\$45M -\$55M	\$0	\$0	0%

4. A summary of funding for preliminary design expense:

Funding Source	Issuance	Amount	Date Issued
Certificates of Participation	2020C	\$800,000	February 20,2020

5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities; Arleen Schilling, Controller; Marie Schrul, Chief Financial Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the Ramsey Middle School Addition & Renovation project (Project # 3140-20-02) at Phase Gate Check #2 – Project Charter; Gate Check #2a –Finance Plan Update.

HUMAN RESOURCE TRANSACTIONS
February 1, 2021 – February 28, 2021
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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bierwerth, N. C.	Classroom Teacher	02/16/2021	\$28.14	American Indian Magnet
Ferron, E. L.	Classroom Teacher	01/30/2021	\$32.38	St Anthony Park Elementary
Grund, T. L.	Classroom Teacher	02/16/2021	\$29.13	Battle Creek Middle School
Halvorson, J. A.	Classroom Teacher	02/10/2021	\$36.95	Como Park Elementary
Miller, S. E.	Classroom Teacher	02/16/2021	\$33.94	Parkway Montessori
Nielson, S. K.	Classroom Teacher	01/27/2021	\$31.34	Highland Park Elementary
Johnston, J. S.	Classroom Teacher	03/22/2021	\$43.39	Student Placement Center
Santos, A. E.	Education Assistant	02/22/2021	\$14.88	271 Belvidere Bldg
Caldwell, L.	Teaching Assistant	02/16/2021	\$15.61	Battle Creek Elementary
Lynch Packard, M.R.	Teaching Assistant	02/16/2021	\$15.38	Wellstone Elementary
McNabb, P. G.	Teaching Assistant	02/02/2021	\$15.49	JJ Hill Montessori Magnet
Boppert, W.	Teaching Assistant	03/08/2021	\$15.38	Battle Creek Elementary
Carroll, K.	Teaching Assistant	02/08/2021	\$15.30	Galtier Elementary
Conway, I.	Teaching Assistant	02/16/2021	\$15.49	Groveland Park Elementary
Feliho, A.	Teaching Assistant	02/18/2021	\$15.30	L Etoile du Nord UPR
Frost, N. A.	Teaching Assistant	01/25/2021	\$15.30	L Etoile du Nord LWR
Jeselson, K.	Teaching Assistant	02/16/2021	\$15.30	Cherokee Heights Elem
Johnson, K.	Teaching Assistant	01/25/2021	\$15.49	Cherokee Heights Elem
Kenney, T. M.	Teaching Assistant	03/01/2021	\$15.53	Hazel Park Preparatory
Lambrecht, L.	Teaching Assistant	02/01/2021	\$15.49	Como Park Elementary
Moua, P.	Teaching Assistant	02/04/2021	\$15.30	Highwood Hills Elementary
Muradian, A. A.	Teaching Assistant	02/02/2021	\$15.59	Chelsea Heights Elementary
Pye, M. L.	Teaching Assistant	02/01/2021	\$15.53	Como Park Elementary
Torrance, A. C.	Teaching Assistant	02/22/2021	\$15.61	Battle Creek Middle
Vang, A.	Teaching Assistant	02/16/2021	\$15.59	Mississippi Creative Arts
Yang, T.	Teaching Assistant	02/16/2021	\$15.38	Johnson Achievement Plus

HUMAN RESOURCE TRANSACTIONS
February 1, 2021 – February 28, 2021
March 23, 2021

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Barnes, J. A.	Clerical	02/08/2021	\$29.82	Colborne Admin Offices
Bowman, J. R.	Clerical	02/08/2021	\$29.82	Colborne Admin Offices
Ellestad, E. A.	Clerical	02/08/2021	\$29.82	Colborne Admin Offices
Elliott, E.	Clerical	02/08/2021	\$29.82	Colborne Admin Offices
Ferraro, I. A.	Clerical	02/01/2021	\$23.11	Colborne Admin Offices
Gruidl, A. B.	Clerical	02/08/2021	\$27.68	Colborne Admin Offices
Lee, C.	Clerical	02/08/2021	\$24.17	Colborne Admin Offices
Pasquale, C. J.	Clerical	02/08/2021	\$27.68	Colborne Admin Offices
Rakow, E. C.	Clerical	02/08/2021	\$27.68	Colborne Admin Offices
Bedney, J. A.	Nutrition Services	02/27/2021	\$15.00	Global Arts Plus UPR
Crawford, T.	Nutrition Services	02/22/2021	\$15.00	Nokomis Montessori North
Grant, B. F.	Nutrition Services	02/22/2021	\$15.00	Jie Ming Mandarin Immr
Huerta, M.	Nutrition Services	02/22/2021	\$15.00	Bridge View
Hunter, C. B.	Nutrition Services	03/01/2021	\$15.00	L Etoile du Nord LWR
Kahsay, M. T.	Nutrition Services	02/16/2021	\$15.00	Mississippi Creative Arts
Lee, J.	Nutrition Services	02/16/2021	\$15.00	L Etoile du Nord UPR
Page, M. I.	Nutrition Services	02/27/2021	\$15.00	Farnsworth Aerospace LWR
Ramirez Lara, L.	Nutrition Services	02/16/2021	\$15.00	St. Paul Music Academy
Sturdevant, M.	Nutrition Services	02/08/2021	\$37.23	Como Service Center
Slobodnik, M.	Operations	02/22/2021	\$25.72	Como Service Center
Johnson, C.	Professional Employee	02/16/2021	\$28.51	Colborne Admin Offices
Udeh, G. C.	Professional Employee	02/16/2021	\$34.68	Colborne Admin Offices

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Zhou, N.	Classroom Teacher	02/06/2021	\$28.14	Jie Ming Mandarin Immr
Vang, K.	Classroom Teacher From: Teaching Assistant	01/27/2021	\$28.14	Bruce F Vento Elementary

HUMAN RESOURCE TRANSACTIONS
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March 23, 2021

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Schultz, M. M.	Classroom Teacher From: Education Assistant	01/23/2021	\$28.14	Student Placement Center
Suggs, J. J.	Education Assistant From: Teaching Assistant	02/06/2021	\$17.38	Focus Beyond (18-Adult)
Meggitt, C.	Teaching Assistant Career Progression	01/23/2021	\$15.61	Hamline Elementary
Her, T. J.	Clerical Career Progression	02/08/2021	\$29.82	Colborne Admin Offices

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Abualreesh, M. A.	Classroom Teacher	01/30/2021	\$28.14	Groveland Park Elementary
Atchison, H. V.	Classroom Teacher	01/30/2021	\$28.14	Creative Arts Secondary
Cheatham, A. F.	Classroom Teacher	01/30/2021	\$37.35	Groveland Park Elementary
Greiskalns, D. L.	Classroom Teacher	02/01/2021	\$36.95	Riverview School of Excel
Grote, J.	Classroom Teacher	01/30/2021	\$38.00	Nokomis Montessori North
Hackett, N. C.	Classroom Teacher	02/16/2021	\$28.53	Eastern Heights Elementary
Harrison, A. C.	Classroom Teacher	02/08/2021	\$28.14	Creative Arts Secondary
Lee, H.	Classroom Teacher	02/22/2021	\$28.14	Frost Lake Elementary
Porter, J. A.	Classroom Teacher	02/16/2021	\$28.14	Battle Creek Elementary
Swiler, N. B.	Classroom Teacher	02/23/2021	\$34.13	Murray Middle School
Goulet-Smith, R.	Classroom Teacher	01/26/2021	\$28.14	Como Service Center
Hill, J. L.	Classroom Teacher	02/08/2021	\$52.60	Como Service Center

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Dobbelaere, T.	Classroom Teacher	02/12/2021	E-STEM Middle School
Heeringa, C.	Classroom Teacher	02/01/2021	Crossroads Montessori
Levenhagen, B.	Classroom Teacher	02/08/2021	Groveland Park Elementary
Maher, R. A.	Classroom Teacher	02/01/2021	Obama Service Learning
Morales Rodriguez, D.	Classroom Teacher	01/11/2021	Wellstone Elementary
Oberpriller, M. E.	Classroom Teacher	02/02/2021	Crossroads Montessori

HUMAN RESOURCE TRANSACTIONS
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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Rennerfeldt, M. E.	Classroom Teacher	02/01/2021	St. Paul Music Academy
Vang, G. X.	Classroom Teacher	02/01/2021	St. Paul Music Academy
Walseth, A.	Classroom Teacher	02/16/2021	L Etoile du Nord UPR
Webster, L. D.	Classroom Teacher	02/08/2021	Crossroads Science
Xiong, C.	Classroom Teacher	02/17/2021	Nokomis Montessori North
Smith, M.	Classroom Teacher	02/16/2021	Bruce F Vento Elementary
Vang, M. Y.	Classroom Teacher	01/21/2021	Harding Senior High
Camarena, S. C.	Classroom Teacher	02/11/2021	Wellstone Elementary
Stohlmann, R. S.	Classroom Teacher	03/06/2021	Highland Park Elementary
Burns-Soetebier Rincon, A. D.	Teaching Assistant	02/01/2021	Bridge View
Rodriguez, N. M.	Teaching Assistant	01/06/2021	Bridge View
Hang, J. C.	Clerical	02/19/2021	E-STEM Middle School
Bellovich, A.	Nutrition Services	01/26/2021	Bridge View
Jenkins, S.	Nutrition Services	02/11/2021	Parkway Montessori
LaBrie, T. A.	Nutrition Services	01/14/2021	Maxfield Elementary
Sterling, J.	Nutrition Services	01/04/2021	Farnsworth Aerospace UPR
Zachariason, R.	Nutrition Services	01/19/2021	Jackson Preparatory Elem

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bernard, J. M.	Classroom Teacher	01/30/2021	\$49.30	Global Arts Plus UPR
Zanitsch, T. A.	School/Community Professional	02/16/2021	\$29.05	Humboldt Secondary
Her, K. J.	Teaching Assistant	01/25/2021	\$15.49	Como Park Elementary
Tsui, K. W.	Teaching Assistant	02/16/2021	\$19.64	Highland Park Elementary
Fisher, T. D.	School Bus Driver	03/01/2021	\$25.00	Transportation Services
Nop, S.	School Bus Driver	03/01/2021	\$26.85	Transportation Services

HUMAN RESOURCE TRANSACTIONS
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REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Smith, E. M.	School Bus Driver	03/01/2021	\$23.40	Transportation Services
Tamayo Munoz, E.	School Bus Driver	03/01/2021	\$24.23	Transportation Services
Un, R.	School Bus Driver	03/01/2021	\$26.56	Transportation Services
Catarra, S. M.	Nutrition Services	02/16/2021	\$20.89	Ramsey Middle School
De Anda, R.	Nutrition Services	02/01/2021	\$18.12	Adams Spanish Immersion
Grace, B. A.	Nutrition Services	02/18/2021	\$18.12	Battle Creek Middle
Overton, T. L.	Nutrition Services	01/23/2021	\$18.12	Focus Beyond
Tesfaye, A.	Nutrition Services	01/23/2021	\$18.12	Maxfield Elementary

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Jacobsen, H. R.	Classroom Teacher	03/13/2021	\$31.34	Maxfield Elementary
Lee, Z. L.	Classroom Teacher	02/10/2021	\$41.10	Jackson Preparatory Elem
Nord, D. M.	Classroom Teacher	02/08/2021	\$41.14	Student Placement Center
Klajbor, T. M.	Teaching Assistant	02/08/2021	\$15.61	Chelsea Heights Elementary
Bowers, S. L.	Teaching Assistant	02/08/2021	\$16.48	Cherokee Heights Elem
Johnson, D. A.	Teaching Assistant	02/22/2021	\$15.30	Hazel Park Preparatory
Ogunkunle, K. S.	Teaching Assistant	02/01/2021	\$21.28	Como Park Elementary
Skiles, K. A.	Teaching Assistant	02/27/2021	\$15.30	Obama Service Learning
Zamora, C. R.	Teaching Assistant	02/27/2021	\$15.38	Johnson Senior High
Follmer, M. A.	Clerical	02/16/2021	\$25.91	Como Service Center
Johnson, E. J.	Clerical	02/08/2021	\$27.68	Colborne Admin Offices
Snowdon, J. N.	Nutrition Services	03/08/2021	\$15.00	Frost Lake Elementary
Spragging, T.	Nutrition Services	03/08/2021	\$15.00	Global Arts Plus LWR

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Adair, L. M.	Classroom Teacher	01/25/2021	JJ Hill Montessori Magnet
Bonilla, M.	Teaching Assistant	02/01/2021	Hamline Elementary
George, K. M.	Teaching Assistant	01/26/2021	Hamline Elementary

HUMAN RESOURCE TRANSACTIONS
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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Jeffrey-Noel, A. L.	Clerical	02/08/2021	Student Placement Center
Cristello, A. B.	Nutrition Services	02/01/2021	Wellstone Elementary
Doshe, M. M.	Nutrition Services	01/25/2021	Washington Tech Sec
Jenkins, S.	Nutrition Services	02/15/2021	Parkway Montessori
Jones, L. C.	Nutrition Services	02/01/2021	Obama Service Learning
King, T. L.	Nutrition Services	01/25/2021	Rondo Education Center
LaBrie, T. A.	Nutrition Services	02/01/2021	Maxfield Elementary
Marshall, P.	Nutrition Services	02/16/2021	Harding Senior High
Sabourin, D. M.	Nutrition Services	01/26/2021	Highland Park Senior
Sterling, J.	Nutrition Services	02/16/2021	Farnsworth Aerospace UPR
Shanley, T. J.	Plumber	02/01/2021	Como Service Center

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Van Ness, P. L.	Teaching Assistant	01/30/2021	\$15.53	JJ Hill Montessori

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Thompson, M.	Principal	07/01/2021	Johnson Senior High
Carlson, J. S.	Classroom Teacher	12/19/2020	Creative Arts Secondary
Yang, M. V.	Classroom Teacher	06/22/2021	Farnsworth Aerospace LWR
Patterson, J. S.	Classroom Teacher	06/19/2021	Open World Learning
Bell, D. J.	Classroom Teacher	07/01/2021	E-STEM Middle School
Roddy, E. A.	School/Community Professional	06/15/2021	Mississippi Creative Arts
Oleen, S. C.	Education Assistant	06/12/2021	St Anthony Park Elementary
Flathmann, D.	Technical	04/30/2021	Como Service Center

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Frank, P. G.	Classroom Teacher	06/19/2021	Hamline Elementary
Hanten, K. L.	Classroom Teacher	01/23/2021	Crossroads Science

HUMAN RESOURCE TRANSACTIONS
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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kesti, J. A.	Classroom Teacher	02/06/2021	Murray Middle School
Liu, X.	Classroom Teacher	02/03/2021	Jie Ming Mandarin Immr
Ramsey, D. L.	Classroom Teacher	02/03/2021	Global Arts Plus LWR
Deschaine, D. A.	Classroom Teacher	01/04/2021	Bridge View
Yang, A. P.	Superintendency	04/06/2021	Colborne Admin Offices
Cusick, L. M.	School/Community Professional	05/22/2021	Harding Senior High
Bice, A.	Education Assistant	02/27/2021	Riverview School of Excel
Birhan, B. T.	Education Assistant	01/20/2021	Four Seasons A+
Kariye, S.	Education Assistant	01/13/2021	Cherokee Heights Elem
Knotz, E. R.	Education Assistant	02/06/2021	Como Service Center
Poechit, T. W.	Education Assistant	02/27/2021	Global Arts Plus LWR
Harris-O'Neal, C. R.	Teaching Assistant	02/13/2021	Frost Lake Elementary
Johnson, C. L.	Teaching Assistant	02/06/2021	Hazel Park Preparatory
Chavez, T. Q.	Teaching Assistant	01/16/2021	Humboldt Secondary
Helen, B. R.	Teaching Assistant	01/29/2021	Mississippi Creative Arts
Jager, J. K.	Teaching Assistant	01/09/2021	L Etoile du Nord LWR
Johnson, J.	Teaching Assistant	01/23/2021	Benjamin E. Mays
Leniek, J. M.	Teaching Assistant	02/27/2021	Frost Lake Elementary
Logan, L.	Teaching Assistant	01/31/2021	1780 West 7th St
McConnell, K.	Teaching Assistant	02/17/2021	Battle Creek Elementary
Mytty, E. C.	Teaching Assistant	02/13/2021	Rondo Education Center
Ortiz, A. A.	Teaching Assistant	02/11/2021	The Heights Community
Flaherty, E. R.	Clerical	02/20/2021	Como Service Center
Gruidl, A. B.	Clerical	02/09/2021	Colborne Admin Offices
Gale, B. M.	Custodian	01/16/2021	Crossroads Science
Brown, D. N.	Nutrition Services	11/24/2020	Harding Senior High

HUMAN RESOURCE TRANSACTIONS
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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Eubanks, M. L.	Nutrition Services	01/09/2021	Rondo Education Center
Lee, I. I.	Nutrition Services	01/19/2021	American Indian Magnet
Huntley, R. G.	Professional Employee	05/29/2021	Como Service Center
Johnson, C.	Professional Employee	02/17/2021	Colborne Admin Offices
Connell, J. T.	Supervisory	02/20/2021	Como Service Center
Babou, M. J.	Supervisory	02/20/2021	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
M. T., E. L.	Teaching Assistant	02/18/2021
A. B., J.	Nutrition Services	01/22/2021
B., N. S.	Nutrition Services	01/09/2021
D., A.	Nutrition Services	02/10/2021
K., E. K.	Nutrition Services	02/06/2021
S., B. J.	Nutrition Services	02/18/2021
Y., D. L.	Nutrition Services	02/10/2021

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
A., M. A.	Classroom Teacher	06/19/2021
A., H. V.	Classroom Teacher	06/19/2021
C., A. F.	Classroom Teacher	06/19/2021
G., J.	Classroom Teacher	01/29/2021
G., D. L.	Classroom Teacher	06/18/2021
G., J.	Classroom Teacher	06/19/2021
H., N. C.	Classroom Teacher	06/19/2021
H., A. C.	Classroom Teacher	06/19/2021
L., H.	Classroom Teacher	06/19/2021
P., J. A.	Classroom Teacher	06/19/2021
S., N. B.	Classroom Teacher	06/26/2021
Z., N.	Classroom Teacher	06/19/2021

HUMAN RESOURCE TRANSACTIONS
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TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., R.	Classroom Teacher	06/19/2021
H., J. L.	Classroom Teacher	06/19/2021
V., K.	Classroom Teacher	06/19/2021

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

DATE: March 23, 2021

TOPIC: Acceptance of Gift from Como Elementary PTO

A. PERTINENT FACTS:

1. Como Park Elementary would like to accept a gift of \$5,550.13 from an expired Como Elementary PTO account.
2. The \$5,550.13 will be used to support our library.
3. This grant will meet the District strategic plan focus area of Positive School and District Culture.
4. This item is submitted by Barbara Evangelist, Principal; Dr. Joshua Delich, Assistant Superintendent; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

The Board of Education authorize the Superintendent to allow Como Park Elementary to accept this gift from Como Elementary PTO. This gift of \$5,550.13 will be deposited into the intraschool fund 19-431-291-000-5096-U001.

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

DATE: March 23, 2021

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Department of Education to provide Alternative Delivery of Specialized Instructional Services (ADSIS)

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment
2. Saint Paul Public Schools Office of Specialized Services and Office of Teaching and Learning have prepared an application for funds to provide assistance to students who need additional academic or behavioral support. The goal of this project is to reduce the number of inappropriate referrals to special education by providing supports early to struggling students.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$954,868.48. Nine schools will be impacted by this project.
4. This project aligns with the District strategic plan focus area of Effective and Culturally Relevant Instruction by accelerating the achievement of the lowest performing students and increasing achievement for all students.
5. This is a recurring grant-funded project. The 2019-2020 ADSIS Cohort funding provided direct service to 563 students at nine schools.
6. This item is submitted by Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Marcy Doud, Assistant Superintendent, Specialized Services; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

INDEPENDENT SCHOOL DISTRICT NO. 625 _____

**BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: March 23, 2021

TOPIC: Request for Permission to Submit a Grant to Outride

A. PERTINENT FACTS:

1. Outride is currently accepting grant applications for its Riding for Focus program which launches youth cycling programs and promote cycling for physical activity and well-being.
2. Saint Paul Public Schools E-STEM have prepared an application for funds to get their 6th-8th grade students riding, including bikes, helmets, curriculum, and intensive teacher training. The goal of this program is to promote cycling as an outlet for students to improve their cognitive, physical, and socio-emotional well-being. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. The estimated value of the grant is \$30,000; however, the district will not receive any funds. Instead, it will receive equipment (bikes, helmets), a curriculum, and teacher training. The project will impact approximately 540 students at the school.
4. This project aligns with the District strategic plan focus area of Effective and culturally relevant instruction The bikes will be used as a physical education unit, and the school will also use them in its environmentally-focused STEM curriculum (e.g., taking the bikes out to nearby parks to extend science education).
5. This is a new one-time gift of equipment and training.
6. This item is submitted by Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to Outride for Riding for Focus program; to accept equipment, curriculum and training, 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: April 20, 2021

TOPIC: Request for Permission to submit a Grant to the Educational Credit Management Corporation (ECMC) Foundation

A. PERTINENT FACTS:

1. The Educational Credit Management Corporation (ECMC) Foundation is currently accepting grant applications for projects that inspire and to facilitate improvements that affect educational outcomes, especially among underserved populations, through evidence-based innovation.
2. Saint Paul Public Schools Nokomis South Montessori Magnet has prepared an application for funds for an Equity and Culture Teaching Artist Program. The goals of this project is to expand the culturally relevant teaching in the 2021-22 school year. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$20,000. 410 students will be impacted.
4. This project aligns with the District strategic plan focus area of effective and culturally relevant instruction by bringing in a Hmong author and a Hmong artist as part of a school-wide book festival.
5. This is a new grant-funded project that will take place in the second half of the 2021-22 school year.
6. This item is submitted by Terri Jackson, Principal, Nokomis South Montessori Magnet; Andrew Collins, Assistant Superintendent; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Educational Credit Management Corporation (ECMC) Foundation for the funds for a school book festival, 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: March 23, 2021

TOPIC: Bid No. A20-0538-A Apple Device Repair Services

A. PERTINENT FACTS:

1. Saint Paul Public Schools continues to implement a one-to-one iPad initiative, with over 38,000 iPads, as part of the District's Personalized Learning Through Technology referendum. Timely care and maintenance of the devices is critical to meeting the instructional and learning needs of students and staff.
2. This Agreement provides all labor, material, equipment and services to perform repairs for district staff, and student iPad devices.
3. The purchase is over \$100,000 and board approval is required. Anticipated expenditure for this agreement is \$1,800,000 over four years.
4. Funding will be provided by the PLTT Referendum.
5. This purchase aligns with the Long-term Student Outcome in SPPS Achieves and the goals of the Personalized Learning Through Technology referendum.
6. This item is submitted by: Hans Ott, Executive Director, Office of Digital and Alternative Education; Idrissa Davis, Executive Director, Technology Services, Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with **GopherMods** for the labor, material, equipment and services to perform repairs for district staff, and student iPad devices for the 2021-2022 through 2024-2025 school years.

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

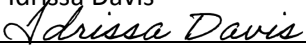
Board Agenda Item Routing

Apple Device Repair Services

This form is to be used to submit items for the Board of Education meeting agenda.

Its purpose is to ensure that everyone listed in the "submitted by" entry has reviewed the item. It is the responsibility of the originator of the item to initiate this form.

Please sign and date in the appropriate place and forward it to the next person.

	Name	Date
Originated by:	Hans Ott 	3/14/2021
Reviewed by:	Idrissa Davis 	3/16/2021
	Marie Schrul	
*Assistant Superintendent		
*Deputy/Chief Officer	Jackie Turner	
*Chief of Staff		

* Must be approved by one of these administrators.

Superintendent _____

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

DATE: March 23, 2021

TOPIC: Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, Representing Bus Drivers, Nutrition Services Employees, and Teaching Assistants.

A. PERTINENT FACTS:

1. New memorandum of agreement is for a period from January 29, 2021 through June 30, 2021.
2. Terms are as follows:

Bussing:

1. The district agrees to utilize disinfectants on list N of the EPA in order to clean and disinfect all buses that will have SPPS employees and students riding on them.
2. The district agrees to provide all teaching assistants and bus drivers with both masks and face shields in order to help prevent the spread of COVID 19 and or bodily fluids.
3. The district agrees to have an adequate supply of gloves and spare masks on each SPPS bus or contracted bus with SPPS employees on them.
4. The district agrees to have hand sanitizer on all buses with at least 60% alcohol at the entrance of the school bus.
5. The district agrees to provide and have available disposable disinfectant wipes and other disinfectants in order to clean and disinfect wheelchair lifts between use.
6. If there is a student exempt from wearing a mask, and the district is notified, the district agrees to notify the bus driver and Teaching Assistant.
7. Saint Paul Schools will limit the number of people per seat to 1 to the extent possible with the exception of siblings and household members.

In Person learning:

1. The district agrees that if MDE, MDH or the CDC either lowers or increases the ratio of staff to students they will adhere to Minnesota State Safe Learning Plan guidelines.
2. Bus Drivers and TA's may request a 3-ply medical mask if required to work with students who are exempt from wearing masks. If supplies are limited and the District is unable to provide a 3-ply mask, the District and employee will work to find an alternate solution.
3. Any Teamster members that qualify under this MOU for an N95 respirator mask shall be given the proper instruction in wearing masks by SPPS.
4. The district agrees that in accordance with the Governors safe learning plan, when Teaching Assistants cannot be six (6) feet from students (small group or individual instruction) a clear barrier between the teaching assistant and student will be used.
5. Teaching Assistants, Nutritional Service employees and bus drivers will be given the opportunity to receive a COVID 19 vaccine as supplies are distributed and in accordance with the vaccination prioritization plan for SPPS.
6. The district agrees to provide all Teamster members with a mask and face shield to use during the school day.
7. Saint Paul Public schools agrees to provide all Teamster members with PPE (Gloves, 3- ply surgical masks and a face shield) in the following circumstances:
 1. When the students they are supporting require 1 to 1 assistance.
 2. If the employee is supporting a student in the EBD, DCD or ASD program.
 3. If the employee is supporting a student in any ECSE self-contained classroom.
8. Saint Paul Public Schools agrees to provide Teamster members with 3-ply surgical masks, a face shield, gloves and PPE gowns if they are a TA 2 and are supporting students in the SPED program and are assisting a student in any of the following areas:
 1. Feeding
 2. Toileting
 3. If the employee could possibly be exposed to the student's bodily fluids.
 4. If they are doing any physical holds.

9. The district agrees to manually override the demand-controlled ventilation (DCV) function on its HVAC systems in buildings being used for hybrid learning.
10. The district agrees to keep the minimum outdoor air dampers as high as 100% to help eliminate recirculation of air throughout the buildings as weather conditions permit.
11. The district agrees to run the buildings HVAC systems at its maximum level for 2 hours before and after occupied times.
12. The district agrees to use not less than MERV 11 filters in fresh air supplying ventilation systems.
13. The district agrees to have hand sanitizer, disinfectant wipes and spare masks in each classroom in which a Teamster member will be working.
14. The district agrees to have each classroom that is used along with all other locations in the building that were utilized thoroughly disinfected prior to use the following day.
15. The district agrees to include Teamster members from each bargaining unit to be a part of planning meetings for each building. All plans shall be shared with each employee prior to the return of students.
16. All Teamster bargaining unit members shall be informed of the following prior to returning to in person/ hybrid learning:
 - A. Pickup and drop off procedures of students for their respective site.
 - B. Procedures and routes for between class time travel throughout the building.
 - C. Procedures for meal times for both staff and students.
 - D. The names and contact information for those individuals on the site safety team to include the building COVID 19 coordinator.
17. The district agrees that staff may bring in their own personal HEPA air filters if the District does not provide them based on the qualifications listed above. HEPA purifiers that are brought in by staff bring must be UL listed and have a grounded (3-pronged) plug.
18. If staff present symptoms of COVID 19 they should be sent home and make an online report.
19. The District will continue to follow protocols established by Student Health and Wellness for the presentation of symptoms of COVID-19 by students and staff.
20. Employees who report symptoms of COVID-19 and are excluded by a medical professional or the District and follows the isolation/quarantine direction is considered an excused absence.
21. If multiple COVID 19 cases are identified (either exposures or positive COVID 19 tests) and they are linked to a specific classroom, and Student Health and Wellness determines that all staff and students in that classroom will quarantine for 10 days they will be in distance learning during those dates. (Reference "Safer Learning Plan," page number 13, bullet point #1)
22. Teaching assistants that are required to quarantine shall not lose any bus hours during the quarantine period.
23. If there is a Teamster member that is returning to in person learning, they will be given priority to attend NVCI/CPI trainings. Due to the COVID 19 pandemic, many Teamster members required to have CPI/NVCI training have now gone expired. Therefore, the district agrees that these employees will be given adequate time and opportunity to attend a refresher training and any employee that is expired will not face discipline for having an expired certificate.
24. All Teamster members will not be required to do any physical holds until they have completed the required refresher or initial training unless there is a risk of serious harm or injury to the student or another person.
25. Teaching Assistant's will be given the opportunity to review plans and protocols in regards to PPE when physical holds may be necessary. Training will occur when they report to the site prior to students returning.
26. Saint Paul Schools agrees, and in accordance with the Governors safe learning plan, to continue to follow executive order 20-82 paragraph 13 while in effect. This executive order references that an employee who is considered medically at risk for complications due to COVID 19 or has a family member or household member who is at risk to work from home to the extent possible.
27. Teamster members shall be allowed to take part in any back-to-school planning or back to school preparation days for those schools that will have in-person or student support activities and shall not lose hours of work during those days.
28. Saint Paul Public Schools agrees that until Teamster members are able to receive the COVID 19 vaccine, the district will prior to enforcing Article 13; section 3.2.1 and section 3.3 under the recall rights article for Teaching Assistants, along with Article 13; section 3 of the nutritional service contract, and Article 16.1.6 of the School bus driver contract, the District will work with the employee to review potential options for additional leave or means to return to the workplace. If no options remain after this review, the District may enforce that reference forfeiting future recall rights.
29. Saint Paul Schools will follow the recommendations of its Student Health and Wellness Office regarding the quarantine or isolation of classrooms or buildings based upon the contact screening information and in consultation with MDH.

30. Saint Paul Schools agrees to provide COVID 19 testing for all Teamster members every two (2) weeks who are part of an in-person or hybrid learning model, (reference COVID 19 testing process under the Safe Learning Plan)

LMC Committee:

The Union and District agree to hold regular weekly or bi weekly meetings to discuss concerns surrounding issues of health and safety, or issues surrounding classrooms, air quality/ circulation and the number of positive COVID 19 numbers in a specific building or in the district community.

Conclusion

1. Nothing in this memorandum of agreement herein modifies the employer's rights in the respective articles for sick leave, vacation, compensatory leave, personal leave or any other article not expressly modified within this memorandum of agreement.
 2. Nothing in this memorandum of agreement is intended to reduce the benefits in the current collective bargaining agreement.
 3. The District agrees to continue to follow the collective bargaining agreement language for members of each respective bargaining unit.
 4. Either party may request a meet and confer relative to the items listed herein.
 5. No modifications of any provisions of this Agreement shall be valid unless in writing signed by the parties.
 6. Nothing herein shall be deemed precedent setting for either party.
This agreement shall be in place from the date of January 29th, 2021 and shall remain in place until June 30th, 2021.
 7. Prior to the expiration of this MOU, the District and Union agree to meet and confer on a possible extension of this MOU.
 8. The parties agree that this Agreement constitutes the entire agreement between the parties on the matters contained herein.
3. This item will meet the District target area goal of alignment.

This request is submitted by Kenyatta McCarty, Executive Director of Human Resources;
Jim Vollmer, Assistant Director of Employee/Labor Relations.

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 for Minnesota Teamsters Public and Law Enforcement Employees Union Local No. 320, representing bus drivers, nutrition services employees and teaching assistants in this school district; duration of said Agreement is for the period of January 29, 2021 through June 30, 2021.

MEMORANDUM OF AGREEMENT

This Memorandum of Agreement (the “**Agreement**”) is made effective as of January 29th, 2021 by and between Independent School District No. 625 (the “**District**”), and Teamsters Local 320 (hereinafter Union).

WHEREAS, There is an extraordinary event of national emergency; and

WHEREAS, there is an urgent need to address the concerns of employees who may be negatively impacted by the pandemic event; and

WHEREAS, there is an increased need to ensure the health of all employees and provide services to students and members of the Saint Paul School District Community; and

WHEREAS, the recent outbreak and spread of coronavirus (COVID-19) has prompted many necessary changes for school districts and teaching assistants for the 2020-2021 school year; and

WHEREAS the District and the Union agree that the current collective bargaining agreement between the parties governs terms and conditions of employment; and

WHEREAS the District and Union agree on the following as it relates to hybrid/ in person learning for the 2020/21 school year.

Now therefore be it resolved:

Bussing:

1. The district agrees to utilize disinfectants on list N of the EPA in order to clean and disinfect all buses that will have SPPS employees and students riding on them.
2. The district agrees to provide all teaching assistants and bus drivers with both masks and face shields in order to help prevent the spread of COVID 19 and or bodily fluids.
3. The district agrees to have an adequate supply of gloves and spare masks on each SPPS bus or contracted bus with SPPS employees on them.
4. The district agrees to have hand sanitizer on all buses with at least 60% alcohol at the entrance of the school bus.
5. The district agrees to provide and have available disposable disinfectant wipes and other disinfectants in order to clean and disinfect wheelchair lifts between use.
6. If there is a student that is exempt from wearing a mask, and the district is notified, the district agrees to notify the bus driver and Teaching Assistant.
7. Saint Paul Schools will limit the number of people per seat to 1 to the extent possible with the exception of siblings and household members.

In Person learning:

1. The district agrees that if MDE, MDH or the CDC either lowers or increases the ratio of staff to students they will adhere to Minnesota State Safe Learning Plan guidelines.
2. Bus Drivers and TA's may request a 3-ply medical mask if required to work with students who are exempt from wearing masks. If supplies are limited and the District is unable to provide a 3-ply mask, the District and employee will work to find an alternate solution.
3. Any Teamster members that qualify under this MOU for an N95 respirator mask shall be given the proper instruction in wearing masks by SPPS.
4. The district agrees that in accordance with the Governors safe learning plan, when Teaching Assistants cannot be six (6) feet from students (small group or individual instruction) a clear barrier between the teaching assistant and student will be used.
5. Teaching Assistants, Nutritional Service employees and bus drivers will be given the opportunity to receive a COVID 19 vaccine as supplies are distributed and in accordance with the vaccination prioritization plan for SPPS.
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 3. If the employee could possibly be exposed to the student's bodily fluids.
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9. The district agrees to manually override the demand-controlled ventilation (DCV) function on its HVAC systems in buildings being used for hybrid learning.
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19. The District will continue to follow protocols established by Student Health and Wellness for the presentation of symptoms of COVID-19 by students and staff.
20. Employees who report symptoms of COVID-19 and are excluded by a medical professional or the District and follows the isolation/quarantine direction is considered an excused absence.
21. If multiple COVID 19 cases are identified (either exposures or positive COVID 19 tests) and they are linked to a specific classroom, and Student Health and Wellness determines that all staff and students in that classroom will quarantine for 10 days they will be in distance learning during those dates. (Reference "Safer Learning Plan," page number 13, bullet point #1)
22. Teaching assistants that are required to quarantine shall not lose any bus hours during the quarantine period.
23. If there is a Teamster member that is returning to in person learning, they will be given priority to attend NVCI/CPI trainings. Due to the COVID 19 pandemic, many Teamster members required to have CPI/NVCI training have now gone expired. Therefore, the district agrees that these employees will be given adequate time and opportunity to attend a refresher training and any employee that is expired will not face discipline for having an expired certificate.
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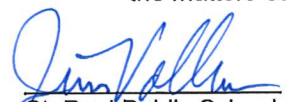
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30. Saint Paul Schools agrees to provide COVID 19 testing for all Teamster members every two (2) weeks who are part of an in-person or hybrid learning model, (reference COVID 19 testing process under the Safe Learning Plan)

LMC Committee:

The Union and District agree to hold regular weekly or bi weekly meetings to discuss concerns surrounding issues of health and safety, or issues surrounding classrooms, air quality/ circulation and the number of positive COVID 19 numbers in a specific building or in the district community.

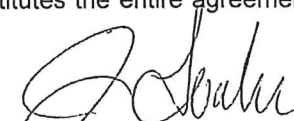
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2. Nothing in this memorandum of agreement is intended to reduce the benefits in the current collective bargaining agreement.
3. The District agrees to continue to follow the collective bargaining agreement language for members of each respective bargaining unit.
4. Either party may request a meet and confer relative to the items listed herein.
5. No modifications of any provisions of this Agreement shall be valid unless in writing signed by the parties.
6. Nothing herein shall be deemed precedent setting for either party.
This agreement shall be in place from the date of January 29th, 2021 and shall remain in place until June 30th, 2021.
7. Prior to the expiration of this MOU, the District and Union agree to meet and confer on a possible extension of this MOU.
8. The parties agree that this Agreement constitutes the entire agreement between the parties on the matters contained herein.


St. Paul Public Schools

3-15-2021

Date


Union Representative

3/13/2021
Date

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

DATE: March 23, 2021

TOPIC: District Rooftop Lease (Cell Tower) at L'Etoile Du Nord Upper Campus

A. PERTINENT FACTS:

1. New Cingular Wireless PCS, LLC desires to establish a cell tower Lease Agreement with the District at L'Etoile Du Nord Upper Campus at 1760 East Ames Place.
2. The Administration is agreeable to the cell tower Lease Agreements with New Cingular Wireless PCS, LLC.
3. Terms and conditions of the Lease Agreement include the following:
 - a. The lease term will be (10) years commencing April 1, 2021 and terminating March 31, 2031 with one (1) – five (5) year extension.
 - b. Annual rent for the first year will be Twenty Nine Thousand Five Hundred Dollars (\$29,500) with a 4% increase annually. Revenue will be applied to debt service.
4. This project will meet the District Strategic Plan goals by aligning resource allocation to District priorities.
5. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent or Designee to execute the two (2) Lease Agreement between the District and New Cingular Wireless PCS, LLC for the term April 1, 2021 through March 31, 2031, with annual rent for the first year of Twenty Nine Thousand Five Hundred Dollars (\$29,500), subject to all other terms and conditions of said agreement.

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

DATE: March 23, 2021

TOPIC: Enter into Lease Agreements with Apple for iPads.

A. PERTINENT FACTS:

1. Permission to enter into lease agreement with Apple, Inc. for iPads. The agreements will also include professional development, technical support, iPad cases, Device Enrollment Program and professional services.
2. This will be a four-year lease agreement for iPads; first payment will be due August 1, 2021. The total cost will not exceed \$16,000,000 over the life of the lease.
3. Funding for the lease will come out of the Personalized Learning Referendum dollars.
4. This project will meet the District target area goals by ensuring high academic achievement for all students, aligning resource allocation to District priorities and strengthening relationships with families. Equitable access to iPads for all SPPS students:
 - a. Enhances student engagement and access to resources that reflect student cultural and racial identities;
 - b. Provides multiple ways of learning;
 - c. Supports our digital learning and online learning programs;
 - d. Allows for learning to extend beyond the classroom;
 - e. Can be customized to student needs; and
 - f. Provides a platform for increased communication with families
5. The solution will be bought through our vendor Apple and the purchase will be made off of the State of Minnesota contract #541910 for Apple.
6. This item is submitted by: Hans Ott, Executive Director, Office of Digital and Alternative Education; Idrissa Davis, Executive Director, Technology Services, Marie Schrul, Chief Financial Officer, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into a Lease Agreement with Apple, Inc for iPads, for a total not to exceed \$16,000,000 over the life of the lease.

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

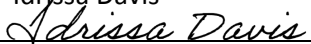
Board Agenda Item Routing

Enter into Lease Agreements with Apple for iPads

This form is to be used to submit items for the Board of Education meeting agenda.

Its purpose is to ensure that everyone listed in the "submitted by" entry has reviewed the item. It is the responsibility of the originator of the item to initiate this form.

Please sign and date in the appropriate place and forward it to the next person.

	Name	Date
Originated by:	Hans Ott 	3/14/2021
Reviewed by:	Idrissa Davis 	3/16/2021
	Marie Schrul	
*Assistant Superintendent		
*Deputy/Chief Officer	Jackie Turner 	03162021
*Chief of Staff		

* Must be approved by **one** of these administrators.

Superintendent _____

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

DATE: March 23, 2021

TOPIC: Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Educators representing Teachers, Educational Assistants and School and Community Service Professionals.

A. PERTINENT FACTS:

1. New memorandum of agreement is for a period from March 24, 2021 through the end of the 2020-2021 school year.
2. Terms are as follows:

COVID-19 School Building and Reopening – Safety and Planning Provisions: Both parties agree to maintain previously agreed upon safety provisions in previously agreed to Memorandum of Agreements between the parties regarding COVID – 19 will remain in place while schools operate in an in-person model. This includes provisions on the following:

- a) Masks, face shields and other PPE
- b) Handwashing and sanitization
- c) Social distancing at work, childcare and learning spaces
- d) Daily cleaning and disinfecting spaces being used

COVID-19 Health and Safety Labor Management Committee: Employees will continue to report to their immediate supervisor. Distance learning will generally be asynchronous. Teachers will determine the most essential objectives to be accomplished based on state standards.

The parties agree to form a joint labor-management COVID-19 Health and Safety Committee, which will meet weekly to assess topics such as: health and safety conditions and address other concerns or issues, including building/classroom inspections, indoor air quality and circulation, number of COVID-19 cases at school buildings and contact tracing information, possible return to distance learning based on COVID-19 spread, and compliance with health and safety protocols.

Vaccinations: To the greatest extent possible, the district will create a system to prioritize vaccines for in-person educators and staff, then all other educators and staff as they become available, if and when the district controls vaccination distribution and/or scheduling.

Testing: Saint Paul Public Schools will offer optional COVID-19 saliva testing per guidance from MDE in the Safe Learning Plan.

COVID-19 School Building Reopening-Scheduling and Workload:

Specialists: Specialists may have a combination of in person and VLS assignments, but no more than a regular specialist schedule.

- a) Specialist coursework may be created as asynchronous or synchronous as necessary to be as effective as possible for each educator's content area and students.
- b) There will be 50 minutes allotted for each VLS and in-person assigned to a specialist within their daily schedule.

- c) Each specialist will be provided with a budget of \$750 for additional supplies to support in-person learning.
- d) Specialists will receive a one-time stipend to be paid at the end of the school year of an additional \$750 to support their in person and VLS class assignment. The amount will be prorated based on the staff member's FTE.

Substitutes: The district will continue to honor Article 9, Section 9 Contract Teachers as Substitutes. *Teachers on Call will be the district's primary focus of securing substitutes.* The district will share the District Substitute Plan with SPFE Leadership. This MOU provides clarification of a three-tiered substitute support system for buildings.

Bilingual EA's: Bilingual EAs providing language support, who request of their supervisor to work additional hours in order to assist families, students, and educators, will not be denied hours, up to 40 hours per week, unless there are safety concerns.

Staff Meetings: Administrators will continue to follow the Licensed Staff/Teacher contract language of conducting only four staff meetings per month. Additional meetings may be requested, but shall not be required.

Adequate Space: EL teachers, general education counselors, social workers, or any educator conducting groups with students responsible for teaching small groups will be provided with adequate teaching space arranged in accordance to the State Safe Learning Plan guidelines. Special Education staff are required to follow the IEP/IFSP in accordance to location of service to meet the least restrictive environment requirements. If space cannot be provided in accordance to the most current State Safe Learning Plan guidelines, teachers will be allowed to teach small groups via distance learning. Educators will work with their principal to determine when they need to be on site if they are doing some groups virtually. Administrators will provide space arranged in accordance to most current State Learning Plan guidelines for social distancing of participants for special education service providers to meet student IEPs/CLPs.

Virtual and/or in Person IPE Meetings: The district will follow MN Department of Education's guidance regarding virtual and/or in person IEP meetings. Educators can conduct due process meetings and meet and collaborate on a student's IEP virtually whenever possible. The MN Department of Education guidance regarding virtual and/or in person IEP/ due process meetings also pertains to special education interpreters.

Virtual School During Dual VLS and In-Person Model: Staff assigned to a virtual school assignment will follow the MOA language negotiated for Distance Learning between the two parties

3. This item will meet the District target area goal of alignment.

This request is submitted by Kenyatta McCarty, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations.

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 for teachers, educational assistants and school and community service professionals in this school district for whom the Saint Paul Federation of Educators is the exclusive representative; duration of said agreement is for the period of March 24, 2021 through the end of the 2020-2021 school year.

MEMORANDUM OF AGREEMENT BETWEEN

Saint Paul Public Schools AND Saint Paul Federation of Educators

WHEREAS, the recent outbreak and spread of coronavirus (COVID-19) has prompted many necessary changes for school districts and educators for the 2020-2021 school year; and

WHEREAS the District and the Union agree that the current collective bargaining agreement between the parties governs terms and conditions of employment; and

WHEREAS the District will be providing distance learning and in-person learning;

NOW THEREFORE, be it resolved; that for the time period in which the District is operating with both an in-person and distance learning model, the following language supplements the language in the collective bargaining agreements for licensed staff/teachers, educational assistants, and school and community service professionals:

COVID-19 School Building Reopening - Safety and Planning Provisions

1. Vaccinations: To the greatest extent possible, the district will create a system to prioritize vaccines for in-person educators and staff, then all other educators and staff as they become available, if and when the district controls vaccination distribution and/or scheduling.
2. **Previously Agreed Upon Safety Provisions: Previously Agreed Upon Safety Provisions:** All safety provisions previously agreed to in Memorandum of Agreements between the parties regarding COVID-19 will remain in place while schools operate in an in-person model. This includes provisions on the following:
 - a. Masks, face shields, and other PPE
 - b. Handwashing and sanitization
 - c. Social distancing and work, childcare, and learning spaces
 - d. Daily cleaning and disinfecting spaces being used.
3. **COVID-19 Health and Safety Labor Management Committee:** The parties agree to form a joint labor-management COVID-19 Health and Safety Committee, which will meet weekly to assess topics such as: health and safety conditions and address other concerns or issues, including building/classroom inspections, indoor air quality and circulation, number of COVID-19 cases at school buildings and contact tracing information, possible return to distance learning based on COVID-19 spread, and compliance with health and safety protocols. The committee will be comprised of at least five and no more than

seven SPFE members selected by the SPFE President and at least five and no more than seven SPPS administrators selected by the Superintendent.

4. **Staff Preparation:** SPFE Stewards or designated representatives must be invited to planning meetings regarding return to in person at their site. Plans will be shared with staff at the start of the transition period (i.e. staff returning to building) or at least 10 days prior (whenever possible). A link or hard copy will be available to all staff at any time to reference.
 - a. All staff will have the opportunity to walk through their building to ask questions about distancing plans within 5-10 days prior to students returning to any movement into in-person.
 - b. Elementary teachers will be provided three days to set up their classroom and one principal directed day prior to the first transition into in-person, without any teaching responsibilities during those days, per Executive Order 20-82, paragraph 29. The classroom set up days would occur one time only during the first transition. Two classroom setup days will occur each week in the 2 weeks prior to students' return.
 - c. Secondary teachers will be provided three days (two to setup their classroom and one principal directed day) prior to any transition into hybrid, without any teaching responsibilities during those days, per Executive Order 20-82, paragraph 29. The classroom set up days would occur one time only during the first transition.
 - d. In sites where other district wide programs are housed, the district will move materials in advance of set-up dates.
 - e. Teachers will have access to any new sections created in Campus or the appropriate LMS at least one week prior to beginning in-person classes.
 - f. Staff will be notified of the following COVID-19 related safety precautions ten working days prior to the start of school in-person:
 - The building level COVID-19 coordinator and their role.
 - Members of the Site Safety Team and their roles and responsibilities.
 - School specific protocols for drop off and pick up.
 - School specific protocols for passing time and/or hallway usage.
 - School specific protocols for meal times.
 - School specific protocols for hand washing, bathroom, and hydration station use.
 - Custodian names, contact information, and work schedules.
 - Plans for distributing PPE and replenishing PPE at their site.
 - And other related safety plans for their site or position.
5. **HVAC Systems:** The District shall ensure all HVAC systems follow ASHRAE COVID-19 recommendations, optimizing the supply of fresh air to occupied spaces. Air filters shall be MERV-11 or higher and changed at the recommended

intervals. The District will deploy true HEPA filter air purifiers based on individual room usage and needs. For general instructional spaces, the District shall focus HEPA filter purifiers on spaces that the most recent Indoor Air Quality sampling (2018) measured CO₂ concentrations of more than 1100 PPM.

- a. Isolation rooms will have six feet of social distancing between symptomatic individuals when possible. They must have dedicated true HEPA filter purifiers in the space and be sealed off from the building ventilation.
 - b. Staff will be provided with surgical masks if they are required to work with students who are exempt from the face covering requirement due to a medical condition.
 - c. Staff may bring in their own personal HEPA air filters if the District does not provide them based on the qualifications listed above. Any HEPA purifiers staff bring to an SPPS site must be UL listed and have a grounded (3-pronged) plug. Ionized air purifiers will not be allowed because they create ozone.
 - d. To maximize the amount of fresh air circulation into buildings, air handler systems will start running two hours in the morning before the building opens and will continue running throughout the day and for four hours in the evening after the school day ends. All demand control ventilation (DCV) should be turned off and units should be run in occupied status. The building will be considered open at the time that the majority of staff arrive for work. Staff will be notified of the specific times that the air handler systems start and end for their building.
 - e. Non-mechanically ventilated spaces cannot be used for in-person instruction or for workspace occupied by more than one person.
 - f. The following information regarding the ASHRAE recommendations and how building's HVAC system compares will be posted on the SPPS website: the level of MERV filtration for the building and measured CO₂ concentrations from the Indoor Air Quality sampling in 2018.
6. Classroom and Workspace Set-up: Classrooms will be initially arranged to promote-as much social distancing between students as possible, in accordance to the State Safe Learning Plan guidelines dated January 8, 2021, which states "three feet of physical distancing or more is strongly recommended" (p. 11) or current Safe Learning Plan. Educators will follow the State Safe Learning Plan in regards to social distancing.
- a. Furniture: Educators will not be required to move furniture on their own in their classroom or workspace. The District will supply storage and moving of furniture that needs to be removed to accommodate students. The District will also move furniture back upon return to full time in person instruction. Educators are responsible for moving all of their personal items and are encouraged to remove them from the premises to support maximal space for social distancing.

7. **Transportation and Student Arrival and Departure Plans:** School staff shall have the opportunity to review transportation and student arrival and departure plans at the start of the transition period (i.e. staff returning to building) or at least 10 days prior (whenever possible) to students returning to buildings and provide feedback on the plans.
- a. All buildings will have appropriate plans for students who are dropped off early or not picked up on time. If any plan or instance involves educators working beyond their duty day to assist, they will be paid accordingly:
- No educator will be required to take an assignment to work beyond the duty day.
 - The normal duty day for Licensed staff starts 15 minutes before the school day and ends 15 minutes after the end of the school day. The normal duty day for School and Community Service Professionals is based on their regular schedule.
 - Educational Assistants will be paid their hourly rate of pay for all time worked in 15 minute increments.
 - The rate of pay for teachers will be “General Assignments” pay as provided for in the collective bargaining agreement of \$23.65/hour. School and Community Service Professionals will be eligible for compensatory time per their collective bargaining agreement.
8. **Mealtime and Passing Plans:** School staff shall have the opportunity to review mealtime and hallway and stairway plans at the start of the transition period (i.e. staff returning to building) or 10 days prior (whenever possible) to students returning to buildings and provide feedback on the plans.
- a. Each plan will include the following:
- i. Schedules will include enough time for hand hygiene before and after meals.
 - ii. Schedules will include time for sanitizing surfaces.
 - iii. Schedules will preserve duty free lunch time for staff.
 - iv. Space for as much distancing as possible between students, and staff and students, during lunch time.
9. **Bathroom and Hydration Station Plans:** School staff shall have the opportunity to review bathroom and hydration station plans at the start of the transition period (i.e. staff returning to building) or at least 10 days prior (whenever possible) to students returning to buildings and provide feedback on the plans.
- a. Schedules shall include additional time for students to wash hands upon arrival at school and before and after meals.
 - b. Schedules shall include additional time for restroom breaks to ensure social distancing measures are followed, as needed.
 - c. Schedules shall include additional time for students and staff to use hydration stations to ensure social distancing measures are followed.

10. **Health Screening Protocols:** School staff shall be trained in health screening protocols at the start of the transition period (i.e. staff returning to building) or at least 10 days prior (whenever possible) to students returning to buildings and provide feedback on the plans.
- a. The District shall use screening methods as defined by MDH and CDC. Visitors will be limited. Screening signage and ongoing education will promote people staying home if they are sick.
 - b. Staff with symptoms of COVID-19 should be sent home and told to make a report using the online reporting system. Students with symptoms of COVID-19 will be evaluated in the health office and follow the isolation protocol accordingly. Staff or students known to have had close contact with someone who tested positive for COVID-19 shall be sent home and quarantined according to MDH guidelines.
 - c. With COVID-19 positive cases, reports will be reviewed by SPPS Health and Wellness and close contacts will be determined and notified in partnership with MDH. Students and staff at that site will be notified according to the COVID-19 Communications Protocol. The SPPS COVID-19 Dashboard is available as a resource to share positive cases in students and staff.
 - d. No person will be subject to discipline or retaliation for sharing information that they have tested positive for COVID-19.
 - e. Upon notification that a staff member has come into close contact with a person who has tested positive for COVID-19, as identified by MDH or Student Health and Wellness, the District shall permit that person to work remotely until the end of a quarantine period, as established by MDH. If no remote work is available, the individual shall remain on quarantine leave, as provided and prescribed by their collective bargaining agreement, instead.
 - f. Educators may refer students to the Health Office at their discretion, when symptoms of illness are present.
 - g. Every effort will be made to have a Licensed School Nurse and/or Health Assistant when students are present to support evaluation of illness and exclusion procedures. Programs with medically fragile students will be prioritized when making LSN staffing adjustments. Back up nurses will be available by phone consultation if a school nurse or health assistant is not available. Additional onsite designees will be identified and trained in health and safety guidelines.
 - h. SPPS reserves the right to temporarily reassign all Licensed School Nurse and Health Assistant assignments throughout the pandemic to address shortages in health office coverage due to quarantine, isolation or other leaves of absence. As much notice will be given to affected staff as possible.
11. **Testing:** Saint Paul Public Schools will offer optional COVID-19 saliva testing per guidance from MDE in the Safe Learning Plan. In addition, staff are encouraged to utilize other free testing options available.

12. **Personal Protective Equipment (PPE):** In the non-hybrid/in-person learning environment, educators will be provided the following PPE: masks, face shields and portable barriers for each classroom and to use in other spaces.
- a. Educators can request additional PPE as needed.
 - b. Educators shall be allowed to wear scrubs and/or other easily washable professional attire.
 - c. Masks will be strongly encouraged for PreK students and required for all K-12 students except for those with a documented medical exemption and/or exclusion documentation in a special education plan in accordance with the Safe Learning Plan.
 - i. PreK teachers will be provided with medical grade masks when role(s) requires work in prolonged, close contact per the Safe Learning Plan.
 - ii. If Pre-K students are unwilling to wear masks, teachers will be supported to adjust their direct interaction/instruction with that student until consistent mask wearing behaviors improve.
 - d. If the government provides additional funding, supply and guidance for PPE, the parties will meet to discuss providing additional PPE to educators.

COVID-19 School Building Reopening-Scheduling and Workload

13. **Specialists:** Specialists may have a combination of in person and VLS class assignments, but no more than a regular specialist schedule.
- a. Specialists may provide instruction primarily through DL modalities for the remainder of the 2020-2021 school year. In-person instruction will allow for on-site support & some supplemental activities.
 - i. Specialist VLS coursework may be created as asynchronous or synchronous as necessary to be as effective as possible for each educator's content area and students.
 - ii. There will be 50 minutes allotted for each VLS and in-person section assigned to a specialist within their daily schedule.
 - b. Each specialist will be provided with a budget of \$750 for additional supplies to support in-person learning.
 - c. Specialists will receive a one-time stipend to be paid at the end of the school year of an additional \$750.00 to support their in person and VLS class assignment. The amount will be prorated based on the staff member's FTE.
14. **Substitutes:** The district will continue to honor Article 9, Section 9 Contract Teachers as Substitutes. *Teachers on Call will be the district's primary focus of securing substitutes.* The district will share the District Substitute Plan with SPFE Leadership.

- a. Itinerant TOSAs who are assigned to work with specific schools will be assigned to substitute only at their assigned schools; except in exigent circumstances.
- b. VLS teachers will not be asked to substitute in person.
- c. Existing building substitutes should be fully assigned to ensure coverage.
- d. Human Resources is expanding the pool of temporary substitutes and will assign them to clusters of schools.
- e. Data will be analyzed in the Labor Management Committee on a weekly basis to review sub coverage and guide the redirection of specific resources as described below:
 - i. The LMC will gather Tier 1 and Tier 2 sub rotation plans from schools to review and provide feedback. The goal of this process will be to give guidance to buildings in creating equitable rotation plans and to proactively give suggestions on when schools should consider calling Tier 3 substitutes. Additionally, the LMC will work together to problem solve issues or concerns that emerge with substitutes.
 - ii. Based upon the impact on building's unfilled positions, building substitutes that were assigned as part of the last contractual settlement will be reassigned for the following week and deployed accordingly.
 - iii. Based upon usage, unfilled positions, and to ensure equity in assignments, Tier 3 assignments will be shifted to sites demonstrating the greatest need.
- f. Where TOC, building substitutes, and the temporary pool have been maximized, emergency substitute coverage takes place in three tiers, described in more detail below:
 - i. Tier 1 – Schools have a plan to internally address any temporarily unfilled positions in a way that equitably shares coverage among categories of licensed staff at their building,
 - ii. Tier 2 – Schools may request internal ML and SpEd teachers to join in providing emergency coverage. These options should be implemented only if all Tier 1 possibilities are exhausted. They are a temporary (low frequency and short duration) bridge until Tier 3 or other assistance arrives
 - 1. Special education teachers may provide coverage for special education only and should be prioritized to cover the Fed III programs.
 - 2. Special education Fed III educators are not included in substituting plans due to liability and need of oversight for students with significant needs.
 - iii. Tier 3 –The district will assign licensed staff in district positions to Tier 3 to provide additional sub support for buildings. These staff may be called on to substitute in

emergency situations in a centrally managed process, for assignments of up to five consecutive days.

- g. As part of Tier 1 (building level plans):
 - i. Learning Leads may be asked provide substitute coverage 1 day per week within their assigned building in lieu of their contracted 20% for direct instruction
 - ii. School and Community Service Professionals and EAs may supervise classes in person as a licensed teacher provides instruction remotely. The teacher and EA will mutually work out the balance of synchronous/asynchronous delivery and support.
- 15. The district will attempt to provide differentiated work options and more educationally sound remote and in-person learning. Per Emergency Executive Order 20-82, these conversations will prioritize the assignment of fully remote teaching as available to members who do not meet ADA accommodations but who are in the following groups, in order of priority:
 - a. Educators in a high-risk group as defined by the CDC.
 - b. Educators with a household member that is at high risk as defined by the CDC.
 - c. Educators with a verifiable childcare issue due to COVID-19 related closures, per the FFCRA

It is recognized that not all requests will be able to be accommodated.
- 16. Teachers can use their discretion to provide occasional supplemental recess during the school day in alignment with the school recess schedule to ensure coordination and safety.
- 17. Schedules will include time in between classes of different students for educators (such as elementary specialists) to disinfect materials and spaces. Instructional time may be utilized to address cleaning or sanitizing during transitions.
- 18. Teachers will determine the most essential objectives, based on state standards, to be addressed and the most direct means for students to demonstrate mastery of skills and objectives.
- 19. Bilingual EAs providing language support, who request of their supervisor to work additional hours in order to assist families, students, and educators, will not be denied hours, up to 40 hours per week, unless there are safety concerns. Overtime hours for EAs or compensatory flex time for SCSPs may be approved per the collective bargaining agreement for interpreters (EAs and SCSPs). SPFE and the District will commit to review the requests for overtime after 1 month to discuss issues either party may feel are present.

20. Per Emergency Executive Order 20-74, in the event educators can conduct meetings such as PLCs remotely, or work on tasks that do not require them to be in the building, they can work remotely. All staff meetings will be conducted on a virtual platform. The District shall minimize requiring in-person professional development. NVCI and building safety training may be in person. Educators must be present at school when their students are in attendance.
21. Educators may request personal microphones or voice-amplifying devices to facilitate being heard while wearing masks and shields. For requests made outside of the ADA accommodation process, priority will be given to educators who work in a building or space without AV equipment with voice amplification capabilities. The parties acknowledge that the district may not be able to fulfill all requests.
22. Staff may be assigned to drop off materials at homes. School staff shall not enter a student's home. Staff and families shall follow current MDH and CDC Guidance. Any other duties that involve staff visiting homes will be discussed at the COVID-19 Health and Safety Committee before being assigned. Staff should follow recommendations provided in the Guidelines for In-Person Student and Family Contact or Services document which includes a breakdown of protocol to follow.
23. SPPS Human Resources will meet with SPFE leadership and staff ten days prior to students starting in person to review all staffing reassignments and adjustments due the transition into in-person. The parties will meet to discuss any proposed staffing adjustments, if necessary.
24. Administrators will continue to follow the Licensed Staff/Teacher contract language of conducting only four staff meetings per month. Additional meetings may be requested, but shall not be required.
25. The District shall make every effort to fully utilize the teaching force to avoid education grade level combination classes for in-person and virtual learning.
26. EL teachers, academic support teachers, general education counselors, social workers, or any educator conducting groups with students responsible for teaching small groups will be provided with adequate teaching space arranged in accordance to the most current State Safe Learning Plan guidelines. Special Education staff are required to follow the IEP/IFSP in accordance to location of service to meet the least restrictive environment requirements. If space cannot be provided in accordance to the most current State Safe Learning Plan guidelines, teachers will be allowed to teach small groups via distance learning. Educators will work with their principal to determine when they need to be on site if they are doing some groups virtually. Administrators will provide space arranged in accordance to most current State Learning Plan guidelines for social distancing of participants for special education service providers to meet student

IEPs/CLPs.

27. With the exception of the required asynchronous EL professional development modules, Cultivating Asset Based Practices for Multilingual Learners, the remaining professional development days in the 2020-21 school calendar will be used for teachers and other staff to have dedicated time to modify and create instructional materials. Optional asynchronous professional development will be made available to support distance learning work.

28. The district will follow Executive Order 20-94, paragraph 8 to ensure everyone's safety and mask wearing compliance.

29. Class sizes

- a. In acknowledgement of the workload of VLS classroom staff, the district will provide VLS teachers:
 - January 25-28, 2021 are scheduled as three teacher directed planning days, during the transition away from all school distance learning, to set up their classroom, to meet with their team, review and learn any new curriculum, and review their new class roster.
 - Teachers will continue to follow item J in the Distance Learning MOA.
 - Teachers will decide what grades to report on the elementary report card for any term they are teaching.
- b. Any VLS section projected to be above the agreed upon class size cap will have a class size mtg to consider an overage and discuss possible supports.
 - Each building will implement a process that includes teacher voice and input as discussions occur around shifting students and determining class rosters. The District shall make every effort to fully utilize the teaching force to avoid education grade level combination classes in elementary schools. No teacher shall be required to teach a split of more than three grade levels.
 - In acknowledgement of the workload of VLS classroom staff, the district will provide VLS teachers:
 - Three teacher directed planning days, during the transition away from all school distance learning, to set up their classroom, to meet with their team, review and learn any new curriculum, and review their new class roster.
 - Autonomy to create their own VLS schedule, coordinated with specialists. (see item J in the Distance Learning MOA)
 - Teachers will decide what grades to report on the elementary report card for any term they are teaching.
 - Non-tenured teachers who are working with a PAR CT will not be required to turn in lesson plans.

- Workload will be a standing agenda item and there will be problem solving dialogue in our monthly SPFE Teacher PIC where the district will prioritize a response.
29. CPI training with PPE and COVID-19 protocols will be provided to staff who are due for renewal and/or are new to SPPS before they will be required to complete a physical hold. Enrollment priority will be given to staff who are phasing into in person learning. Opportunities to complete the physical portion of the training in PPE will be provided for staff who are interested.
 30. The district may hold in-person PD related to COVID safety training and protocol that cannot otherwise be done virtually.
 31. The district will follow MN Department of Education's guidance regarding virtual and/or in person IEP meetings. Educators can conduct due process meetings and meet and collaborate on a student's IEP virtually whenever possible. The MN Department of Education guidance regarding virtual and/or in person IEP/ due process meetings also pertains to special education interpreters.
 32. Personal Protective Equipment (PPE): During in-person learning environment, special educators will have PPE when:
 - a. Providing direct or 1:1 services with students who are unable to socially distance
 - b. Working in the ECSE self-contained classrooms, K-12 Federal Setting III program (ASD, DCD, EBD) and/ or a Federal Setting IV Building (Bridge View, RiverEast, Focus Beyond, Journeys).
 - c. Home/ Child Care visits (when it is safe to do so)
 - d. Special educators will have PPE (surgical mask, face shield, gloves, and gowns) when they are supporting:
 - Hygiene/ toileting needs
 - Feeding
 - Exposed to other bodily fluids
 - During physical holds
 - In accordance to the CDC guidelines, no face to face contact will occur if adequate PPE (and adequate amounts for changes needed throughout the work period) is not present.
 - e. Itinerant educators who have to travel between buildings within a school day will be provided with appropriate PPE for each assignment in accordance to MDH and CDC guidelines on required PPE.
 - f. Itinerant educators who have to travel between buildings within a school day will be provided with appropriate PPE for each assignment in accordance to MDH and CDC guidelines on required PPE.
 - g. At the start of the transition period (i.e. staff returning to buildings) or at least 10 days prior (whenever possible) to students returning, building administration and special education staff will review plans and protocols

for responding in PPE to calls for assistance when a physical hold is necessary.

33. Child study teams will be able to provide input on case management assignments for their site and how to manage distance learning/virtual school and in-person learning at the same time. Decisions will be based on staffing availability and students' enrollment in the virtual school or in-person learning.

Virtual School During Dual VLS and In-Person Model

34. Staff assigned to a virtual school assignment will follow the MOA language negotiated for Distance Learning between the two parties.
35. Any staff teaching VLS students will continue to get 30 additional minutes of preparation time per day in accordance with Executive Order 20-94.

Other Provisions

36. The Union shall be consulted before the scheduling of any make-up time where scheduling would differ from the adopted school calendar or agreed upon number of contract days.
37. Teachers and Educational Assistants will be allowed to donate sick leave to the sick bank beyond the donation limitations for the 2020-21 school year. Any donated unused sick leave will not be returned to employees.

The parties further agree:

This agreement addresses the 2019-2021 collective bargaining agreement only and sets no precedent, nor shall it be introduced by either party in any proceedings as evidence of past practice.

This agreement shall be in place for the duration of the 2020-2021 school year. The parties acknowledge that conditions may require the district to continue to operate in both an in-person and distance learning model for the fall of 2021. Prior to the 2021-22 school year, the parties will meet to review prior agreements, propose and may agree to any changes, and may enter into a new agreement for the 2021- 2022 school year if the district continues to operate in both models due to COVID-19. The parties acknowledge that this MOU is not precedent setting.

The parties further agree that, due to the changing and uncertain nature of the conditions for holding school, this Memorandum may be modified by mutual agreement.

For the District:

For the Union:

Dated:

Dated:

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

DATE: March 23, 2021

TOPIC: Request to Sign Memorandum of Agreement with Saint Paul College for Fundamentals of Writing 2 Course.

A. PERTINENT FACTS:

1. Request to sign MOU with Saint Paul College pertaining to the Gateway to College English/Fundamentals of Writing 2 Equivalent Agreement.
2. Successful Gateway students will be awarded advanced standing through ENGL 0922 (Writing 2) and/or ENGL 1711(Composition 1). This will be provided to any student who elects to attend and enroll at Saint Paul College. The English course placements will be honored for three years after completion of the course.
3. There is no cost to SPPS for this partnership. This has been an ongoing partnership with a similar request as approved in previous years.
4. This partnership aligns with the SPPS Achieves long-term outcome of preparing all graduates for college, career and life.
5. This item is submitted by Darren Ginther, Director of the Office of College and Career Readiness; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Memorandum of Agreement between Saint Paul Public Schools and Saint Paul College for FY21.

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

DATE: March 23, 2021

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 Marie Schrul, Chief Financial Officer.

B. RECOMMENDATIONS:

1. That the Board of Education approve and ratify the following checks and wire transfers for the period January 1, 2021 – January 31, 2021.

(a) General Account	#733149-733807 #0003972-0004009 #7003962-7003979 #0005328-0005407	\$61,134,097.06
(b) Debt Service	-0-	\$65,794,103.85
(c) Construction	-0-	<u>\$3,521,440.84</u>
		<u>\$130,449,641.75</u>

Included in the above disbursements are two payrolls in the amount of \$39,723,183.50 and overtime of \$36,157.97 or 0.09% of payroll.

(d) Collateral Changes

Released:

None

Additions:

None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending June 30, 2021.

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

DATE: March 23, 2021

TOPIC: SPPS Title I Funded Supplemental Literacy Support

A: PERTINENT FACTS:

1. Children's literature plays an essential role in literacy. In the classroom, students have a strong urge to feel seen, heard, and represented. We can create opportunities for these experiences through the books on our shelves, and research shows that students are more likely to be engaged in independent reading when they have access to culturally relevant text (Freeman & Freeman, 2004).
2. The Office of Teaching and Learning and Office of Title I Federal Programs will continue with the strategic literacy initiative to provide Kindergarten and Third Grade classrooms(First and Second Grade were purchased two years ago.) with access to quality high interest, culturally relevant books to support independent reading.
3. All K-5 classrooms will be provided with fifteen quality indigenous books to support independent reading.
4. Overall costs for this initiative: \$300,000
5. Funding provided by Title I, Part A.
6. This item is submitted by Sherry Carlstrom, Director Title I Federal Programs; Sue Braithwaite, Literacy Supervisor Office of Teaching and Learning; Craig Anderson, Executive Director, Office of Teaching and Learning, Maijue Longchunvu, Assistant Director, Office of Teaching and Learning; Kate Wilcox-Harris, Chief Academic Officer

B: RECOMMENDATION:

The Board of Education will approve Title I funding to support this literacy activity.

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

DATE: March 23, 2021

TOPIC: Phase Gate Approval of Bridgeview Roof Replacement Project (Project # 0175-21-01): Gate #3 – Project Budget; Gate #3A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Bridgeview Roof Replacement 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	N/A – Gate did not exist at the time
#3 – Project Budget #3A – Finance Update	March 23, 2021 (current)
#4 – Contract Award #4A – Finance Update	April 20, 2021 (anticipated)
#5 – Project Close-Out #5A – Finance Update	Fall 2022

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

Project Budget	Current Obligations	Spent to Date	Percent Spent
\$5,000,000	\$103,920	\$0	0%

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

Funding Source	Issuance	Amount	Date Issued
LTFM PayGO	n/a	\$398,230	n/a
LTFM Bonds*	2021C	\$1,735,600	June 2021
LTFM Bonds*	2022C	\$2,866,170	Spring 2022

*Funding is dependent upon Board of Education approval of SPPS Builds, LTFM FY22 Revenue application revision, LTFM Bond sales for FY22 and FY23 and Minnesota Department of Education Commissioner approval of LTFM Bond issuance for FY22 and FY23.

5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities; Arleen Schilling, Controller; Marie Schrul, Chief Financial Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the Bridgeview Roof Replacement project (Project #s 0175-21-01) at Phase Gate Check #3 – Project Budget; Gate Check #3a –Finance Plan Update.

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

DATE: March 23, 2021

TOPIC: Phase Gate Approval of Frost Lake Elementary Addition and Renovation
(Project # 1100-19-01) – Playground: Gate #4 – Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Frost Lake Elementary Playground project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. This contract provides playground equipment and poured-in-place surfacing for the playground at Frost Lake Elementary.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	October 23, 2018
#2 – Project Charter (Predesign) #2A – Finance Update	N/A – Gate did not exist at the time
#3 – Schematic Design #3A – Finance Update	February 18, 2020
#4 – Contract Award #4A – Finance Update	March 23, 2021 (Current)
#5 – Project Close-Out #5A – Finance Update	Fall 2022 (anticipated)

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

Project Budget	Current Obligations	Spent to Date	Percent Spent
\$36,000,000	\$23,190,832	\$8,887,655	38%

5. The following bid was received per the terms and conditions of Minnesota State Contract #119795

Lump Sum Base Bid

Flagship Recreation.....\$247,595.21

6. The bid will be reviewed by Jamie Atkins, Purchasing Manager.
7. A summary of current and anticipated funding is as follows:

Funding Source	Issuance	Amount	Date Issued
Capital Bonds	2020A	234 \$1,214,505	02/20/2020
Capital Bonds	2021A	\$9,094,092	Anticipated Spring 2021

Capital Bonds	2022A	\$5,924,230	Anticipated Spring 2022
Capital Bonds	2023A	\$1,355,716	Anticipated Spring 2023
LTFM FY20	N/A	\$241,457	N/A
LTFM FY21	N/A	\$4,999,693	N/A
LTFM FY22	N/A	\$6,118,327	N/A
LTFM FY23	N/A	\$1,006,980	N/A

8. Project cash flow schedule has been reviewed and approved by the District Finance Office.
9. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
10. This item is submitted by Tom Parent, Director of Facilities; Arleen Schilling, Controller; Marie Schrul, Chief Financial Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of playground equipment and poured-in-place surfacing for the playground at Frost Lake Elementary to Flagship Recreation for the lump sum base bid for \$247,595.21 at Phase Gate Check #4 – Contract Award and Phase Gate Check #4a – Finance Plan Update.

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

DATE: March 23, 2021

TOPIC: IB Primary Years Programme (PYP) Reauthorization at Benjamin E. Mays
IB World School

A. PERTINENT FACTS:

1. Benjamin E. Mays has been an IB World School since 2007, with a Primary Years Programme (PYP). It is one of three PYP schools in SPPS — along with Hazel Park Preparatory Academy and Highland Park Elementary School — one of 13 IB Programmes in place in nine schools across the district.
2. The IB program continues to develop global thinkers with international mindedness. Benjamin E. Mays IB World School is up for re-authorization this year.
3. Every five years, schools go through the reauthorization evaluation process. This agreement recognizes SPPS' ongoing commitment to the program for the next five years .
4. There is one annual fee, per program, associated with being an IB World School, currently \$8,520 each year for those five years for a PYP program like Benjamin E. Mays.
5. This project will meet the District strategic plan goal/goals of providing a Well Rounded Education, and beginning students on their Career and College journey.
6. This item is submitted in collaboration between the Office of Teaching and Learning and the school.
7. This item is submitted by Dr. Kenneth Turner, Principal; Ben Lacina, Supervisor, Talent Development & Acceleration Services; Paul Holm, Assistant Director of Office of Teaching and Learning; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Statement of Acceptance for the Primary Years Programme at Benjamin E. Mays IB World School.

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

DATE: March 23, 2021

TOPIC: Authorization to Create Taft Stettinius & Hollister Purchase Order

A. PERTINENT FACTS:

1. Taft Stettinius & Hollister (“**Taft**”) represents Independent School District No. 625, Saint Paul Public Schools (the “**District**”) on a variety of matters.
2. Taft’s representation of the District includes representation in an active civil litigation matter (the “**Matter**”).
3. Based on the potential and anticipated costs of the Matter, the District’s purchasing procedures require the creation of a purchase order in an amount not to exceed \$600,000.00.
4. While the purchase order will authorize spending up to the set amount, it does not obligate or require the District to spend the full amount of the purchase order.
5. The approval for the purchase order will support the strategic focus area of Program Evaluation/Resource Allocation.
6. This item is submitted by Charles Long, General Counsel, William Forbes, Assistant General Counsel, and Jamie Atkins, Purchasing Manager.

B. RECOMMENDATION:

That the Board of Education authorize the creation of the purchase order associated with the Matter as proposed by staff.

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

DATE: March 23, 2021

TOPIC: iPad Shore-up for COVID-19 related demands

A. PERTINENT FACTS:

1. Saint Paul Public Schools continues to implement a one-to-one iPad initiative, with over 38,000 iPads, as part of the District's Personalized Learning Through Technology referendum.
2. This purchase provides additional iPads to support COVID-19 related demands including; expansion of the 1:1 initiative to Community Education, Early Childhood and Family Education, additional instructional support staff, and address additional lost/significantly damaged devices.
3. The purchase is over \$175,000 and board approval is required. Anticipated expenditure for this agreement is \$380,000.
4. Funding will be provided by state ESSER (Elementary and Secondary School Emergency Relief) dollars.
5. This purchase aligns with the Long-term Student Outcome in SPPS Achieves and the goals of the Personalized Learning Through Technology referendum.
6. The solution will be bought through our vendor Apple and the purchase will be made off of the State of Minnesota contract #541910 for Apple.
7. This item is submitted by: Hans Ott, Executive Director, Office of Digital and Alternative Education; Idrissa Davis, Executive Director, Technology Services, Marie Schrul, Chief Financial Officer, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with **Apple** for the purchase of iPads in support of the Long-term Student Outcome in SPPS Achieves and the goals of the Personalized Learning Through Technology referendum not to exceed \$380,000.

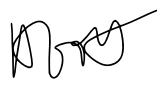
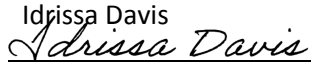
**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

Board Agenda Item Routing

ITEM: iPad Shore-up for COVID-19 related demands

This form is to be used to submit items for the Board of Education meeting agenda.
Its purpose is to ensure that everyone listed in the "submitted by" entry has reviewed the item.
It is the responsibility of the originator of the item to initiate this form.

Please sign and date in the appropriate place and forward it to the next person.

	Name	Date
Originated by:	Hans Ott 	3/14/2021
Reviewed by:	Idrissa Davis 	3/16/2021
	Marie Schrul	
*Assistant Superintendent		
*Deputy/Chief Officer	Jackie Turner	
*Chief of Staff		
* Must be approved by <u>one</u> of these administrators.		
Superintendent		

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

DATE: March 23, 2021

TOPIC: Settlement of Construction Dispute

A. PERTINENT FACTS:

1. The School District retained U+B Architecture and Design ("**U+B**") pursuant to a written contract (the "**Design Services Agreement**") to provide architectural and engineering services, including design, bidding and construction administration services, for the renovation and additions to the Global Arts Plus Upper Campus formerly known as Linwood Monroe Arts Plus Upper Campus (the "**School**").
2. Pursuant to the Design Services Agreement and as part of the design for the School, U+B prepared architectural drawings, details and specifications (the "**Design Documents**") for creation of restrooms and wash areas within areas formerly used as classrooms. These restrooms and wash areas (the "**Bathrooms**") were placed on all three floors of the School. The Bathrooms interior remodel work consisted of steel stud framed interior partition walls finished with gypsum board sheathing, cement backerboards and ceramic tile finishes. The Bathrooms were generally laid out as "stacks," where at each respective side of the building the restrooms are constructed similarly to each other on each floor level (the "**Bathrooms Project**").
3. SPPS retained Shaw-Lundquist Associates, Inc. ("**SLA**") to serve as the general contractor for the construction of the School. The School District and SLA entered into a written construction agreement (the "**Construction Services Agreement**") wherein SLA agreed to complete the Bathrooms Project pursuant to Design Documents.
4. SLA retained Pinnacle Wall Systems, Inc. ("**Pinnacle**") to fabricate, supply and install the steel stud framed interior partition walls finished with gypsum board sheathing, cement backerboards and ceramic tile finishes for the Bathrooms Project as set forth in the Design Documents.
5. SLA retained Grazzini Brothers Tile to supply and install ceramic tile finishes for the Bathrooms Project as set forth in the Design Documents.
6. During or subsequent to the construction of the Bathrooms, the School District discovered and observed cracking of the restroom area wall ceramic tiles in several locations within the Bathrooms. The ceramic tiles at the Bathrooms exhibited both horizontal and vertical cracking (the "**Bathroom Cracks**").
7. The School District contended that SLA, Pinnacle, and Grazzini Brothers Tile improperly constructed the Bathrooms and failed to meet requirements of the Design Documents, and asserted that these acts or omissions caused the cracks in the tile at the Bathrooms. The School District also retained contract funds claimed as due by SLA to cover its anticipated costs for repairs to the Bathrooms.
8. SLA, Pinnacle, and Grazzini Brothers Tile denied any wrongdoing with regard to the Bathroom Cracks and contended that the Bathroom Cracks resulted from errors in the Design Documents.
9. The School District initiated suit in Ramsey County District Court against SLA seeking to recover damages as required to repair the Bathroom Cracks or replace the steel stud framed interior

partition walls, gypsum board sheathing, cement backerboards and ceramic tile finishes at the Bathrooms. The School District suit was properly initiated by service upon SLA, but has not yet been filed.

10. SLA denied liability and asserted claims against U+B Architects, Pinnacle, or Grazzini Brothers Tile for contribution or indemnity and asserted a counterclaim to recover retainage or any remaining contract balance.
11. SLA, U+B, Pinnacle, and Grazzini Brothers Tile (collectively referred to herein as the **“Defending Parties”**) have each denied liability to School District or each other and asserted or could have asserted cross claims against other Defending Parties.
11. In order to avoid the time, expense, and uncertainty of litigation, the parties came to a mediated settlement agreement that is conditioned upon approval by the Board of Education. The School District can resolve the claims at issue in its lawsuit by approving that certain Mediated Settlement Agreement and Release.
7. This settlement supports the strategic plan focus area of Program Evaluation and Resource Allocation.
8. This item is submitted by William Forbes, Assistant General Counsel, Charles Long, General Counsel, and Tom Parent, Facilities Director.

B. RECOMMENDATION:

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

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

DATE: March 23, 2021

TOPIC: Pre-Qualification of Professional Consultant Construction Managers as Advisor

A. PERTINENT FACTS:

1. The Facilities Department desires to obtain professional consultant construction manager services on an as needed basis for appropriate projects. Construction manager services would include assistance in studies, cost estimating, value engineering and construction management services for large scale capital improvements and deferred maintenance work.
2. Qualifications for services were solicited from interested vendors through Request for Qualifications No. A21-1305-A. This Request for Qualifications was specifically to become pre-qualified for the master list of Construction Manager as Advisor firms, valid for calendar years 2021-2026. For each specific future construction project to be delivered with the Construction Manager as Advisor model, the District will issue a project-specific Request for Proposals to select firms from this master list.
3. A total of nine (9) submissions were received, of which the top five (5) were selected for interviews. Proposals (written submissions and interviews) were evaluated and ranked based on relevant criteria including: construction management experience; dollar value of work completed; company background information; history in terms of change orders and meeting substantial completion dates on projects; and other relevant experience and work performance.
4. Proposals and interviews were evaluated and ranked by a selection team composed of representatives from the Facilities Department. Based on these results the following four (4) firms were recommended to be pre-qualified to provide professional consultant Construction Manager as Advisor services for the District:

<u>Consultant</u>	<u>2021 Maximum Hourly Rate</u>
H+U Construction	\$180
Kraus-Anderson Construction Company	\$190
Knutson Construction*	\$230
RJM Construction*	\$179

** denotes a company that previously has not performed CMa services for SPPS*

5. By becoming pre-qualified, these firms forgo the ability to bid on, or perform, any construction work for the District as a prime contractor, general contractor, or subcontractor of any level.
6. Proposals have been reviewed by Jamie Atkins, Purchasing Manager.
7. This is a pre-qualification process only, so no District funding is being committed as part of this step nor is there any guarantee of work for the selected consultants.
8. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is presented by Tom Parent, Director of Facilities; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the administration to pre-qualify and enter into a master service agreement with the following professional consultant Construction Manager as Advisor firms for future project-specific solicitations for calendar years 2021-2026: H+U Construction, Kraus-Anderson Construction Company, Knutson Construction, and RJM Construction.

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

DATE: March 23, 2021

TOPIC: Phase Gate Approval of E-STEM Chiller Replacement (Project # 2210-20-01):
Gate #4 – Contract Award; Gate #4A – Finance Plan Update

A. PERTINENT FACTS:

1. This agenda item seeks approval for the E-STEM Chiller Replacement project at the following phase gate(s):
 - a. Gate #4: Contract Award
 - b. Gate #4a: Finance Plan Update
2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning #1A – Finance Update	N/A
#2 – Project Charter (Predesign) #2A – Finance Update	N/A
#3 – Project Budget #3A – Finance Update	N/A
#4 – Contract Award #4A – Finance Update	March 23, 2021 (current)
#5 – Project Close-Out #5A – Finance Update	TBD

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

Budget	Current Obligations	Spent to Date	Percent Spent
\$410,000	\$10,000	\$0	0%

4. The following bid was received per the terms and conditions of OMNIA Partners contract #R200401-MN-309633:

Lump Sum Base Bid

Daikin Applied Americas..... \$338,943

5. The bid was reviewed by Jamie Atkins, Purchasing Manager.
6. A summary of current and anticipated funding is as follows:

Funding Source	Issuance	Amount	Date Issued
LTFM FY21	n/a	\$348,943	n/a
LTFM FY22	n/a	\$61,057	n/a

7. Project cash flow schedule has been reviewed and approved by the District Finance Office.
8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Tom Parent, Director of Facilities; Arleen Schilling, Controller; Marie Schrul, Chief Financial Officer; and Jack Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of the E-STEM Chiller Replacement project (Project # 2210-20-01) to Daikin Applied Americas for a lump sum base bid of \$338,943.

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION



Board File No.

Date

--- DRAFT ---

**ADOPTING A SAINT PAUL PUBLIC SCHOOLS RESOLUTION IN RESPONSE TO
COVID-19 PANDEMIC**

WHEREAS, on March 13, 2020, the Governor of the State of Minnesota declared a statewide emergency regarding COVID-19; and

WHEREAS, the Board of Directors (“Board”) of Independent School District No. 625, Saint Paul Public Schools (“SPPS”), recognizes that COVID-19 is an unforeseen and unavoidable emergency of urgent public necessity, that the World Health Organization has declared COVID-19 a pandemic, and that information, data, recommendations, and best practices in responding to this pandemic are continually changing; and

WHEREAS, the Board has a substantial public interest in effectuating the School District’s mission to “inspire students to think critically, pursue their dreams, and change the world” and, therefore, desires to ensure that the School District and community are prepared to the fullest extent possible to meet the educational needs of all of its students in light of COVID-19; and

WHEREAS, the Board has a substantial public interest in protecting the health and safety of its students staff, and community and, therefore, desires to ensure that the School District and community are prepared to the fullest extent possible to protect the health and safety of students, staff, and community in light of COVID-19; and

WHEREAS, the Board seeks to retain its employees, reduce turnover, increase morale, help employees focus on work-related matters while at work, and facilitate the opening and operating of SPPS schools during the 2020-21 school year; and

WHEREAS, the Board believes the public purposes described above are fulfilled by efficiently and effectively making certain delegations, as described herein, to the Superintendent to address this ever-changing emergency situation in the best interests of the education, health, safety, and well-being of its students, staff, community, and the general public.

BE IT RESOLVED, that Independent School District No. 625, Saint Paul Public Schools, is committed to implementing educational models during the 2020-21 school year in the manner that best serve the education, health, safety, and well-being of SPPS students, staff, and community, and the general public and to continuing to operate throughout the 2020-21 school year in the manner that best serves those interests. In furtherance of these purposes, the Board makes the following delegations to the Superintendent and designee(s) to include but not be limited to:

1. Continue full time in-person learning for Special Education Federal IV Schools and Special Sites: The Downtown School (JDC); Care and Treatment; Hospital; Bridge View School; Focus Beyond Pathway 1 and 2, River East; and, Journeys Secondary.
2. Continue full time in-person learning for pre-kindergarten – grade 5; including Early Childhood Special Education programs.
3. Continue toward a return to in-person learning for grades 6-12 starting April 14, 2021, including full time in-person learning for Federal Setting III special education students.
4. Adjust, alter, amend, revise, increase, change, or discontinue the educational model referenced in Paragraphs 1, 2, and 3 during the 2020-21 school year in response to current or subsequent Executive Orders from the Governor of the State of Minnesota and/or guidance from the Minnesota Department of Education, the Minnesota Department of Health, the Centers for Disease Control, or other national and state authorities and/or agencies. District leadership, in consultation with the appropriate stakeholders, may recommend changes that are less restrictive and those changes will be communicated to the Board. At the regular meeting of the Board of Education on June 22, 2021, the Superintendent will provide a status report on the educational model being implemented and plans for transitioning to other educational models.
5. Implement, adjust, alter, amend, revise, increase, change, or discontinue health and safety standards for staff, students, and visitors consistent with current or subsequent Executive Orders from the Governor of the State of Minnesota and/or guidance from the Minnesota Department of Education, the Minnesota Department of Health, the Centers for Disease Control, or other national and state authorities and/or agencies. At the regular meeting of the Board of Education on June 22, 2021, the Superintendent will provide a status report on any changes to the health and safety standards being implemented.

6. Temporarily close school, close buildings, cancel programs or cancel activities when deemed to be in the best interests of the School District. The Superintendent will advise the Board within 24 hours in advance of any such actions or as soon as practicable thereafter.

7. Temporarily assign and reassign personnel as needed consistent with applicable federal or state statutes, collective bargaining agreements, and memoranda of understanding or agreement.

8. The Board will review this Resolution and vote to renew, amend, or rescind it at the regular meeting of the Board of Education on **June 22, 2021**.

Adopted _____

CHAIR Board of Education

CLERK Board of Education

_____	Chair	_____
_____	Vice Chair	_____
_____	Clerk	_____
_____	Treasurer	_____
_____	Director	_____
_____	Director	_____
_____	Director	_____



Overview and Summary

March 23, 2021

Mission of SPPS: **Inspire** students to **think critically**, pursue their **dreams** and **change the world..**

Saint Paul Public Schools endeavors to promote and model the principles of trustworthiness, respect, responsibility, fairness, caring, and citizenship. In conducting today's meeting, we expect that all participants will act in a respectful manner consistent with these principles.

Guiding Values

- Honest, respectful and direct discussion and communications focusing on issues, not people or personalities
- Creating a school system in which families, staff and community can take pride
- Working within our budget to responsibly meet our financial and educational obligations
- Promoting an inclusive culture focused on student growth and achievement



Overview

- Summary of Superintendency
- Board parameters for this negotiation cycle
 - 1.5% for the first year
 - 2.0% for second year
- Final Package Proposal
 - Wages/benefits



Members of Superintendency Summary

26 Members

- Chief Officer titles (does not include Chief Financial Officer)
- Assistant Superintendents (DOS, OSS, MLL)
- Executive Director/Director

Overview:

- Group not represented by a bargaining unit (“unaffiliated”)
- Proposal presented to BOE for approval after teacher (SPFE) contract is settled

Proposal Summary

Proposed Jan 2021

- COLA Increase within BOE parameters
- Increase to Longevity
- Increase to Benefit Contributions
- \$5,000 to salary schedule range

New Proposal

- COLA Increase within BOE parameters
- Increase to Benefit Contributions

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Recommendation

Wages and benefits within the board parameters of 1.5% for first year, and 2% in second year of contract

- a. Effective October 12, 2019 increase salary for members of this group by 1.5%.
- b. Effective July 4, 2020 increase salary for members of this group by 2.0%.

**Note: Members of this group who are at the top of the range will receive a lump sum to their pay respective of the 1.5% and 2.0% COLA increase.*



Recommendation, cont.

Wages and benefits within the board parameters of 1.5% for first year, and 2% in second year of contract

- District contributions to health insurance not to exceed a School District contribution for monthly premiums of \$1,250, effective January 1, 2020.



Questions



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

DATE: March 23, 2021

TOPIC: Approval of Memorandum of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Superintendency Members of Independent School district No. 625 (Saint Paul Public Schools)

A. PERTINENT FACTS:

1. The recommendation is for a two-year period from July 1, 2019 through June 30, 2021.
2. The Human Resource department recommends that members of the Superintendency group receive salary increases as follows:
 - a. Effective October 12, 2019 increase salary for members of this group by 1.5%.
 - b. Effective July 4, 2020 increase salary for members of this group by 2.0%.
**Note: Members of this group who are at the top of the range will receive a lump sum to their pay respective of the 1.5% and 2.0% COLA increase.*
3. The Human Resources department recommends that District contributions to health insurance of members of the Superintendency group and their dependents not to exceed a School District contribution for monthly premiums of \$1,250, effective January 1, 2020.
4. The District currently has 26 regular employees who are part of the Superintendency group.
5. This item will meet the District target area goal of alignment.
6. This request is submitted by Kenyatta McCarty, Executive Director of Human Resources; Cedrick Baker, Chief of Staff; and Joe Gothard, Superintendent.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the recommended salary and benefits increases for members of the Superintendency; duration of said recommendation is for the period of July 1, 2019 through June 30, 2021.

Proposals for Superintendency, 2019-21

Topic	Contract Article	Proposal for Superintendency Contract Language, contract years July 1, 2019 – June 30, 2021
Salary Schedule		Annual salaries: Year 1 effective Oct. 12, 2019, 1.5% Year 2 effective July 04, 2020, 2.0%
Benefits	<u>Article 4</u> Section 4	Active Superintendency Members Insurance Benefits. <u>Subd. 1.</u> The School District shall pay the costs for health insurance for members of the Superintendency and their dependents not to exceed a School District contribution for monthly premiums of ~~\$1,075~~<u>1,250, effective January 1, 2020.</u> <u>Subd. 2.</u> Sick leave shall be credited annually each January 1 at the rate of 15 days (120 hours) per year with unused leave accumulating without limit.



Board of Education

New Policy - 2nd Reading 536.00 Weighted Grades

Cedrick Baker, Chief of Staff

March 23, 2021

536.00: Weighted Grades

We are proposing to create a new policy around weighted grades.

Why are we proposing this policy?

We are creating a new policy per statute requirement. Per Minn. Stat. § 124D.09, subd. 12.(c), “A school board must adopt a policy regarding weighted grade point averages for any high school or dual enrollment course. The policy must state whether the district offers weighted grades. A school board must annually publish on its website a list of courses for which a student may earn a weighted grade.”

Historically, we have practiced weighted grades; now, we need a policy to reflect such to be in compliance with Minnesota statute.

260

536.00: Weighted Grades

GENERAL STATEMENT OF POLICY

- A. Saint Paul Public Schools **provides school level advising and counseling support** to reach equitable outcomes for all students **to challenge themselves through advanced coursework.**

- B. **Saint Paul Public Schools does employ a weighted grade practice** for specific courses in which a student may enroll.

- C. **Weighted grades apply to any college level equivalent course** including Advanced Placement (AP), International Baccalaureate (IB), concurrent enrollment, Postsecondary Enrollment Option (PSEO) and articulated college credit opportunities. **Other courses qualifying for weighted grades will be determined by the district and posted on the Office of Teaching and Learning's website.**
 - a. The grade point for any grade awarded in any **weighted course will be multiplied by a factor of 1.25.**

- D. Credits previously earned by students who transfer enrollment to Saint Paul Public Schools shall bear grades as though the course was completed at Saint Paul Public Schools.

Copy of proposed Policy 536.00

See [here](#) for proposed policy language.

Questions

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

Proposed Policy:

536.00 Weighted Grades

Proposed Policy Revision:

First Reading

February 23, 2021

Second Reading

March 23, 2021

Third Reading

COMMENTS:

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

536.00 WEIGHTED GRADES

PURPOSE

Saint Paul Public Schools is dedicated to the provision of first class education to all of its students. For students seeking advanced coursework the district supports several programs including Postsecondary Enrollment Options (PSEO). The Minnesota legislature has required that all Minnesota school districts indicate whether or not the grades from such courses are weighted differently. The purpose of this policy is to comply with the requirements of Minnesota law.

GENERAL STATEMENT OF POLICY

- A. Saint Paul Public Schools ~~encourages all students to take rigorous coursework, including such programs as are available to them in their primary high school as well as postsecondary enrollment option courses taken at local colleges and universities.~~ **provides school level advising and counseling support to reach equitable outcomes for all students to challenge themselves through advanced coursework.**
- B. Saint Paul Public Schools does employ a weighted grade practice for specific courses in which a student may enroll.
- C. Weighted grades apply to any college level equivalent course including Advanced Placement (AP), International Baccalaureate (IB), concurrent enrollment, Postsecondary Enrollment Option (PSEO) and articulated college credit opportunities. Other courses qualifying for weighted grades will be determined by the district and posted on the Office of Teaching and Learning's website.
 - a. The grade point for any grade awarded in any weighted course will be multiplied by a factor of 1.25.
- D. Credits previously earned by students who transfer enrollment to Saint Paul Public Schools shall bear grades as though the course was completed at Saint Paul Public Schools.

Legal References:

Minn. Stat. § 124D.09, subd. 12. (Credits; grade point average weighting policy)

Cross References:

Policy 510.00 Graduation
Policy 510.03 Class Rankings
Policy 601.00 Educational Programming
Policy 601.01 Achievement

BOARD OF EDUCATION | 2020-2022SY MEETING DATES

	COB	BOE
TIME	4:30pm (unless otherwise noted)	Public Comment 5:30 Board of Education Meeting 6:05pm

2020-2021SY		
SEPT	9/8/2020	9/22/2020
OCT	10/6/2020	10/20/2020
NOV	11/10/2020	11/17/2020
DEC	12/8/2020	12/15/2020
JAN	1/5/2021 Following Annual	1/5/2021 4:30 pm Annual Meeting
		1/19/2021
FEB	2/9/2021	2/23/2021
MAR	3/9/2021	3/23/2021
APR	4/13/2021	4/20/2021
MAY	5/4/2021	5/18/2021
JUNE	6/8/2021	6/8/2021 Special Non-Renewals 4:00 pm
		6/22/2021
JULY		7/20/2021
AUG	8/10/2021 -- *	8/24/2021

2021-2022SY		
SEPT	9/7/2021	9/21/2021
OCT	10/5/2021	10/19/2021
NOV	11/9/2021	11/16/2021

DEC	12/7/2021	12/14/2021
JAN	1/4/2022 Following Annual	1/4/2022 4:30 pm Annual Meeting
		1/18/2022
FEB	2/8/2022	2/22/2022
MAR	3/8/2022	3/22/2022
APR	4/5/2022	4/19/2022
MAY	5/10/2022	5/24/2022
JUNE	6/7/2022	6/7/2022 Special Non-Renewals 4:00 pm
		6/21/2022
JULY		7/19/2022
AUG	Wed. 8/10/2022 (primary election)	8/23/2022