



Saint Paul Public Schools

Regular Meeting

Tuesday, December 17, 2019 6:05 PM

**SAINT PAUL PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 625**

BOARD OF EDUCATION



Zuki Ellis
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Vice Chair



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ADMINISTRATION
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Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Steven Marchese, Vice Chair

Mission of Saint Paul Public Schools

Inspire students to think critically, pursue their dreams and change the world.

Guiding Values

Achievement | Communication | Continuous Improvement

Collaboration | Accountability | Inclusive Culture

SPPS Achieves

Each student. One community. Endless Opportunities.

Strategic Focus Areas

Positive School and District Culture | Effective and Culturally Relevant Instruction

Program Evaluation and Resource Allocation | College and Career Paths

Family and Community Engagement

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

December 17, 2019
6:05 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
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**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: December 17, 2019

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. **Yasmin Muridi**, a bilingual family liaison at Four Seasons A+ Elementary, has been named the 2019-20 Education Minnesota Education Support Professional (ESP) of the Year. "ESPs are often the first people that interact with our students each day and the last ones to say goodbye," said Education Minnesota Vice President Bernie Burnham. "But Yasmin not only interacts with our students to make them feel welcome in her school, she makes sure their families feel like part of the school community. Yasmin's work with the students and families of Four Seasons has a direct effect on their educational and personal success."

As the new Minnesota ESP of the Year, Muridi will receive a new Apple iPad and a \$1,000 honorarium. She will also be nominated for the National Education Association's ESP of the Year and will receive an all-expenses paid trip to New Orleans for the awards ceremony in March.

2. **David McGill**, science specialist at Capitol Hill Gifted and Talented Magnet, was recently awarded the **2018 Presidential Award for Excellence in Mathematics and Science Teaching**. The 2018 awardees were announced on October 15, 2019.

David has been an educator since 1999 and began his career as a gifted and talented instructor. Since 2010, he has been the Elementary Science Specialist at Capitol Hill, and teaches first through fifth grade science and sixth grade STEM. David is the Twin Cities Metropolitan District Director for the Minnesota Science Teachers Association (MnSTA). He was a three-year fellow with Engineering to Transform the Education of Analysis, Measurement, and Science (EngrTEAMS). He coauthored a curriculum unit on fourth grade engineering standards. He is an active member of the Geological Society of Minnesota, the MnSTA, and the National Science Teachers Association.

The Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) is the highest recognition that a kindergarten through 12th grade science, technology, engineering, mathematics, and/or computer science teacher may receive for outstanding teaching in the United States. Up to 108 teachers are recognized each year.

Presidential Awardees receive a certificate signed by the President of the United States; a trip to Washington D.C. to attend a series of recognition events and professional development opportunities; and a \$10,000 award from the National Science Foundation.

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

B. RECOMMENDATION:

The recommendation is that the Board of Education recognizes the staff acknowledged above for their contributions and outstanding work.

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

November 19, 2019

I. CALL TO ORDER

The meeting was called to order at 6:10 p.m.

II. ROLL CALL

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

Ms. Vanderwert was absent (out of the country).

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

IV. RECOGNITIONS

BF 31834 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

Koryn Saunders, Counselor at Gordon Parks High School, received the Educator of the Year Award for 2019 from Concordia University, St. Paul Alumni Association. This inaugural award is for a distinguished alumni who has shown exceptional service to their profession, community, family and Concordia University. Koryn was recognized and awarded the Educator of the Year for 2019 at the Alumni Association Awards Banquet on October 10, 2019.

The following staff members were named Apple Distinguished Educators recently by Apple Inc:

Kelly Jenson, Frost Lake Elementary;
Amanda Madsen, Frost Lake Elementary;
Chris Turnbull, Office of Teaching and Learning, Personalized Learning.
These three staff were honored with this award in 2019.

Jesse Buetow, Randolph Heights Elementary, received the honor in 2017.

The Apple Distinguished Educator (ADE) program is a relationship program focused on educational excellence and leadership. ADEs are part of a global community of education leaders recognized for doing amazing things with technology to promote continuous improvement and achievement in

the classroom They explore new ideas, seek new paths, and embrace new opportunities to communicate and collaborate with each other and with Apple to bring the freshest, most innovative ideas to learners everywhere. Being part of the ADE community is much more than an honor, it's an opportunity to make a difference.

In addition to the Apple Educators, four schools received the honor of being named an Apple Distinguished School for 2019-2021. The following schools and their principals are:

Frost Lake Elementary, Melissa Kalinowski;
Horace Mann School, Jim Litwin;
Jie Ming Mandarin Immersion Academy, Bobbie Johnson
Randolph Heights Elementary, Tim Williams

Apple Distinguished School leaders, faculty, and the extended community have a clear vision for how their technology-rich environments support learning goals. School leaders have established elements for continuous innovation that include culture, team, capacity, community, finance, and measurement to provide access to well-rounded education by harnessing the power of our technology tools to implement culturally relevant instruction for all learners. Supporting their school's vision is an ongoing process that requires thoughtful planning, practice, and improvement along the way. They inspire students' creativity, collaboration, and critical thinking. And they cultivate environments in which students are excited and curious about learning.

BF 31835 Recognition of Schools, Teams, Individuals And Coaches In Our Saint Paul Public Schools That Have Won Athletic Awards and Championships

Highland Park Middle School - The boys' soccer team was city champion.
Highland Park Middle School – The girls' soccer team was city champion.
Murray Middle School – The girls' volleyball team was city champion.
Humboldt Middle School – The flag football team was city champion.
Central High School – The boys' cross-country team had one state tournament qualifier.
Central High School – The girls' cross-country team had one state tournament qualifier.
Central High School – The girls' swim team was city champion and had one state tournament.
Central High School – The boys' soccer team was city champion and qualified for the state tournament.
Como Park High School – The girls' soccer team was city champion.
Harding High School – The girls' tennis team was city champion and had one state tournament qualifier.
Highland Park High School – The boys' cross-country team was city champion and team state tournament qualifiers.
Highland Park High School – The girls' cross-country team was city champion and team state tournament qualifiers.
Highland Park High School – The girls' volleyball team was city champion.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: **Ms. Ellis moved approval of the Order of the Consent Agenda. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

MOTION: Ms. Ellis moved approval of the Order of the Consent Agenda with no items pulled for separate consideration. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of October 22, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of October 22, 2019 as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

B. Minutes of the Special Meeting of the Board of Education of November 12, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Special Meeting of the Board of Education of November 12, 2019 as published. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

VII. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of November 12, 2019

At the November 12, 2019 Committee of the Board meeting, Superintendent Gothard began the meeting by congratulating and welcoming Chauntyll Allen and Jessica Kopp, who will begin their role as members of the board at the start of 2020. He also provided an update on the Winter Weather Plan and communication and process for students, families and staff as we begin the cold and snowy weather season. Questions from the board included radio technology for buses and schools, and the implementation of the bus tracking app for parents and families.

Next, SEAB member Ali provided an update to their work in ethnic studies, participation in Reimagine Minnesota, and their new facilitator to help support their work. Superintendent Gothard

also added information to Ethnic Studies in SPPS, and experience around this topic at the Council of the Great City Schools Conference.

Next, the Board learned more about the Pay20 Levy Update, final steps in the certification process, and how it relates to the FY2020-21 budget planning. School levy basics, factors impacting school levies, factors impacting the St. Paul levy, proposed levy figures at 5%, tax impacts to home and commercial/industrial properties and next steps were reviewed. The new FY21 budget process architecture and SPPS Budget Process for FY21, including the recent budget survey, were also shared. This presentation sparked questions from board members including the steps between the December 3rd Taxation Hearing and December 17th when the levy is certified, and the impacts from testimonies heard at the hearing; levy authority framework and calculations by Finance and MDE; and the impact of the 5% to be able to maximize the resources and budget to deliver the best education and opportunities for our students; and decisions to spend resources and how they are allocated. The Board will ultimately approve the resource allocations in the final budget recommendation. Questions also centered on the correlation between the budget survey and communication with staff, as well as information on current budget survey feedback and responses. Board members also discussed site-based decision and discretionary fund use and a structured approach to ensure our families understand the offerings of each schools and how to implement achievement plans with fidelity. Board members also raised concerns on the survey including terminology, notice of other opportunities for community engagement in the budget process, and the board's involvement, input and feedback into the process. Other points raised were clarity on what current exists in schools or what will be new, variability within the survey responses, and development of the budget survey. Board members also noted that it will be important for the District to provide an overview of education in the District and show steps and what it will look like in classrooms for families and children. It was also noted that it will be important for the District to take feedback from the survey in different ways, and to tell parents, families, students, staff, and community members how they will play a role in this process and other key points for engagement. The Board and Superintendent are grateful for this work as we begin the FY21 budget process

Next, the Board members, Superintendent Gothard, and staff shared their experiences and learnings from the Council of the Great City Schools Annual Fall Conference, including takeaways from the various sessions and guest speakers. Examples of topics included the 2020 Census, urban school district communication, social-emotional learning, district leadership training, facilities and funding, supporting students with disabilities in the event of an emergency, ethnic studies, community and family engagement, after-school programming, and achievement for males of color. Board members appreciated the variety of topics and learning from districts that are larger than SPPS and their accomplishments and processes.

MOTION: Mr. Marchese moved the Board accept the report on the November 12, 2019 Committee of the Board meeting and approve the minutes and recommended motions within that meeting as published. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

B. Minutes of the Equity Committee Meeting of November 18, 2019

At the November 18, 2019 Equity Committee meeting, Superintendent Gothard began the meeting by welcoming everybody and thanking the Board of Education for their support in the resolution to

form the Equity Committee. He introduced board members, as well as fellow tri-chair members, Director Jeanelle Foster, and Assistant Director of Equity, Myla Pope.

Superintendent Gothard then shared information on the long-term student outcomes of the SPPS Achieves strategic plan and their alignment to the work of the Equity Committee, which will allow us time to focus and develop insights and recommendations in this very important work within our District.

The charge of the committee was also reviewed, which includes “to identify and examine disparities impacting School District students, staff, families, and community; and to bring forth and submit adaptive and actionable recommendations for addressing School District inequities to School District administration.” The full resolution, which was adopted at the August 2019 Regular Meeting of the Board, was also reviewed. The tri-chairs thanked the committee members for their time and dedication to this very important work.

Next, the committee reviewed the Courageous Conversations agreements, conditions, and compass, as well as the Seven Norms of Collaborative Work to guide their work forward.

Committee members then shared at their tables responses to four key questions to the work of the Equity Committee, including their hopes, strengths and skills that will assist in their hopes for the committee, what is necessary to bring their whole self into this work, and how to model grace, compassion, and concern for all Equity Committee member as we engage in this work.

Lastly, committee members reflected on their hopes from this meeting into their future work.

MOTION: Ms. Foster moved the Board accept the report on the November 19, 2019 Equity Committee meeting and approve the minutes as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

VIII. SUPERINTENDENT'S REPORT

Superintendent Gothard then provided an update on preliminary data on enrollment. A formal report with more details will be presented to the Board of Education in December. He also noted that enrollment data can also be found online at spps.org/datacenter. Preliminary figures were then shared with PreK-12 with the SY19-20 October 1 enrollment count at 35,906 students.

- Board members were curious about the enrollment placement task force to talk about reasons why families making choices – what is that looking like? Response: Chief Turner and Superintendent Gothard noted that taking in data and feedback from the Board and community and the work engaged in, and there are mapped out areas to include. Some of the feedback from the community was also shared. Included will be enrollment committee and have looked at some of the enrollment process and feedback on process, last year's committee put together an exit survey based on experience at student placement center and sharing that information, and also asked to give input on retention or exit survey. We have put together preliminary questions, and they will be confirming them.

- There is a plan to be some exit survey work with families based on conversation? Response: Yes, they agree something of interest and important to look at retention. Input on questions, and keeping them within reasonable amount of time so that families will take survey. It is in the design phase. We'd like it to start to the holiday break and number of families home and have capacity in staffing to make calls and emails.
- In thinking about start times and how gathering data, and school communities? Response: We do plan to include that in the report in looking at schools that have changed start times and if it has impacted their enrollment.
- Talking about different variations, did we see any change in high school enrollment? We'll look at it and with start times do a comparison. High schools as large as they are, and we need to be careful about drawing conclusions, and will look at trends. It will be included as part of the presentation next month.

A. Facilities Master Plan External Review Report

FMP External Recommendations: Implementation Update

- Oversight
- Controls
- Staffing
- Funding/Financing

Oversight: BOE Approval Check Points

- The chart showing Board Authorization points within the Recommended Project Lifestyle was shown.

Oversight: DRAFT – BOE Gate-Check Approvals of Project Phases

- Master planning visioning
- Master project list approvals
- Budget with contingencies / Secure Funding
- Design (Predesign > Schematic Design)
- Bidding/Contract Award
- Construction
- Close-out/Celebration

Controls

- Implementation complete: Hyperion and Peoplesoft budget control/development programs - overseen by Finance Department
- Implementation continues: Procore project management software - overseen by Facilities Department

Staffing

- Human Resources, Finance and Facilities Dpts. continue to explore job duties, responsibilities, and potential positions aligned to FMP External Review recommendations, particularly in the areas of:
- Finance Operations
- Capital Program Management

Funding/Financing

- Dec. 17 BOE Regular Meeting:
 - Planning for upcoming sale of Certificates of Participation (COPs) and Capital Bonds in January or February 2020
 - COPs and Capital Bonds will fund projects starting the design and predesign process and those starting construction in spring 2020
- The chart showing Capital Funding Structure and Options was shown.

Next Steps

- Day-long retreat with Facilities Dpt. staff, architects, construction managers, and external advisors (Jacobs Engineering)
 - Confirm final project budget, scope, and ensure appropriate risk is represented
- Retreat outcomes will inform Special BOE Meeting (to be scheduled in early/mid-December) to review projects so can continue to next stage of project development
- Dec. 17 BOE meeting:
 - Vote on approving capital projects in design and predesign to move to next phase
 - Update on Human Resources process to hire more staff

QUESTIONS/DISCUSSION:

- Describe the universe of projects to be considering. What are the projects brought up on at the special meeting? Response: The Special Meeting will go through projects in predesign phase before hitting constructions and obligations connected to them. Planning to highlight how to incorporate the recommendation from the external review team to ensure scope to budget, necessary contingencies, and mitigated risk provided in report, and provide information, so that when moving forward with set sale of COPs, that the Board is informed.
- There are certain schools? There's a couple different things – projects in the process of being designed that we felt confident to be delivered, and also need to reinitiate the plan with the Board's support and engagement. The four projects are AIMS, Frost Lake, Phalen Lake, and Washington Technology athletics. Those are projects in this process and bringing more information for those. In also going back asking for time to meet with special meeting. There are 4 different places with board authorization. This process is lacking in the way we've been doing – not in linear fashion. The Special Meeting will be time as Board and team what is being asked and process and timelines. Some of the special meeting will be this learning. Preceding the meeting, there will be a retreat with Jacobs and our team to bring right information to implement. On December 17th not considering whole FMP, but just these projects in the design process. It was also highlighted that there are no new projects coming before – these are projects already in queue.
- Is there an idea of understanding the universe of all potential projects that may come about because of FMP. We have made announcements and let people at the schools and at programs, given idea of expectations might be over the next several years. It's resulted in a queue and people looking at that and hoping to get their projects in a certain year. In talking about a universe of projects, we would be suggesting that at this point as we reevaluate the FMP, that we seriously consider at least adding some things. Said from the beginning, and said it would be a fluid process in terms of making decisions as we went along that meant there might be a project to be entered into the queue and considered. We as a board could make that important decision. Right now, taking one step at a time, therefore, our primary consideration is looking at the things on hold and put back to motion. Also have idea of universe of projects which may define what we actually get done over the next several years. We sometimes forget about smaller projects that can have big impact and help people at their buildings. As we think about this special meeting, that we have idea of thinking about that. If we have indeed as a result of this review team talking to us about some of the missteps and how to correct them and do this better, can we get a comprehensive picture of what this FMP will look like over the next year and next several years? Response: There is an opportunity to look at the prioritization. The beauty of the FMP is that it allows there to be criteria in place to ensure whoever yelling loudest didn't automatically move to the top of the list. In agreement opportunity to look at other projects and see how they fit into criteria agreement on in how we prioritize.
 - Director Brodrick thanked the Superintendent for saying that maybe looking once again at criteria and priorities to ensure the list of things we intend to do is true. Have seen this whole process of looking for capital building projects and seen range from being very appropriately bound by criteria and priorities, and the strategic plan, and also have seen it has become political. However, that political nature of projects we can never run away from. Schools and programs desirous of certain things and every right to speak up on their behalf to get those things, and our job is not to react to political pressure, but to stick to strategic plan and priorities. We need to as a board talk about this at onset of the new FMP, and the suggestions from the external report, and our obligation to follow up on those.

- Absolutely understanding that the political nature of building projects is always something as a board to think about and face honestly, effectively and courageously. We are ready to say there are some things to think about and might need to take another big look at some of those other projects. Response: In preparation, our staff is planning to meet with Jacobs, our external advisor, and the goal is to go through the projects that were discussed in making sure they are appropriate to come before the board and the budget is solid.
- We have a committee that has been formed from start of FMP, deliberated around ideas for prioritization. That committee is still in existence and working. How does that committee fit in with the rethinking of priorities as we move forward, and also, with a strategic plan that will continue to identify opportunities in buildings and evaluate what we should be doing with buildings. Will that all be reconstituted? Response: One recommendations from external review team, was a citizens review team. The committee, the charge was different. Do think there's an opportunity.
- It was noted that the schools are AIMS, Phalen Lake, Frost Lake, District Service Center, and Washington Tech field.
- Another piece to address within the FMP has traditionally discussed large projects, and often haven't talked about smaller projects that have contributed to the experience of students, and we will talk about bringing those projects on board, such as locker replacement, field, or playground. They are important to the school community and spending a significant amount of money, and start including them and bring information forward to share. At the retreat, and also invited and attending are the contractors, as well as external architecture firms with Jacobs and district staff. At the retreat on December 4-5, going over projects talked about.
- The think along governance – coined with FMP think-along, and they have traditionally come together purposeful conversations. Last conversation was around middle school and helped to talk about how the FMP will align with the middle school model. We've also had conversations about other things and should reinject them into the process. Once the review process is complete, we would re-involved the FMP Governance Committee.
- We're in the process of completing of completing Humboldt and Como Senior - those are incorporated, those projects currently being worked on. Response: Those projects are in the final completion stage. The next experience will be celebratory.
- We would at some point as a board be able to see a newer FMP to go out for 5 years? Is that planning to come? Part of challenging as board members we've been grandfathered in and it is malleable, which is a strength and flexibility. Response; Jacobs is calling it "re-initiation". We no longer have the leased space at Plato, and Office of Teaching and Learning is based at E-STEM, which is also growing. Space at 1930 Como will be for non-school based staff. The data on enrollment will also have impacts; ten years ago may not have planned for buildings. A ten-year plan is too long. We can have a vision for 10 years, but to put in finance and board checkpoints. 3-5 years is the best practice with the data and swings seen. We can learn a lot – this is first step as governing body to ensure right information to make right decision. No problem slowing down if not making right traction or disagreement with moving forward. Projects listed are being worked on, and the remaining – process in place everyone feels comfortable with.
- We have sites that have heard or were on the list, it's critical for each site understand their future and how positioned for success from academic programming and from facilities side to ensure a vision for all schools to be successful and parents, staff and students, work together towards a positive way. Response: That is great feedback and keep that in forefront, Board hears from community.
- In looking at the retreat, will the finance department be at that retreat? Response: Chief Tuner has invited Chief Schrul and her team to participate and attend. It will be most helpful for the finance team to be a part of it, and it will be helpful for them to attend as well.
- That is important – as said previously, Director Brodrick has tremendous faith in entire SPPS professional staff to come together now at this junction and do the right thing and work together for our kids. This is so very important right now. This re-initiation. Re-committal. Our cause is good and hearts are pure, and kids are counting on us.

B. Human Resource Transactions

MOTION: **Mr. Schumacher moved approval of the HR Transactions for the period October 1, 2019 through October 31, 2019. Ms. Foster seconded the motion.**

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

IX. CONSENT AGENDA

MOTION: **Ms. Ellis moved approval of all items within the Consent Agenda with no items pulled for separate consideration. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

A. Gifts

BF 31836 Acceptance of \$5,000 Donation to Hazel Park Preparatory Academy

That the Board of Education authorize the Superintendent (designee) to accept the donation to support the success of students at Hazel Park Preparatory Academy, and send a letter of appreciation to Data Recognition Corporation.

BF 31837 Acceptance of Monetary Gift to Open World Learning Community

That the Board of Education approves the acceptance of the monetary gift of \$20,000.00 presented to Open World Learning Community from Open World Learning Community PTO.

BF 31838 Acceptance of Gift from the Saint Anthony Park Lutheran Church

That the Board of Education authorize the Superintendent (designee) to accept the donation from the Saint Anthony Park Lutheran Church and to implement the project as specifies in the award document, and to allocate the gift to budget code 19-342-291-000-5096-P001.

BF 31839 Gift Acceptance from Wallin Education Partners

That the Board of Education authorize the Superintendent (designee) to accept the awarded gift.

BF 31840 Acceptance of Gift from Timothy Scott

That the Board of Education authorize the Superintendent (designee) to accept the donation of \$7,000 from Timothy Scott and provide a letter to express the appreciation for the gift.

B. Grants

BF 31841 Request for Permission to Accept a Grant from the Best Buy Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Best Buy Foundation for funds to support the Genius Squad; to accept funds; and to implement the project as specified in the award documents.

BF 31842 Request for Permission to Accept a Grant from the Bush Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Bush Foundation for funds to support the Indian Education Program; to accept funds; and to implement the project as specified in the award documents.

BF 31843 Request for Permission to Accept a Grant from the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Department of Education for the funds to design a food chemistry course at Johnson Senior High School; to accept funds; and to implement the project as specified in the award documents.

BF 31844 Request for Permission to Accept a Grant from the University of St. Thomas

That the Board of Education authorize the Superintendent (designee) to accept a grant from the National Center for Teacher Residencies through the University of St. Thomas for funds to increase diversity in teacher retention; to accept funds; and to implement the project as specified in the award documents.

BF 31845 Request for Permission to Submit a Grant to Allina Health

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

BF 31846 Request for Permission to Submit a Grant to the Ecolab Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Ecolab Foundation for funds to support AVID at Humboldt High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31847 Request for Permission to Submit a Grant to the Minnesota Department of Natural Resources

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Natural Resources for funds to create and maintain five pollinator gardens; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31848 Request for Permission to Submit a Grant to the Minnesota Historical Society

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

C. Contracts

D. Agreements

BF 31849 Request to Sign Career Pathways Academy Concurrent Enrollment Joint Powers Agreement with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Career Pathways Academy Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Saint Paul College for FY20.

BF 31850 Request to Sign Concurrent Enrollment Joint Powers Agreement with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Saint Paul College for FY20.

E. Administrative Items

BF 31851 Monthly Operating Authority

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

(a) General Account	#716070-717236 #0003497-0003513 #7003447-7003477 #0003913-0003989	\$52,120,927.62
(b) Debt Service	-0-	<u>\$5,450.00</u>
(c) Construction	-0-	<u>\$5,493,995.43</u>
		<u>\$57,620,373.05</u>

Included in the above disbursements are two payrolls in the amount of \$34,179,562.50 and overtime of \$161,758.37 or 0.47% of payroll.

(d) Collateral Changes

Released:

None

Additions:

None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending February 29, 2020.

BF 31852 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective November 24, 2019, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

F. Bids

G. Change Orders

X. OLD BUSINESS

A. Pay20 Levy Update

Superintendent Gothard then introduced Marie Schrul, Chief Finance Officer to provide an update on the Pay20 Levy and final steps in the certification process and how it relates to FY2020-21 budget planning.

Levy Basics and Impacts

School Levy Basics

- School levy authority is established in law
- School budgets are a combination of state, federal and local funding, including the voter approved referendum
- Pay20 school levy funds the 2020-21 school year
- Districts receive payments after the May and October collections from the County
- Levy can only move down after October 1

Factors Impacting School Levies

- Changes in tax base (increases often result in less state aid for equalized formulas)
- Legislative changes to education formulas
- Referendum inflationary increase
- Pension contribution changes required by law
- Other Post Employment Benefits (OPEB) obligations
- Employment changes that drive severance and unemployment levies
- Capital bonding, refunding of bonds, abatements, long term maintenance, health and safety projects, lease costs

Factors Impacting the St. Paul Levy

- Overall, St. Paul's estimated market values and tax capacity are up 6.4%, values well above the Pay 2008 peak
- Market values are increasing in the double digits for 35% of homes, 40% of apartments, and 37% of commercial/industrial properties
- Thomas-Dale/Frogtown, Dayton's Bluff, Payne/Phalen, North End, and West Seventh are all areas with higher increases in residential market values
- City, County and School portion of fiscal disparities aid increased. District increased by \$6.13 million.

Proposed Levy

Levy Category	Certified Pay19 Levy	SPPS Proposed Pay20 Levy Ceiling	Difference
Operating	\$ 71,112,468.34	\$71,690,324.75	\$577,856.41
Pension/OPEB/Contractual	39,544,457.62	37,860,071.32	(1,684,386.30)
Facilities	64,258,911.32	74,393,597.20	10,134,685.88

Community Service	<u>3,779,160.32</u>	<u>3,685,753.77</u>	<u>(93,406.55)</u>
Total - All Levy Categories	\$ 178,694,997.60	\$187,629,747.04	\$8,934,749.44
Percent Change			5.0%

**Estimated Annual Property Tax Impact | Home from 2019 to 2020
(assuming a 0% increase in market value)**

- The estimated change at 5.0% was reviewed for homes at an estimated home market assuming a 0% increase in market value. At the median home market value of \$199,800, the estimated change is \$(47.28).

**Estimated Annual Property Tax Impact | Home from 2019 to 2020
(assuming a 7.3% increase in market value)**

- The estimated change at 5.0% was reviewed for homes at an estimated home market value assuming a 7.3% increase in market value. At the median home market value of \$199,800, the estimated change is \$36.10.

**Estimated Annual Property Tax Impact | Commercial/Industrial from 2019 to 2020
(assuming a 6.0% increase in market value)**

- The estimated change at 5.0% was reviewed for commercial/industrial properties at an estimated commercial/industrial market value assuming a 6.0% increase in market value. At the median commercial/industrial market value of \$525,000, the estimated change is \$(142.05)

What Happens Next?

- November
 - 12th: Ramsey County mails tax statements
- December
 - 3rd: Truth in Taxation Hearing
 - 17th: Board of Education certifies final Pay20 levy
 - The certification sets approximately 20% of the revenue for the FY2020-21 budget (July 1, 2020 – June 30, 2021)

Pay20 Levy Calendar

- The dates and action of the Pay20 levy calendar were then reviewed.

After Pay 20 Levy Certification

- Planning for upcoming bond and Certificates of Participation sales in January 2020
- Continue to monitor District's enrollment projections as levy revenue is calculated based on this data
- Continue planning for FY2020-21 budget (FY21 budget process is highlighted next)

New FY21 Budget Process Architecture

- Adopted from Government Finance Officers Association best practices
 - [Smarter School Spending](#)
- Partnership between Academics, Programs, and Finance to develop a budget supporting the SPPS Strategic Plan

A diagram showing the different areas of input for coming together to inform the FY21 budget was shown.

SPPS Budget Process for FY21

- Plan and Prepare
- Set Instructional Priorities

- Pay for Priorities
- Implement Plan
- Ensure Sustainability

QUESTIONS/DISCUSSION:

- A part of the planning and with the budget process, what kind of a process to determine best place for community engagement? Will there be some at sites, or with the budget committee and how that plays a role in this. There was a time when sites did have conversations around this, and some may continue. do feel that those groups of community members and parents that met at the schools to consider site plans – it was a great way of including community in a way that was organic in terms of understanding of budget opposed to bringing in more random or volunteer basis to think about overriding issues both necessary, but advocate for breaking down by site for folks to have input. Is it uniform across all schools? Response: We are underfunded by per pupil at \$664 per student, or \$25M for SPPS, and amount we're underfunded to meet federal IDEA for students receiving specialized services, that amounts to \$50M, and for ELL services that we provide and are proud of at \$13M – for a total of \$88M. if funded appropriately. When buildings are allocated discretionary funds and through site council or unique needs, there was great ability to come together and have real decisions about different options. Some great use of site councils. Some will continue. For others, the discretionary fund amount may impact the process.
 - Board members noted they see them as valuable in communicating and engaging publically and understand how we have to approach these things. They're part of the conversation about education around obstacles and challenges. We understand we can't give them much money to parse but engaging in conversation at that level.. Response; We do still hold those meeting. Chef Schrul with budget tool kit and budget fair, and great job with those things.
- In terms of engagement around the budget, sent out a survey and got over 3000 responses and how that feeds into the process is one way to get feedback from communities. An update on budget survey, which is first piece of engagement around budget process. Response: Opened in early November, and currently open to November 26th. Have over 4000 responses. 3% community members, 40% parents, 35% staff, and 23% students. Sent to all parents and guardians, students 8-12, and link for community reps and all staff. Out of that for respondents who indicted racial and ethnic identity, 3% American Indian, 9% black, 13% Asian, 6% Hispanic, 1% Pacific Islander, and 70% white. This was response could apply to all. Multi-racial could reply to more than one. We are also looking at target strategic to increase representation – not only number responses but to diversify the representation of perspectives.
- Board members noted there was extensive conversation at the Committee of the Board also on this topic. Director Marchese noted beyond survey how seeing efforts and timing of those efforts to reach a broader range of people. Time frame on survey and timeframe with planning. Not a lot of extra time built in with holidays too. Speak to what the plan is now. Concerned by demographics seeing, and a question – is a survey to the community a good way to reach community members who we wish to reach or not the broadest based method to do that? Response: A survey is a method of engagement, and doesn't reach everyone in same way. Times to do extra work in encouraging and inviting folks to fill out surveys. We need to and are some trust building about those things in community. We started with advisory councils and explaining how it will be used. Staff from OFECP spend time in community – this is primary message in community work this month and talking about survey and how it will be used. The design if functionally different and timed so that it will be used to inform remainder of process. Remainder of engagement will be in January and with a tight timeline, we're going to do more of a drill down engagement. Previously, a lot of times we would use the world café-model or other things, sit in small group and dig into key issues. Want to ensure the things we put in front of them in January are things we can make changes on and make input to inform the remainder of the budget process. Then talked about third step of engagement school based tool kits, so principals have what they need to engage in their school community. More engagement because it is a multi-year year process through the later spring.

- Director Marchese noted that he appreciates more to come in the process. Think concern is over and more than just pumping up turnout – maybe not the right method to solicit input and do something different. As the discussions as have been going on and reported, noted comments from community certain level of anxiety around decision around priorities and how and when they'll be able to weigh in concerns from building level staff but about choices district wide that will impact them and where to plug into process. That's concerning because making a big change and systems change will require care in how we roll it out. Getting feedback and anxiety that people are experiencing because see that it can be a big change. There will be antral question in how did they get their chance to give feedback and what happened to it? How are we handling that and issue that could undermine what is important about what trying to do to use established priorities and use them to make fiscal choices. In bringing the community with us in this process, how are we going to do that and address those concerns? Response: absolutely, share that anxiety with what if somethings cut that I care about? Best way to get ahead is with communication and laying out plan. We are working to put a plan as soon as possible and stand behind it. We want to ensure the engagement throughout the process is building trust with the community.
- Obviously strong and helpful community groups that we do partner with and while appreciate the specific kinds of ways to connect, we do have groups that could be partners in this work and as we continue to work on our strategic plan, part of it that has appealed to a lot of people ifs that it is a plan that will only work with community engagement and that is built into it. It has to be flexible. How are we working with our larger partners and groups to be able to invite them into this conversation as partners? Response: We have leveraged relationships with community groups and reached out to them to engage at first part in increasing responses to survey. Some balances that we have to keep in mind many partners and community members have participated in strategic planning process when it first began, and continue to keep those relationship and communications open. At the same time, build in trying to have them reach out to their network and they represent parts of the community, perspectives, and have networks of their own. Asking they engage with us and reach out to networks balance in asking to take survey, then we are going to need to be accountable. Going back, being transparent and trying to manage expectations and honest which what asking and what able to deliver at the time. Beginning process in a way that we like to focus on what we all care about and what has brought us together around strategic plan, we'd like to focus on if we are identifying focus areas of which a lot of people care about across the community.
- The timeline for the budget process – when and where does the survey live? Where does the feedback and OFECP come to inform us on this timeline? Emphasize the community input is so crucial and cannot do this alone with just school district without including community. Response: The survey will close on November 26th and looking at tight turnaround of 2.5-3 weeks to hand results off. Key piece of analysis is the variation of perspectives and how different respondents vary or differ in terms of perspectives of focus areas. Once hand it off to 5c team to inform rest of the community engagement process. The turnout around the process in January because for the in-person engagement to do around fy21 budget, need to do engagement harvest and prepare feedback for the leadership and board within a week for it to inform the next steps. In looking at the timeline, we're in the center, with steps 6, 7 and 8 9 in timeline, and engagement we're going to do will be specifically around item 8 in January.
- With the information form the survey, we will receive information as to how we allocate resources? How are we going to use the data and where does it live? If we are intentional about our community in survey and giving feedback and opinions and voices experiencing it matter, which step could they expect we've looked the data, taken inputs and we are take that data and information to allow us to make decision about budget process and considered their input? Response: The survey is on the set instructional priorities. It's around steps 4 and 5 – confirming instructional priorities and soliciting more feedback. The next engagement in January is in center Pay for Priorities column. Allocating resources, and to schools and programs, sites take it from there and have that community based work with school communities. Continue as multi-year plan to do more engagement. More detailed budget timeline that we have and posted on the website, and more updated presentation with more details coming up in December that will lay out more steps and details behind all these high-level steps.

- Director Foster noted that in thinking about numbers, 70% white, and talking about engagement and who is missing. Now we have self-imposed timeline for a week, where 70% aren't majority in district. Have concerns in this process. Question is who and how. We know who, and question is how. Concerns we are being inclusive and what can we do, and step back or stand in, or who to reach out to? Response: The Friday timeline is to confirm aspects for January.; there is work happening to increase turnout through our partners, staff fin OFECP in help to share survey. This one matters, and there is action happening now. We will redouble our efforts.
- Superintendent Gothard noted that in SY17 and 18, there were incremental adjustments to previous years and assigning costs to the next year's budget, and asking what we could cut and how it would fit. This is not the perfect way, and we are learning every day and asking those same questions, and we have to be uncomfortable and willing to address it right now and into the future. We will learn a lot from this, and cannot be over influenced by those who have responded and internally, take into account some of the imbalance of results. This is a way to show the priorities match the community, and the survey and engagement sessions to find that congruence and move forward.
- It was also noted that we should consider extending the deadline and how to rethink the timeframe to take what we have learned and how to implement from the research and help us to guide the work forward. It was also noted board members will be sending emails and sharing to their social media with information on the budget survey and look forward to future information on the results and updates.

B. Policy Update

BF 31853 THIRD READING: 503.01 - Children & Youth Experiencing Homelessness

1. THIRD READING: 503.01 - Children & Youth Experiencing Homelessness

503.01: Children and Youth Experiencing Homelessness

- We are updating the current Policy 503.01: Attendance: Homeless Children & Youth. It is being proposed that the policy be retitled to Policy 503.01: Children and Youth Experiencing Homelessness.
- Why do we have this policy?
 - To ensure that children and youth who are experiencing homelessness receive the same educational opportunities as other students who are not homeless; and McKinney-Vento Homeless Assistance Act and applicable Minnesota law.
- Why are updates being proposed?
 - To create alignment with the McKinney-Vento Homeless Education Assistance Improvements Act of 2001
 - Children and youth who experience homelessness have the right to receive a free, appropriate public education
 - The services provided under McKinney-Vento provide families the opportunity to maintain education stability for their student, which is key to their educational trajectory and success.
 - One of the priorities of the act is the provision of transportation services to allow students experiencing homelessness to remain in their school of origin, which is defined as the school that the student attended when they first experienced homelessness.
- Changes include details on: Purpose Statement, General Statement, Definitions ("children and youth experiencing homelessness," "school of origin," and "homeless liaison" – Project REACH and Fostering Connections), School Selection and Enrollment, Dispute Resolution, and Transportation

QUESTIONS/DISCUSSION: None

MOTION: **Mr. Schumacher moved approval of the changes to Policy 503.01 - Children & Youth Experiencing Homelessness. The motion was seconded by Ms. Xiong.**

The motion was approved with the following roll call vote:

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

Mr. Brodrick
Ms. Xiong
Ms. Vanderwert

Yes
Yes
Absent

2. SECOND READING: 510.03 – Class Rankings

510.03: Class Rankings

Why are updates being proposed?

- At the May 22, 2018 Board of Education meeting, the Student Engagement and Advancement Board (SEAB) presented on the inequities of the current policy.
- They recommended that SPPS, “Implement consistent recognition of academic achievement by updating policy 510.03.”
- They proposed for the district to:
 - Celebrate academic success of more students
 - Remove the verbiage, “the top ten students ranked by grade point average of each high school’s senior class will be identified and recognized in alphabetical order” from the current policy
 - Develop consistent use and logic of weighted course material that supports a district-wide system for recognizing academic honors

Changes to the policy include:

- Removing “the top ten” verbiage (currently paragraph two)
- Adding this language (proposed paragraph two):
 - *2. Students will be recognized for academic achievement based on the Latin Honor system, using their weighted GPA.*
 - *High Honors with Distinction (Summa Cum Laude) — Cumulative GPA average of 4.000 and above*
 - *High Honors (Magna Cum Laude) — Cumulative GPA average of 3.75 to 3.99*
 - *Honors (Cum Laude) — Cumulative GPA average of 3.3 to 3.749*

Implications of proposed changes:

- The District will no longer host the “Celebration of Excellence” which honored the top ten from each high school
 - The cost savings from no longer hosting the “Celebration of Excellence” will be used to buy cords and help to support individual high schools’ celebrations
 - High school principals have requested for Board members and Senior Leadership Team to have a presence/role at their school-level celebrations
- High schools that do not currently have the GPA cutoffs for honors, high honors, and high honors with distinction as stated in the proposed policy, will have to update their internal systems and practices and communicate those changes to students and families.
- Because we are doing away with “top ten” - who have been acknowledged in newspapers historically - the District will need to find a new way to best recognize students publically that appeal to newspapers

QUESTIONS/DISCUSSION:

- With these changes, does that mean the Celebration of Excellence will not be held in 2020?
Response: Correct, that is the plan.

XI. NEW BUSINESS

A. Resolution of Recognition of Hmong American Day in Saint Paul Public Schools

BF 31854 Resolution of Recognition of Hmong American Day in Saint Paul Public Schools

RESOLUTION OF RECOGNITION OF HMONG AMERICAN DAY IN SAINT PAUL PUBLIC SCHOOLS

WHEREAS in 2013 former Governor Mark Dayton signed a proclamation recognizing May 14 as Hmong American Day highlighting the Hmong refugees and their families immigrating to the United States to escape war and persecution, to find opportunities, and to better their lives and the lives of their children and recognizing Hmong Americans' contributions in helping to build a vibrant and diverse Minnesota, contributing socially, politically, and economically to our state, and

WHEREAS in 2019, Governor Tim Walz established May 14 each year as Hmong Veterans Memorial Day (HF8/SF10) in honor of Southeast Asian Americans and their allies who served, suffered, sacrificed, or died in the Secret War in Laos during the Vietnam War in the years 1961 to 1975 in support of the armed forces of the United States, and in recognition of the significance of May 14, 1975, the last day that the overall American-trained Hmong command structure over the Special Guerilla Units in Laos was operational, and

WHEREAS the Saint Paul Public Schools Board of Education recognizes the great sacrifice of Hmong people supporting the United States during the Vietnam War, and

WHEREAS we celebrate the rich and diverse culture of Hmong people in our communities and in our schools, and

WHEREAS we acknowledge the contributions of the brave Hmong Veterans whose history should be commended and observed in Saint Paul Public Schools, and

WHEREAS the legacy and stories are an opportunity to teach our students the importance of understanding all of history and in many instances highlighting forgotten heroes.

THEREFORE BE IT RESOLVED, in keeping with the state proclamation and statute, the Board of Education for Saint Paul Public Schools recognizes and appreciates the importance of May 14th as Hmong American Day and Hmong Veterans Memorial Day and encourages all schools and district staff to spend time sharing about the contributions of the Hmong people, Hmong Veterans, and encourages all students to participate in activities that acknowledge the history and celebrate the importance of the day.

QUESTIONS/DISCUSSION:

- Director Schumacher noted that from talking to young students presented and folks from communities, this is an exciting opportunity for us. It is important and critical and statement making as board and district as importance of neighbors and community. He is happy to vote yes.
- Director Marchese noted this opportunity to express recognition for what we have in midst and community that is so diverse, rich and full and active in contributing many different ways and something for all to acknowledge as a community, and important that the community understand as a whole what we are doing, who is here, and history of Hmong people in the community. He thanked the District for bring forward.
- Director Xiong noted that in hearing from students and serving on the Board and ensuring their education is and continues to be relevant and continue to learn about each others' history plays a role in shaping each other and our current society. In echoing Director Marchese, this is an importance example of us ensuring to our students that we see them, and looking at SPPS, where we are very unique in our demographics of Asian American students are the largest population in the district. This is important to ensure that we recognize culture, recognize our histories are all tied together and we are all connected in a woven fabric. She went on to share her experiences as a first-generation Hmong American student, and her experiences at Hmong American Day at the Capitol, and seeing elementary students from SPPS and to be inclusive of our middle and high school students in that event as well in

this day to celebrate. She also shared a family story about a great-uncle who was 14 and with 9 other Hmong men helped to save 1 American pilot during the Vietnam War. As a student, she did not learn about her history from teachers, but it was she that taught her teachers about her history. It was at a JROTC boot camp in Chicago that she corrected a drill sergeant about her Hmong ethnicity. The drill sergeant that asked further about the SGU. She noted the recognition of her history in this experience. She also noted her strong belief in learning and hearing from high school students in pushing for ethnic studies and for curriculum to be relevant. Students should be learning who they are in school. The importance of resolution is recognizing and seeing and firmly stating that we recognize and see you student, diverse students and in our district.

- We need more of this, and not recognize one day, and celebrate everyone's culture and every day should be a celebration of our ethnicity and diversity. We can do better and believe in everyone that we are headed in that direction.

MOTION: **Ms. Foster moved approval of the Resolution of Recognition of Hmong American Day in Saint Paul Public Schools. The motion was seconded by Mr. Marchese.**

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

B. Action on the Contract of the Superintendent

BF 31855 Action on the Contract of the Superintendent

At the conclusion of the annual evaluation of the superintendent reported in August, there was consensus among board members to begin the process of renewal of Superintendent Gothard's contract. At that time, we noted Dr. Gothard's strong leadership abilities, his public advocacy for our students and for SPPS, and for his constant nurturing of community partnerships.

We believe Dr. Gothard has set a strong foundation for our schools, most notably through our strategic plan, SPPS Achieves.

In addition, along with the accolades we have expectations. We expect our superintendent to continue to make strides to improve equity and close achievement gaps in our District.

QUESTIONS/DISCUSSION:

- Director Schumacher noted that he agrees with our comments Chair made about Dr. Gothard as someone who was a part of the selection process, we needed a leader in community outreach, and strength of leadership, quality of person, system analysis and put together a strong strategic plan and build community around it; someone willing to go out and meet community, met individuals, groups, elected officials, leaders of for profit and non profit – his calendar every day is filled. His responses to people with specific individual concerns very unique to situations, and yet connected with them and deepened relationships to further our ability as a district to ensure all kids get educational environment they need to succeed. He has strongly focused on partnerships in all ways and done with strength of commitment to equity and lens central to the work and success. He expressed appreciation for his leadership and think we've been able to see now in how he's handles adversity and some situations in our district that have come up and think most recent is the FMP and there was absolute transparency around how to tackle it and do better. We are all in this together, and coming out of it in a better place and a plan.

He feels strongly that Dr. Gothard is the leader we want, right leader for SPPS, and for Saint Paul and for kids, and thanked his for his commitment, energy, passion and expertise around this real immense but critical task.

MOTION: Ms. Ellis moved approval of the contract of the superintendent. The motion was seconded by Mr. Schumacher

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Absent

Superintendent Gothard then thanked the Board and reaffirmed his commitment to the Board, staff, community members, families, and SPPS students. He is grateful for the support and encouraged by our collaboration to improve long term student outcomes. He also thanked his leadership team and appreciates their patience and persistence. to the staff and students, he has enjoyed building critical relationships to build the best opportunities for all our students.

XII. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Xiong reported her time and learning at the Council of the Great City Schools Conference. She added that it is a great conference and opportunity to learn about many great things other school districts are doing nationally, including immersion programs, redistricting. Many schools grapple with school choice. This is a great opportunity for professional development for board members. We have a lot of creative and may community members with great ideas and experiences and in looking at state as whole, we are 3rd largest in MN and experience with networking with other school districts in Minnesota, many smaller districts are learning from us. This conference is an opportunity to learn for those much larger than we are. Our challenges are so unique in Saint Paul. The opportunity to meet with other districts\ at this conference and network with them and learn from them is an experience that recommend for all school board members to attend. She is in total support of professional development for board members, also something we encourage for all staff members. In being the smaller school district there, it's interesting to learn from much bigger district. Realization that SPPS is so unique because of student demographic and fact that large EL population. Student groups are unique and fact that the largest student group is of Asian decent that makes us unique in conversations, and yet experience and how we are able to share our work we do with immersion programs. She reflected on of thinking about the dialogue on education that we can do better and in our school district not because only of demographic - we should be able to create environment in district recognize all students. And how do we celebrate diversity, inclusive and capture all of the cultures and lived experiences in our district and use as a strength in district.
- Chair Ellis noted she attend the pre delegate assembly to get ready for upcoming MSBA delegate assembly and legislative session. There were 24 resolutions and understanding not a funding year but policy. Many reasons and opportunity continue conversation about funding and fully funding schools. appreciate space to bring school board members together, and hearing things from Saint Paul are on the front line and how these situations and concerns are reaching school board members in smaller districts and working together and use collective power to help students in district.

- She recounted her time in listening to Mayor Carter speak to students at Harding. One of things heard asking and bubbling up with pride for students to show up in brilliant, supportive of mayor, and one listening to mayor talk about things happening in community and how city is addressing and talking about it, and one student said they appreciated him being there and can they give him a hug. It was a beautiful moment. She heard from the mayor and from students everyone is feeling some way about the events that are happening and violence in the city and ways to address it. She appreciated that the mayor was there to talk with students. Not just talking at students, and hearing from them and passing the mic and amplifying students voice and listening to experiences and their feelings in community. To watch our students see someone who looked like them in this role and what they can do and this city is theirs and their future in the city that future will belong to them – to hear him say that resonated. To see students around him, and feels form students and from the mayor – looking out for each other and showing kindness, and what doing to lift each other up. Appreciated time at Harding with student and mayor – really amazing.
- She also noted the LCD and Special Education Parent Academy gradation. It was a proud moment for parents and learning. appreciate coming together every week for 6 weeks help them build community and messaging – now you know information can share with other families – this is how you connect people to advocacy for their child.
- She also noted the hard and necessary conversations at the Equity Committee meeting.
- Chair Ellis also noted that her son attended FlipSide on a no school day due to conferences. It was an amazing experience for him. She encouraged the sharing of more information about programs and flipside that schools get opportunity and would like to know calendar. Encouraged to market programs for families on days when there isn't school.
- Director Schumacher noted the fashion show at Bridge View and the interactions and joy, and educators, staff and kids, transports you to a beautiful place so fun, great music from DJ.
- Director Foster noted this Friday is Friday Forum and reminded everyone that it is open to everyone and begins at 11:30am at Washington Tech – it is parents' experience in SPPS.
- Director Xiong noted the ESP of the year from Education Minnesota, Yasmin Muridi received it. Also congratulations to the others nominated.
- Director Marchese mentioned that at the MSBA Delegate Assembly, 6 of the 7 board members will be there and showing up in force.

XIII. FUTURE MEETING SCHEDULE

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

- December 3 (Special – Taxation Hearing) | 6:00 p.m.
- December 17
- January 7, 2020 (Annual)
- January 21
- February 18
- March 24
- April 14
- May 19
- June 9 (Special – Non-Renewals)
- June 23
- July 21
- August 18

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

- December 3
- January 7, 2020
- February 11
- March 10
- April 7

- May 5
- June 9
- August 5 (Wednesday)

XIV. ADJOURNMENT

Ms. Ellis moved the meeting to adjourn, and Ms. Foster seconded the motion. It passed by acclaim.

The meeting adjourned at 9:31 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
MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION
FOR A PUBLIC HEARING ON THE PAY 20 LEVY

December 3, 2019

I. CALL TO ORDER

The meeting was called to order at 6:03 p.m.

II. ROLL CALL

PRESENT: Mr. Marchese , Ms. Foster, Mr. Brodrick, Mr. Schumacher,
Superintendent Gothard, Mr. Long, General Counsel and Ms. Dahlke,
Assistant Clerk

Ms. Ellis, Ms. Vanderwert, and Ms. Xiong were absent.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Mr. Marchese moved the Board approve the Order of the Main Agenda as published. The motion was seconded by Ms. Foster.

The motion passed with the following roll call vote:

Mr. Marchese	Yes
Ms. Vanderwert	Absent
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Absent
Ms. Vanderwert	Absent
Mr. Schumacher	Yes

IV. OLD BUSINESS

A. Administration Presentation and Public Hearing on the Proposed Pay20 Levy

State statute requires that all local governments (cities, counties, and school districts) to hold a public hearing prior to finalizing their levy authority and allow for public comment. The hearing must follow the release of the proposed tax notices from the county. The notice provides information on estimated taxes as well as market value and other homestead adjustments.

The Chief Financial Officer stated school levy authority is established in law. School budgets are a combination of State, Federal and local funding, including the voter approved referendum. The Pay20 school levy funds the 2020-21 school year, and districts receive payments after the May and October collections from the County. Levies are approximately 20% of the SPPS budget. The Levy can only move down after October 1.

School boards levy to provide revenue that funds the cost of staff, OPEB & pension obligations, debt service, facilities projects including: health and safety, maintenance and new construction, community education programs, and other expenses. Schools can only levy what is authorized by law.

The CFO went on to describe the factors impacting the Saint Paul levy, such as:

- Changes in tax base (increases often result in less state aid for equalized formulas)
- Changes in pupil counts
- Legislative changes to education formulas
- Referendum inflationary increase
- Pension contribution changes required by law
- Other Post Employment Benefits (OPEB) obligations

- Employment changes that drive severance and unemployment levies
- Capital bonding, refunding of bonds, abatements, long term maintenance, health and safety projects, lease costs

Proposed Levy

SPPS levy categories are:

- Operating - general levies that support school functions, including referendum, integration, operating capital, career/technical, transition, safe schools and abatement adjustments.
- Pension/OPEB/Contractual Obligations
- Facilities - includes health and safety, deferred maintenance, new construction and abatements.
- Community Service - community education programs, learning readiness, after school, ECFE.

Proposed Pay20 Annual School Levy

Levy Category	Certified Pay19 Levy	Proposed Pay20 Annual School Levy	Difference
Operating	\$ 71,112,468.34	\$ 71,690,324.75	\$ 577,856.41
Pension/OPEB/Contractual	39,544,457.62	37,860,071.32	(1,684,386.30)
Facilities	64,258,911.32	74,243,597.20	9,984,685.88
Community Service	3,779,160.32	3,835,753.77	56,593.45
Total – All Levy Categories	\$ 178,694,997.60	\$ 187,629,747.04	\$ 8,934,749.44
Percent Change			5.0%

The CFO reviewed the estimated annual property tax impact from 2019 to 2020 assuming 0% increase in market value and assuming a 7.3% (home) for both the estimated change at 5.0% estimated change with the median home market value in Ramsey County at \$199,800; and the estimated annual property tax impact for commercial/industrial properties from 2019 to 2020 assuming a 6.0% increase in market value at estimated change at the 5.0% estimated change with the median commercial/industrial market value in Ramsey County at \$525,000.

The Pay20 levy calendar was then reviewed. The Board of Education will certify the Pay20 levy at the December 17, 2019 Board of Education Meeting. SPPS will certify the Pay20 levy to Ramsey County on December 30, 2019.

Questions/Discussion: None

V. PUBLIC HEARING

- Peter Hendricks

VI. ADJOURNMENT

Mr. Schumacher moved the meeting adjourn, seconded by Ms. Foster and Mr. Brodrick. The motion passed by acclaim.

The meeting adjourned at 6:17 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

**MEETING MINUTES
SPECIAL MEETING OF THE BOARD OF EDUCATION
December 10, 2019**

PRESENT: Board of Education: Z. Ellis, M. Xiong, M. Vanderwert S. Marchese, J. Schumacher, J. Foster, J. Brodrick

S. Marchese arrived at 5:22 p.m.

Staff: Superintendent Gothard, J. Turner, T. Parent, A. Selb-Sack, R. Dolata, M. Watkins, J. Engen, K. Burns, D. Crawford, M. Schrul, S. Curtis, J. Geiger, C. Colvin, M. Hoerth, M. Bergman Aho, A. Ottison, K. Randall, H. Jerome, A. Schilling, L. Boehlke, V. Kelly, T. Tranberg, Facilities Project Managers

Other: C. Jordan, M. Parsons, E. Sebesta, J. Jones, M. Johnson, K. Smith, A. Hoffman, K. Francis, J. Juniper, A. Solvange, T. Lonetree, J. Verges, Architecture Firm Partners

I. CALL TO ORDER

The meeting was called to order at 5:00 p.m.

II. AGENDA

A. Work Session on Updates to the Facilities Master Plan

An update to the Facilities Master Plan Project Phase presentation was shared with the Board. Superintendent Gothard; Jackie Turner, Chief of Staff; Tom Parent, Director of Facilities; and project managers within the Facilities department highlighted information to the Board on the review of new practices, overview of current project status, FY20 Q2 project phase gate review, and next steps. This meeting is for informational purposes, and more information will be presented in the next 90-120 days. The schedule and timeline was also reviewed, with the desire to set sale on Capital Bonds and Certificates of Participation at an upcoming regular meeting. External factors, such as the new State of MN building codes for March 2020 were shared. A finance update was provided.

The new process and Board of Education gate check approvals of large project greater than \$2M was shared, with the gate name, format, input/information, and resulting action.

- Gate Check 1 – Master Planning/5-Year Plan
- Gate Check 2 – Project Charter (Pre-Design)
- Gate Check 3 – Schematic Design
- Gate Check 4 – Contract Award
- Gate Check 5 – Close-Out

A current project overview was also shared. Current projects include:

- American Indian Magnet
- Frost Lake
- District Service Facility
- Phalen Lake
- Johnson High School

- Washington Tech Athletics
- District-Wide A/V
- District-Wide Cameras
- District Service Facility Kitchen Boiler
- Window Replacements
- Rood Replacements
- Other Small Projects

The FY20-Q2 Project Phase Gate Checks were then presented for the large projects of American Indian Magnet – modernization, Bruce Vento – modernization, Frost Lake – modernization, District Service Facility – expansion and renovation, Phalen Lake – HVAC, Johnson High School – HVAC, and Washington Technology – athletic improvements, and the stage of those projects and approval by the BOE or gate-check.

Current project details were then shared including budget summary, relation and alignment to priorities (permanent construction, growth and alignment, quality learning spaces, identifiable main entries, building condition, core space, and overall alignment), scope, FMP scope of work and proposed schools of work blueprints (new, heavy, medium, light, and finishes only), change in square feet, and phasing and engagement timeline.

The Board of Education phase approval chart for small projects was also shared, and included a summary, total FMP estimate and schools and scope for:

- Windows
- Roofing
- District-Wide Security Cameras
- District-Wide Instructional A/V
- Playground Program
- District Service Facility Boiler Replacement

Next steps for the next 90 days were highlighted, and included criteria for prioritization, re-chartering of scope and budget of every project in the FY19-FY23 5-Year Plan, program level overview, and spool up program systems and responsibilities.

Board members asked questions and discussed items further throughout the presentation and work session.

Questions included:

- Where will items be found in the budget? When will those be presented to the Board? Response: There will be quarterly reports and they will be found in the building constructions funds. Actual project expenditures will be shown in frequent updates, either monthly or quarterly. It will also be found in the Quarterly Budget Review by the Board for the overall fund.
- Director Vanderwert wondered about the possibility of a 3-D design process. Staff noted that in some buildings they are using virtual reality for students to envision the new spaces. The renderings and models are a testament to the incredible designs and of the work-to-date.
- The budgets, with hard costs, and soft costs were reviewed in further detail, as well as best practices in financial management.
- It will be helpful to know what is being bought and what the goals are for each project.
- Director Marchese asked about the AIMS project, and reasoning for the recommendation to continue with the modernization, as opposed to building new. This is the type of question the Board will need to weigh in on and lean into the reasoning. The question of how we got there and asked to move forward on the project is a foundational question and to continue to renovate or build new. Hope that in subsequent conversations to understand the rationale. And also looking for more context in future presentations for the Board and community who do not live and breath the 7 guidelines and identifying building needs. Response: There are requirements for the city that would impact building

a new building on this site, including limitations that would need to be addressed within the charter. This same question was asked within Administration and with the external review team and Jacobs.

- Question on the current mold situation at AIMS. The mold is contained in vinyl wall coverings. In rebuilding the current wall systems and rebuild them.
- There was further discussion on the definition of heavy construction, as well as safety in classrooms, engagement with families and the steering committee, and enrollment capacity at AIMS.
- The Board mentioned the original use of the Bruce Vento building for East Consolidated, and the construction date of the 1970s, as well as the building history in education models of the “pod” system and “modular” system. Photos of the current structure and limitations were discussed.
- The recommendations to build new for Bruce Vento compared to the recommendation to renovate AIMS were discussed.
- Parking at Frost Lake and other sites was discussed, with the change to the building and how the parking lots will change. The security cameras at Frost Lake will also help with parking in those spots that may lack current cameras. The bus drop-off and pick-up locations were also noted. City codes and a 1:1 parking to staff were ratio were noted.
- At the DSF, there was a question around how the new space will be utilized, which will include housing the current staff, Office of Teaching and Learning, Office of Equity, in addition to Nutrition Services, Facilities, and IT that are currently housed there.
- Questions on how Nutrition Services will be affected because we are feeding our students year-round.
- Improvements to the boiler and nutrition services facility and security were noted.
- Nutrition Services will be purchasing some of the equipment from their budget.
- The roofing standards for the city were reviewed, including regulations on stormwater pooling and structural implications; structural safety for snow and rain, and building codes.
- Director Vanderwert encouraged the use of rain barrels and cisterns.
- The relation between aesthetics and mechanical and building functionality was noted, and in breaking down projects by those criteria.
- The construction at Johnson and timeline to previous improvements was discussed, and to string together logical and cohesive scope of work.
- In talking about lighting, one board member wondered about the use of ballast lighting. The fluorescent lighting was reviewed, including energy savings were shared.
- One of the tasks of the Facilities Planning Team is to group together logical and efficient scopes of work; targeted interventions in an efficient way. There is a plan for each.
- The cost analysis of geothermal heating and cooling was reviewed, with the total of three options, and the other two options were more expensive to install and operate. The feasibility of geothermal was also noted, but it is also looking at the green space available and structure, including the location of the air handler.
- Staffing and instruction to operate the geothermal systems was reviewed. There is not training required, and there is not new equipment, but how it is being used is different.
- How long is the projected lifespan of the geothermal system compared to the current system? Response: The lifespan of the well field is 50-60 years, and the heat pump has an expected life span of 25-30 years, with the pieces at 15-20 years.
- How many years are we away from air conditioning in SPPS? Response: We are focusing on secondary sites, with the greatest amount of students, largest bodies. Anytime we are maintaining a system, our internal guidance is to have the potential to add it at the elementary level as well. Currently, we don't have the long-term resources to install and operate at all sites.
- The importance of air conditioning in talking about year-round school was noted.
- The possibility of integrated geothermal to other sites was also discussed. Johnson is a pilot program. MPS also has a geothermal array. It is one opportunity for us. Board members and staff also noted a space near Mille Lacs that is heated with geothermal, as well as the Austin, MN facilities, KFI in Roseville, and Lincoln Middle in MPS. The city staff in Austin noted the comparable system and operations, and high reviews.
- The possibility of installing a geothermal unit under the buildings was also noted. It is more difficult in SPPS due to the tight urban spaces of our schools, and limited opportunities (Johnson's is in the center field of the baseball field).

- The popularity of soccer versus football at Washington Tech was noted. It is an adaptable field for both sports. The community importance of the fields was also shared, with the grassy area available for community use with manual lines. The artificial turf would be restricted use to sports teams and events. The improvement of the tennis courts was also shared.
- Staff noted that these smaller projects are satisfying our community and the prioritization.
- Director Xiong noted that the rendering should be placed at Washington to show the students, families, staff and community the comparison to the historical map of Washington and original structure, which was going to stretch to Rice Street.
- The urban landscape was also noted, and limitations to schools because they may be locked by houses on any side.
- It was noted that camera funds are from capital bonds.
- The playground at EXPO was also discussed including fundraising efforts and timeline.
- A/V will also be funded from capital bonds.
- Funding streams were discussed, including state authorization, and gate checks.
- The action on the bond sale and certificates of participation was also discussed. The projects for those items would be additional funding for AIMS, final stages of Como Senior, DSF, additional funding for the pre-design work of Cherokee and Ramsey. The others listed have funding dedication in previous COPs issued and fund balance. Important that we monitor and be mindful of state authorization with our integration plan and if we need to seek additional approval.
- Frost Lake, Johnson, Washington, district-wide cameras, boiler, and windows – those are a combination of capital bonds or LTFM funds.
- The Board approved the initial projects in the FMP, but are coming back to talk about the changes and moving forward, for approving projects in multiple steps and phases, and learnings from the review. It will be asked for as needed – not the full cost upfront, but in phases.
- Board members noted they may feel more comfortable to see how it all links together and overall arc. Be clear to the Board for the specific action that is being asked and how it relates to the project. The original situation was because the project was approved overall and overall to scope of work. Superintendent Gothard noted that for every vote to authorize the next step, the Board will need to know the specifics of the authorization, and be clear in what they are being asked to do. “Cart before the horse” analogy.
- Director Brodrick noted he would like to learn more about how we are all working together and Finance and Facilities are going to be horse and cart and working together; goal is to be aligned and collaborate together, and not one in front of the other and continue to learn from Jacobs.
- The role of Jacobs Engineering as we continue in this work was noted.
- Funding sources and alignment to facilities projects, and the collaboration between Finance and Facilities was noted.
- Superintendent Gothard noted that we are learning, adjusting, and continuing at the same time. There is a lot of overlap in this process.
- Director Marchese noted that it will be important that the Board has clarity on how we are going to make decisions when asked to approve the financial aspects for the series of activities in each fiscal year. The correlation of financial approvals with programming reasons as well. Importance of knowledge of funding and alignment with programmatic approvals and where they are in the arc of the project.
- Staff from Jacobs also noted the funding schedule in the gate check document, and that the Board will see the update on a quarterly basis of projected expenditures versus the funding.
- Director Marchese also noted the Board’s role in this and seeing the overall picture and level of detail. It will be important for board members to know and understand what exactly we are paying for with each pool of dollars and to be able to explain that to the community.
- The timeline was noted as an area of question, and to be clear on what will be accomplished between the 90-120 days.
- The Board will receive an FMP update at each regular board meeting as a regular part of the agenda.
- The changes of the FMP from the different iterations reflect the changes in the district, and changes in education in general, and will serve as a way to re-charter to align to sit with SPPS. The

foundational work will be important to guide decisions, and how we think for tomorrow in terms of how our students are served in schools and important complexity to work in investing in our students.

- The Board and staff also thanked everyone for their work in this, and their expertise in these items.
- It was also noted that Trinh Tranberg will be retiring after 30 years in the District, and the Board and staff thanked her for service to the students of SPPS.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 8:44 p.m. The motion passed by acclaim.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
December 3, 2019**

PRESENT: Board of Education: S. Marchese, J. Schumacher, J. Foster, J. Brodrick

Z. Ellis, M. Xiong, and M. Vanderwert were absent.

Staff: Superintendent Gothard, N. Paez, D. Ginther, K. Kimani, H. Kilgore, K. Randall, S. Howell, L. Olson, K. Thao, C. Long, D. Watkins, M. Doud, Y. Vang, A. Collins, K. Burns, J. Turner

Other: T. Lonetree, J. Verges, J. Matlock

I. CALL TO ORDER

The meeting was called to order at 4:30 p.m.

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard began the meeting by recapping his time at the CollegeBound Breakfast, which involved Mayor Carter's pledge to for a college savings account for every child born on or after January 1, 2020 in Saint Paul with a \$50 contribution to give them a strong start to their educational future and to establish lifelong pathways for the city.

Superintendent Gothard also noted that he was notified that the Saint Paul Federation of Educators has petitioned the Bureau of Mediation Services for mediation in their contract negotiations and provided a brief statement.

B. Security and Emergency Management Vision | SY20 and Beyond

Superintendent Gothard introduced Laurie Olson, Director of Security and Emergency Management, to provide information on the SEM Vision for 2019-2020 and beyond.

Purpose

Security & Emergency Management (SEM) overview

- Vision SY20 and Beyond
 - Our Mission and Alignment to SPPS Achieves
 - Our team of dedicated professionals
 - Staffing: Where we are and where we're going
 - Budget
- 2019 Year End Review
 - Arrest data
 - Level 4/5 Behavior vs Arrests
 - Use of force data
 - Highlights
- SY20 Contract
 - SY20 Contract approval

Our Mission

- In support of SPPS Achieves: Positive School and Culture
- SEM's Commitment: Students First. Always. Student-Centered Support.
- SEM believes supporting safe, warm and welcoming schools will inspire our students to think critically, pursue their dreams and change the world.
- We believe: "Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be." – Rita Pierson, Educator

Vision – SY20 and Beyond

- A team of dedicated professionals
 - The org. chart for Security and Emergency Management was reviewed, with 12 SEM staff, 5 community liaisons, 37 contract security staff, and 7 school resource officers.
- Fall 2019
 - Addition of a Restorative Practices professional to the team
 - Restorative Practices EA and CSL: Relationship-based work at Como Park Senior
 - Behavior support within the school-wide Positive Behavior Intervention System (PBIS).
 - Complete restorative behavior processing
 - Proactively working with students to resolve conflicts prior to higher level behaviors.
 - Support behavior intervention planning for Tier 2 needs
 - Restorative mediations
 - Access school-wide systems of supports
 - Significant reduction in fights and aggressive behavior as students are seeking out adult support to resolve conflict.
- Community Support Liaisons (CSLs)
 - Central, Como, Johnson, Murray, and American Indian Magnet
 - It's all about relationships
 - Highly visible
 - Positive interactions with all students
 - Trained in CPI-Non Violent Crisis Intervention
 - Vital member of the SEM team
 - Visible at busses during arrival and dismissal
 - Positive role models
 - Student advocates
- Mobile Supports
 - SEM and Contracted Staff
 - Highly trained
 - Non-Violent Crisis Intervention (CPI)
 - PBIS
 - Restorative Practices
 - Youth Mental Health First Aid
 - First Aid
 - Trauma Informed Care/Decision Making
 - De-escalation, Verbal Judo
 - Primary support to Federal 4 Sites
 - Hands on/restraint as last resort only
 - Safe transportation home
- 2nd Semester SY20
 - Begin Hiring Phase One: 7 School Support Liaisons (SSLs) while reducing contract guard services
 - 7 positions: Mobile and school-based supports
 - Contract security positions reduced to 30

School Support Liaisons

- Provide direct service to school and students by engaging in proactive security and emergency management initiatives to help create and sustain a positive school culture.
- Relationships are central to this work and will be built upon collaboration with staff, students, families and community members.
- These new positions are part of the AFSCME bargaining unit.
- Highly trained to work with youth
 - Examples of training include: Non-Violent Crisis Intervention/De-escalation, Restorative Practices, Positive Behavior and Intervention Support, Social- Emotional Learning, Trauma Informed, Racial Equity, Specialized Services, Adult and Pediatric CPR/First Aid
- Positive school culture and climate
 - The School Support Liaisons will focus on **building a sense of community and trust** with our students by working to understand the “pulse” of the building, initiate early interventions and seek out supports on behalf of students.
 - Restorative Practices, Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning
 - Work closely with building administrators, counselors, social workers, teachers and other support staff to reinforce supports and directives provided to our students through consistency and understanding.
 - Non-Violent Crisis Intervention
 - Effectively communicate with students and staff members during crisis situations. Techniques may include using verbal de-escalation and safe physical intervention. Post-intervention meetings or “fix-it’s” will be conducted to rebuild or restore relationships and reinforce communication, expectations and safe behavior.
 - Through Racial Equity and Diversity Training
 - Understand how their verbal and non-verbal interactions can affect the behavior of others; how unconscious and implicit biases can affect interactions; and how to conduct more effective and conscious conversations.

Security and Emergency Management: SY21 and Beyond

- Comprehensive student-centered model
 - Add a full Mental Health Support
 - Ride along with mobile SEM support
 - Vital addition to threat assessment team
 - Assist in creation of student success plans
 - Liaison to community mental health services and referrals
 - Advocate for students
 - Provide on-going training to all SEM staff on student mental health supports -time social worker to the team
 - Multi-disciplinary team of professionals dedicated to students-centered supports
 - Full phase-out of school based contract security positions

Budget Allocation for SEM – SY20

- Total SEM Budget - \$2.8M
 - \$1.4M is from the annual Safe Schools Levy
 - \$1.4M is from the District General Fund
- Allocations:
 - Staffing 17.5 FTEs - \$1.4M
 - Emergency Communications Center, Emergency Management, Restorative Practices, Community Support Liaisons, School Based Supports
 - Purchased Services - \$1.3M
 - SROs and Contract Security Guard Services
 - Materials, Vehicles, Fuel - \$100,000
- One-Time Safe School Monies \$1.2M
 - Replace radio communication system in every school – Including Discovery Club and Community Ed

- DMR Radios and Telex – System wide communications
- Radios – Moving to a District-Wide Communication Platform
 - Limitations of older radios
 - Current system has been discontinued and must be replaced
 - Many “dead spots” in our buildings
 - No connection to the District Emergency Communications Center (ECC)
 - No interoperability – building to building, building to emergency responders
 - Limited use on playgrounds and fields
 - Benefits of newer radios (DMR)
 - Improved range with 5 watt radio
 - Connectivity through district IP network
 - Ability to talk “school to school.”
 - Direct connection to ECC
 - Ability to “patch” emergency responders into school radio platform
 - Future expansion opportunities
 - Transportation
 - Distribution
 - Facilities
 - Anticipated radio infrastructure upgrade timeline – without using one-time monies
 - High schools - 2019-2020
 - Middle schools - 2020-2021
 - Elementary and program centered buildings - 2021-2023
 - The use of the safe schools one-time monies will allow us to bring all buildings on-line this academic year. This will provide another layer of safety and security through improved communication. Without the use of these funds, we would need to seek alternative funding (grants, etc.) SEM budget is unable to support the upgrade.

School Resource Officers

- 7 SROs; 5/7 Officers of Color; 1 Female; 6 Male
- The training for SROs was reviewed, which includes training from National Association of School Resource Officers, Beyond Diversity, Special Education – Non-Violet Crisis Intervention, Youth Mental Health First Aid, Restorative Practices, and PBIS

2019 Year End Review – SRO Data

- Data was reviewed, including arrest comparisons by year, level 4/5 offenses versus arrests, and use of force incidents

SPPS Student Voice – MN Student Survey Data – SROs

- Student responses from the survey were then presented based on statements and if a student agreed or strongly agreed, and were noted by grade level.
 - If I knew about something unsafe or illegal at my school, I would tell the SRO or police officer.
 - I would feel comfortable going to my school's SRO or police officer if I was having problems or needed help.
 - I think it is a good idea to have an SRO or police officer at our school.

Annual Fall Food Drive for the Hallie Q. Brown Food Shelf

- 2265 pounds of food collected November 6, 2019

SRO Contract SY20

2019-2020 SRO Contract

- One year agreement for 7 SROs
 - NOT TO EXCEED \$775,000 per year
 - 90/10 Split of actual salary expenses
 - SPPD provides an additional .5 FTE SRO
 - SPPD provides full time Sergeant

- SPPS to capture potential savings within 2019-2020
 - Higher pay senior officers replaced by lower paid officers
 - Short term vacancy - 2 month savings

Looking Ahead

- Engaging student voice
 - SEM staff will consult with REA to develop a yearly survey for all High School students in buildings with SROs
 - Questions would be similar to those listed in the Minnesota Student Survey
 - Continued community work
 - JDAI and DMC

QUESTION/DISCUSSION:

- Provide more details to information on Beyond Diversity training, and what that material and curriculum is provided to the SROs? Response: It's about bringing everyone to the table and talking about how they show up as individuals in schools and understanding how to interact with students. This is not PEG though.
 - It was also noted that anyone involved in SPPS may be asking and thinking the same, and why we are staying with those terms that suggest a particular program. Why those names and labels? Response: We use some of the tenants of that work but not necessarily the curriculum. Some veteran officers did go through the training and know the verbiage and terms and grew from that. It could be changed to racial equity training. It does align with implicit bias training by the SPPD, and combine training and come together as a group and have those conversations. Both our city and county partners are in this work together and are using the tents of the initial training.
- More details on the Minnesota Student Survey. Response: It is a statewide survey that that 5th, 8th, 9th, and 11th graders answer on a range of questions. It's a voluntary survey that MDE makes available to districts and it is offered once every 3 years. The data is looked at for trends every three years. It's questions on school engagement, relationships with teachers, safety, and questions on SROs as well – do you have one, do you think there should be one, etc.
- The responses of the MN student survey were also discussed and explained further; it's divided by grade, racial group, and total based on responses of agree or strongly agree. In looking at the bar graph, not accurately represents. It is adding the groups for the total. It looks cumulative but is not.
- Is this at all schools that have SROs? Response: It is reflective of 7 traditional high schools that have SROs. It is within those particular grades, and are proposing to like ot go and work with REA to come up with similar questions to watch the data of all students in traditional high schools with SROs would be asked this question and given an opportunity to answer.
- Is the reason we don't have data on grades 9-11 Hispanic or Indigenous students because there were not enough responses or they chose not to answer? Response: Yes, or they may not have chosen to answer. The survey is voluntary, so all schools do not participate, We do have the actual number of students who take it. Sometimes with our American Indian students, the raw numbers are low and some does not show because it could be identifying information, so if there is not a large enough number of students, there will not be a number for the response. It may note "sample size too small" if there were not enough students within that group because the survey is anonymous.
- Is there a way to find an aggregate number of number of students who responded. It would be interesting to know the percentage of the pool of responses. Response: Yes, that can be provided.
- Not all schools participate in the survey, so it is possible a small amount of American Indian students participated, but of those that did, this is the data. A list of participating schools can be provided, and the actual data from SPPS students. This is not administered by the district, but receives information from MDE.
- There were questions on the value and validity on the survey by MDE. It is voluntary. The purpose is to provide trends over time, and we cull through the data and sent to schools so it is informational and helpful to them, but does not reflect every one of our students and every school.
- A board member noted that we need the data that shows information that is reflective of our student population to get a real gauge about what is needed, necessary and the impacts. Have heard about talking about how to do that down the road. This seems invalid because of schools picked out, and

number of schools, with numbers and responses triggered by things. If we value this, what are we doing to get more valid and accurate data. Response: We hear that and will take that into consideration. The overall guiding principle to show is that as a state, the data is similar, and in pulling out our data, it is stronger. There is a belief that sometimes students don't feel comfortable with SROs, and in fact, showing across the state, overall students who have SROs in their school feel positive with relationship, and in SPPS, that data is stronger when extrapolated. That helped to form our views on how students feel about safety and SRO relationships. Agree that we need to specific information and data from our internal survey.

- A board member noted that this information is helpful in showing views from our students, but not sure if this process and survey is the best way to gain this information, and look forward to hearing more in the future.
- In addition to the SROs, do we have police officers helping with traffic outside buildings such as senior highs? Response: In the past, there has been an off-duty paid officer to help with buses and traffic outside of some schools, however our staff and transportation team has helped to do that work instead. Transportation team members have vehicles with lights to help get buses in and out.
- In terms of the breakdown for student survey internally. Does MDE break it down by gender or other data? How do we take a deeper dive into the information? Response: The data is broken down by gender, school and race. Every school should get their results from MDE and it is broken down to look at their individual school.
- What do we do with that information? Then the staff at those sites talks about the implications of the survey research? Response: Ask that all schools participate and give students an opportunity to have voice. One thing known is that if asked, students will tell what they are thinking. It's important to hear from all students and work with Academic and provide time during the day where all students have an opportunity to take this survey, and then we take a hard look at the data and our work will be driven by that data. There may be pockets and help to better align our resources to that particular building or group of students and figure out why they are feeling the way they are and engage them on their thoughts. We want to hear and are okay with and feel it's important to hear all views, and important to engage that voice.
- How would you identify them to engage? Response: Through the survey – it would be set up similar. We would ask them to identify their race, gender, and still be able to quantify the data if they didn't want to provide that. The protocol is also sent to principals for review and implementation as well. It was available on iPads this year. One thing we can improve upon is how things are presented to young people and impacts how engaged they are in taking the survey. Don't know if it's a survey that we have historically used the data as well as we should have, and can impact the way principals and students feel and engage. We also had our cold weather days (5) during the window for survey. That may have impacted students that were going to take it as well, and impacted the response rate and thinking ahead about how we market the survey to our principals and for teachers so that they are engaging young people to take it. We used the survey format to hear from students on SRO act and dress and activities to engage in, and used that data for the current practices. Think that once we made the decision to survey youth, can quantify and model survey differently. We did receive valuable information the last time that was used.
- Ms. Olson noted that she and Chair Ellis were able to spend a day in the schools to see a day in the life of an SRO and great to see the relationships of students with the SRO, and happy to facilitate that with anyone else for that opportunity. Director Brodrick noted that as a product of community police work on Rice Street, he thinks our SROs – this is a wonderful opportunity for us to have that kind of community police work for our students. Our SROs are 100% dedication to our students.
- Director Marchese noted appreciation for the presentation and the bigger picture vision. This is helpful in thinking about this conversation. The conversation typically revolved around the contract, which is one aspect of the department and vision and picture, and this helps the community understand the bigger picture and vision. When we think about the cost of the SRO contract and the amount of the SEM budget, and the vision to expand SSLs, it seems like looking at the expanded SSL group to come from the contract security officers. Is it the vision that we would not be relying on contract security, and if so, what is the time horizon for that? Response: Yes, we are looking to all-school day events to be served by SSL. The money from contract security would be pooled into the SSL budget. We will still have contract security for sporting events, permits, games, events. Even with current 37 contract

security guards, there are events all over, and bring in additional contractors. Our staff directly working with students and impacting daily operations with students would be SSLs and CSLs, maintained by the SEM team, and our SROs. It's a multi-disciplinary team of folks working together.

- What are the job requirements for the CSL compared to the SSL, and compared to other staff? Response: A CSL is an hourly employee who we hire who is not within a bargaining group, but an hourly contracted employee. They are individuals who live in the same communities and go to same events, know families, and serve a great purpose with our students. Our SSLs will be trained to a level of a security guard and function in that capacity and trained in behavior interventions, de-escalation and mental health. Based on how SEM works, our contractors are working in that capacity and to meet a student where they're at, and more relational piece and we would be expanding on that. Chip and Selena at Como are doing that. They meet with 9th and 10th graders, and if a student is sent out or similar they are in the hallway to check and connect with them, tier 2 supports, and getting students back to class. There is a great relationship between SEM and students and counselors, and on the same page to keep students in class. The difference from last year to this year, they have saved 170 classroom hours of time of student not in class because of the great intervention and back to class. She also shared her experiences in seeing student engage with CSLs and SSLs, and critical to maintaining the safe schools atmosphere and is about relationships, trust, respect, validated and heard.
- It sounds like the Como experience is a pilot, and what are the outcomes to evaluate? Raising both data and qualitative data which is important, and will be helpful for the Board to understand in explaining the evaluation of the pilot. It sounds like this is a prototype of what want to see in other buildings, and having the resources to do that in other buildings – staff cost, building leadership, norms of expectations that this is direction of the district, and aligns with Positive Schools and District Culture. How do they all align? Response: Principal Collins at Como and Laurie Olson are in constant communication about collecting the data. In bringing on Selena as the RP EA and in knowing Principal Collins has perspective in working with the contract security guard. She has been an outside-the box thinker, and come together to develop expectation driven by the mission of SEM and our work – student-centered and student first. Always. She's helping to build that capacity, and Selena and chip critical factors in bringing on the SSLs. There is a training before they work in the school, and they will bring real-world experiences, scenarios, how to engage in situations, and things that went well, and didn't, and will be critical to that piece. We will still have the training in security function as well in how to still provide security service. It will be multi-functional. Would like an opportunity further in after 1st semester, and Principal Collins to co-present to our path and future.
- Want to see this not be a one-off opportunity, but for us to learn from this for perspective in other buildings and understand the opportunities in other buildings, replicability, new model to speak to the need and culture shift to have. As much as we can learn from that, but also to let the Board know in their role as a policy, or resource questions, how the Board can continue to do that.
- How do you see that intersecting with the role of SROs? Where does the SRO fit, and how will that change over time? Response: In the current vision, SROs will be a part of this team. Hoping to be able to see that our SROs are working under the same standards. They are a SPPD officer, but also trained in these areas and come together with team of individuals. The SSLs will become the Como model, and re-create that across the District. SROs complement, and are a piece of the pie to complement this whole group how beautifully the SRO works with the CSL, and RP EA, and security guard and function as a team. It is a model that will set SPPS apart from others. Our SROs have always functioned as part of that, and SPPD has that model and held our SROs to a high standard. As we continue this work in SEL and a part of a team, it is exciting.
- Think it's important to talk about the role of our SROs to talk in current terms, and not as folks have experiences historically, which is important, but not what currently happens. Our training is different and continuing to receive is different. The more this is tied into together as a building team, the less the SRO sits as an external force and becomes more integrated into the work of the buildings, and that is what we are hearing and the approach to move towards in the future.
- Are we in a place where we feel the relationship with the police department – presented contract, cost, training – are there long-term changes that will happen in that relationship, or this is as far as it can be negotiated? Response: SEM and the District have a great relationship with Chief Axtell and assistant chief, and they are committed to this and committed to dialogue about how we train, expectations. See us getting better and better. We're already great but see us becoming amazing.

- Superintendent Gothard also shared the importance of a school-based team, because if the SRO is not integrated, they may find themselves in a precarious situation of administering policy. This allows us to keep the appropriate distance of how an SRO functions. We cannot function in the silo-ed approach that was in the past.
- At any moment in time at any schools, we may want to have a licensed police officer, our SRO, in the building at that moment. Even though that police officer there who 99% of the time as a part of the integrated program, there may be a moment where we need a police officer for that crisis.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 5:55 p.m. The motion passed by acclim.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk

**MEETING MINUTES
EQUITY COMMITTEE MEETING
December 9, 2019**

PRESENT: Board of Education: J. Foster, Z. Ellis, J. Brodrick

Committee: Superintendent Gothard, D. Ellis, J. Vue, M. Xiong, A. Mohamed, P. Nayer, P. Richardson, C. Jones, T. Parker, N. Paez, B. Losenski, H. Dyan, L. Scott, B. Mork, R. Patel, L. Gale, W. Hill, M. Quiroz

Other: S. Dahlke, K. Thao

I. CALL TO ORDER

The meeting was called to order at 4:35 p.m. by Superintendent Gothard. He noted the charge of the committee is to tackle the inequities that result in student outcomes, and to introduce practices to support the strategic plan as a collective, and to present those recommendations to the Board of Education to review, and for Administration to implement. He noted that this work will be ongoing, including meetings and time between meetings. He shared his experience at the MASA conference and mentioned recent news articles and messages around equity in the community, as well as internal changes to school movement for SPPS students that changed and disrupted the pattern to lead to better outcomes for our students. This committee will allow the District to bring those questions and recommendations for a structured way to ensure we are looking at them and creating spaces for them in SPPS.

II. AGENDA

A. "Housekeeping" Items

The committee discussed meeting start time and the potential of moving the meeting to begin at 4:45pm. It was recommended to change the meeting start time to 4:45pm, and have community-building at the beginning to allow extra time for those traveling to the meeting. The new proposed meeting end time is 6:45pm, however, members are able to determine their needs based on their schedule.

The tri-chairs encouraged members to check-in with them on items, or within their small groups or the committee as a whole.

There was also discussion on those who may be added to the committee, or those whose voices may be missing. The size of the committee was discussed as well. Members of the Special Education community, Indigenous and American Indian community, classroom teachers and representation from different grade levels, LGBTQ+ community were noted as ways to expand. Another member mentioned others to consider, including a variety of members from socioeconomic groups and other invisible diversity perspectives. Latinx and community partner perspectives were also noted. The tri-chairs also shared to be mindful in seeking additional perspectives and the process and procedures to bring those perspectives into the room, while being mindful of the committee numbers. It was also noted that because there is representation by a specific community, it does not represent the entire community and perspectives may be different.

The tri-chairs then shared a quote to ground the committee. This work is to make the charges become opaque for students, and it is critical to lean into their voices. There will be difficult

conversations, and will be important that everyone recognize each other's voices to be heard; there may not be agreement by all on all items, but agreement to lift every voice given the charge.

B. Team Activity

Committee members and guests then continued their previous discussion on the following points at their tables.

- a. What is your hope for the work of the Equity Committee?
- b. What strengths/skills do you bring that will assist you in actualizing the hope you have for this committee?
Share your ideas of how we could mobilize the charge of the Equity Committee
 - The Equity Committee is charged with identifying and examining disparities impacting SPPS students, staff, families, and community. The Committee is also charged with bringing forth adaptive and actionable recommendations for addressing district inequities.
- c. What is necessary for you to step into this work bringing your whole self?
- d. How will you model grace, compassion, and concern for ALL Equity Committee members as we engage in this challenging work?

They also reviewed the norms of collaborative work and courageous conversations protocols. Next, the groups synthesized their discussions to the above questions on charts, and members participated in a "gallery walk" of the different responses from groups for discussion. From this activity, groups identified themes throughout all responses. Members were asked to consider what worked well and what they would ask or invite for more. Members shared that the timing worked well to help guide people. The small group table model worked well to build relationship and dialogue and trust with each other, as well as to experience the gallery walk with others and to learn more about the responses from other groups. Another member shared that they appreciated how multiple perspectives were integrated into the structure, and while there are many different people in the room, all voices are equal in this space, which is intentional and powerful. Another shared that in focusing on the themes and diverse perspectives, that all are coming to this work from different places and experiences, which is very powerful. Going-forward, needs that were mentioned were same activities and movement to stay engaged, creative thinking and talking about holistic solutions. Another member shared her experience in organizing a community event and an analogy of a party menu, and ensuring there is something on the menu for each person. Storytelling, movement and other activities help to activate our brains to provide solutions to advance the work of equity for students with actions. There needs to be a balance of creative activity and deep conversations around equity for this work.

D. Large Group Reflection and Closing

In closing, members were given the task to identify 3-5 inequities that exist in SPPS. A survey will be sent to members for collective information. Members were also encouraged to complete their bios and send them to be published online.

III. ADJOURNMENT

The meeting adjourned at 6:40 p.m.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk



School Year 2019-20 Enrollment Overview

December 17, 2019

Agenda

- SY 2019-20 Enrollment
 - Trend
 - Grade
 - Continuation
 - Start Time Change
- Market Share
 - Charter
 - Non-Public
 - Out of District
- Enrollment Task Force
 - Overview
 - Feedback



Terminology

- Budgeted enrollment - based on class size
- Building capacity – based on facilities
- Placement - school choice
- Projected enrollment - Research, Evaluation and Assessment
- State-funded enrollment - official
- Total enrollment - includes all students (PK, ECSE, alternative, K-12)



How Many Students Are Enrolled?

School Year 2019-20



SPPS **total enrollment** for school year 2019-20* is **36,994** PK-12 students.

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SPPS **state-funded enrollment** for school year 2019-20 is **35,906** PK*-12 students; a decrease of 948 students from state-funded enrollment for SY 2018-19.



SPPS state-funded enrollment (excluding PK) 35,587 is **323 students below the projected enrollment** of 35,910.

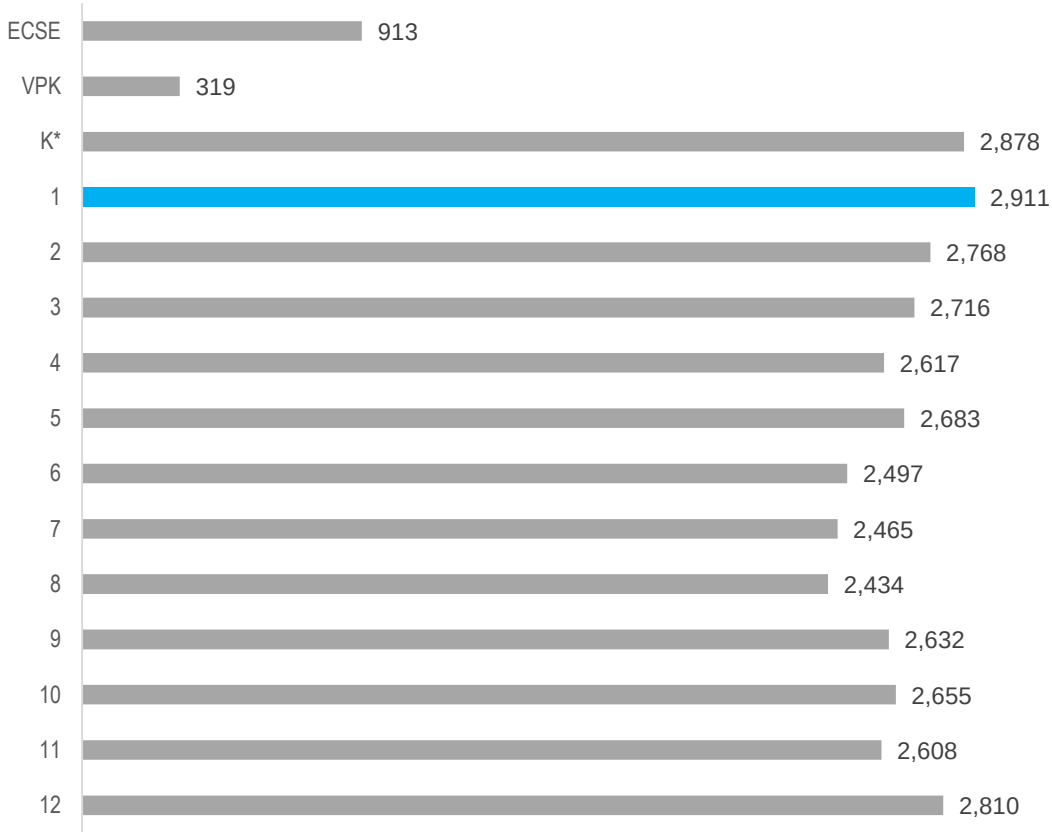
** Notes. School Year 2018-19 Enrollment Data is Preliminary until finalized by Minnesota Department of Education.
State-funded enrollment are enrollments for which SPPS receives funding from the Minnesota Department of Education.*



Grades

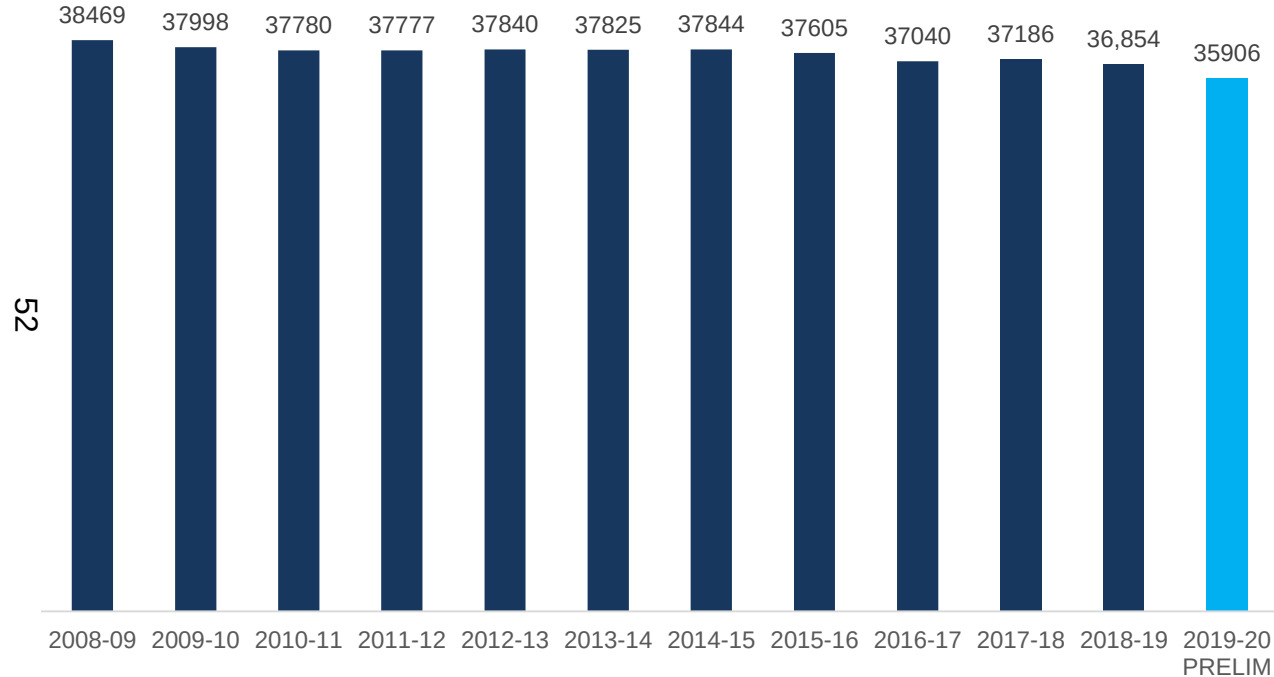
School Year 2019-20

- VPK enrollment is 319, another 1088 PK students that are not state funded resulting in 1407
- Largest grade is grade 1; cohort moving from last year's grade K
- Smallest grade is grade 8



Trend

State-funded Enrollment Sy 2008-09 to SY 2019-20

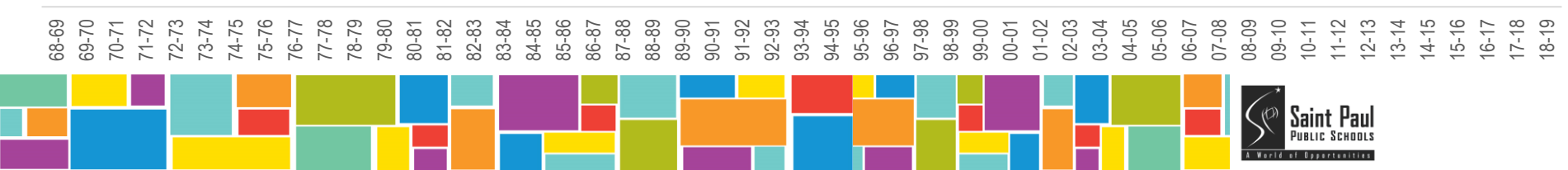
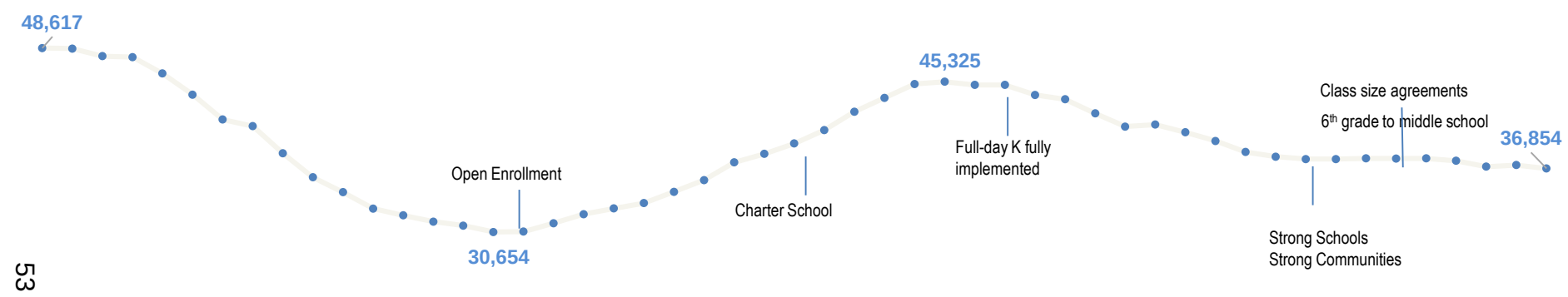


- Three years of decline
- Plateau off between 2012-13 and 2014-15
- Large drop from SY 2014-15 to SY 2015-16 and another from 2015-16 to 2016-17
- Slight increase from 2016-17 to 2017-18
- Decreases since SY 2017-18



Trend

State-funded Enrollment Sy 1968-69 to SY 2019-20



What if any impact does the change in school start times have on student enrollment?

Analysis:

- Overall enrollment: Projected trend compared to SY 2019-20 October 1
 - 24 sites changed to earlier start
 - 16 sites changed to later site
 - 28 sites had no change
- Grade comparison: October 1 trend compared to SY 2019-20
 - Kindergarten

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Overall Enrollment: Projected trend compared to SY 2019-20

October 1

Results suggest the change did not appear to impact the overall SY 19-20 enrollment

- Of the 24 sites that went to an earlier start
 - 15 had a declining trend; approximately half of their SY 19-20 enrollment continued to decline; the other half increased
 - The other schools that went to an earlier start; had declines in enrollment no matter the trend
- Of the 16 sites that went to a later start
 - Those that had a declining trend had approximately half SY 19-20 enrollment increase and half SY 19-20 enrollment decrease
- Of the 28 sites that had no change to the start time
 - Of those with a declining trend; the SY 19-20 enrollment continued the decline. Of those with an increasing trend; approximately half SY 19-20 enrollment continued the increasing trend and the other half decreased

55



Grade Comparison: October 1 trend compared to SY 2019-20

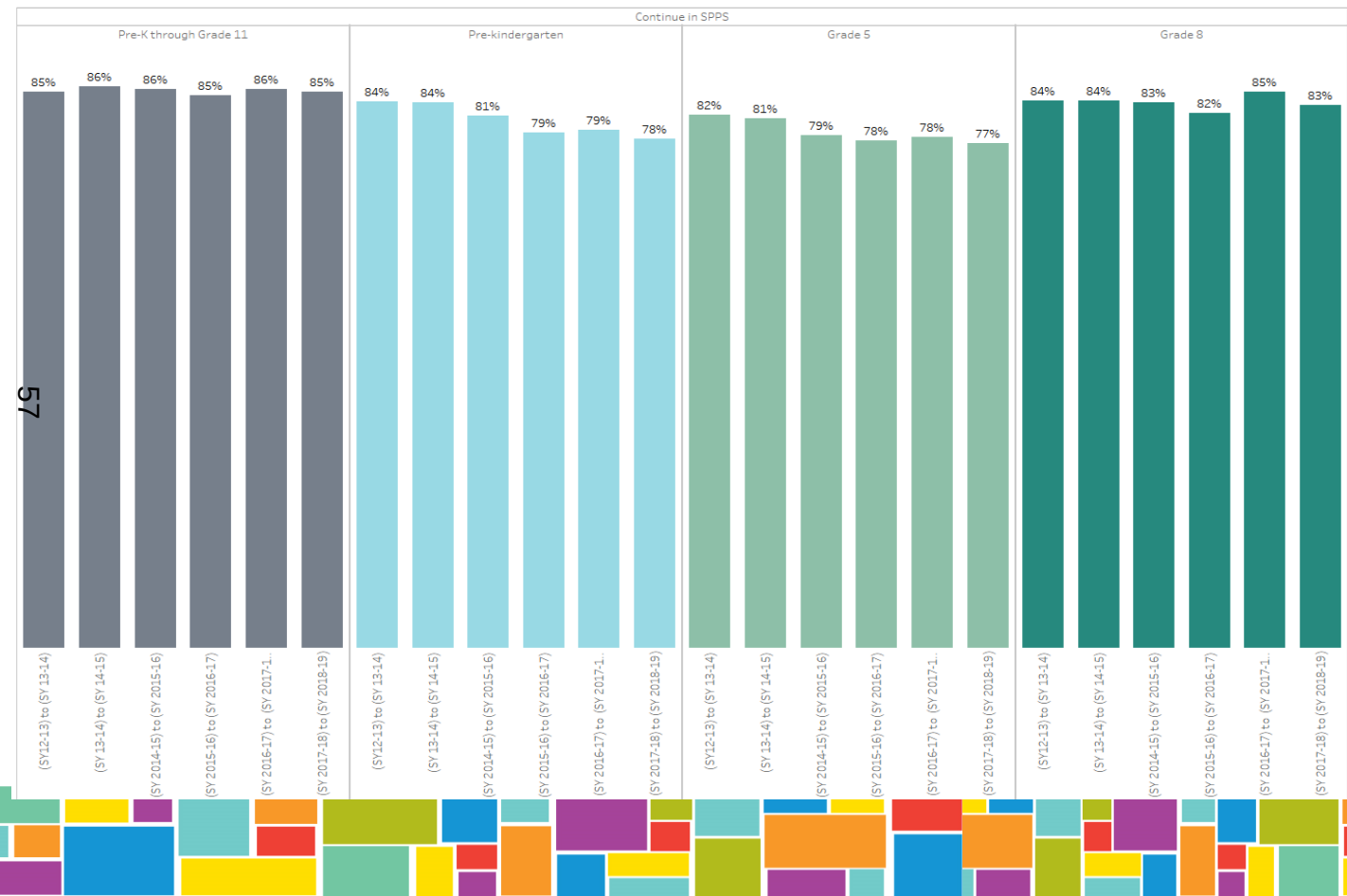
Results suggest the change could have impacted K

Kindergarten (N=42)

- SY 19-20 Oct. 1 K enrollment is 2878 (K and SPK), -243 less than Oct. 1 SY 18-19 (3,121). This difference is the largest across grades; In the last four years before 2019-20 the K enrollment has been steady approximately 3100
- SY 19-20 Oct. 1 K projection was 2,878 (K and SPK), -168 less than REA projected (3,046). This difference is the largest across grades
- The ten schools that had the same or higher SY 19-20 K enrollment did not change the start time
- Of the 22 that started earlier, all had an SY 19-20 K enrollment that was lower than the seven-year average



Continuation



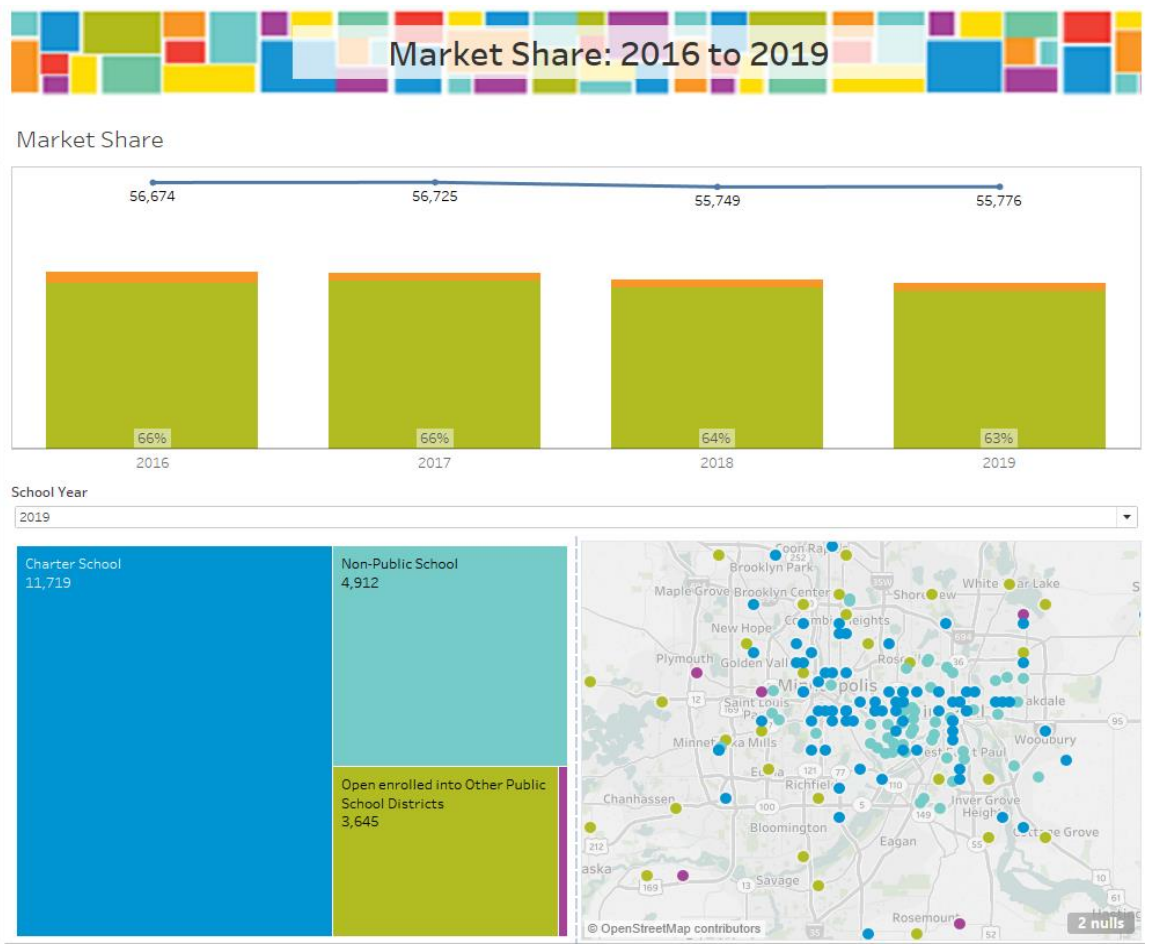
- Continuation at transitional grades above 70%
- Continuation from grades 8 to 9 remain the highest of the transitional grades
- Historical PreK to K continuation rates are very high at the district level; particularly for EC students in PreK classrooms and full day PreK; above 80%. Trend suggest approximately 80% of last years PreK is currently in K

Market Share

During School Year 18-19

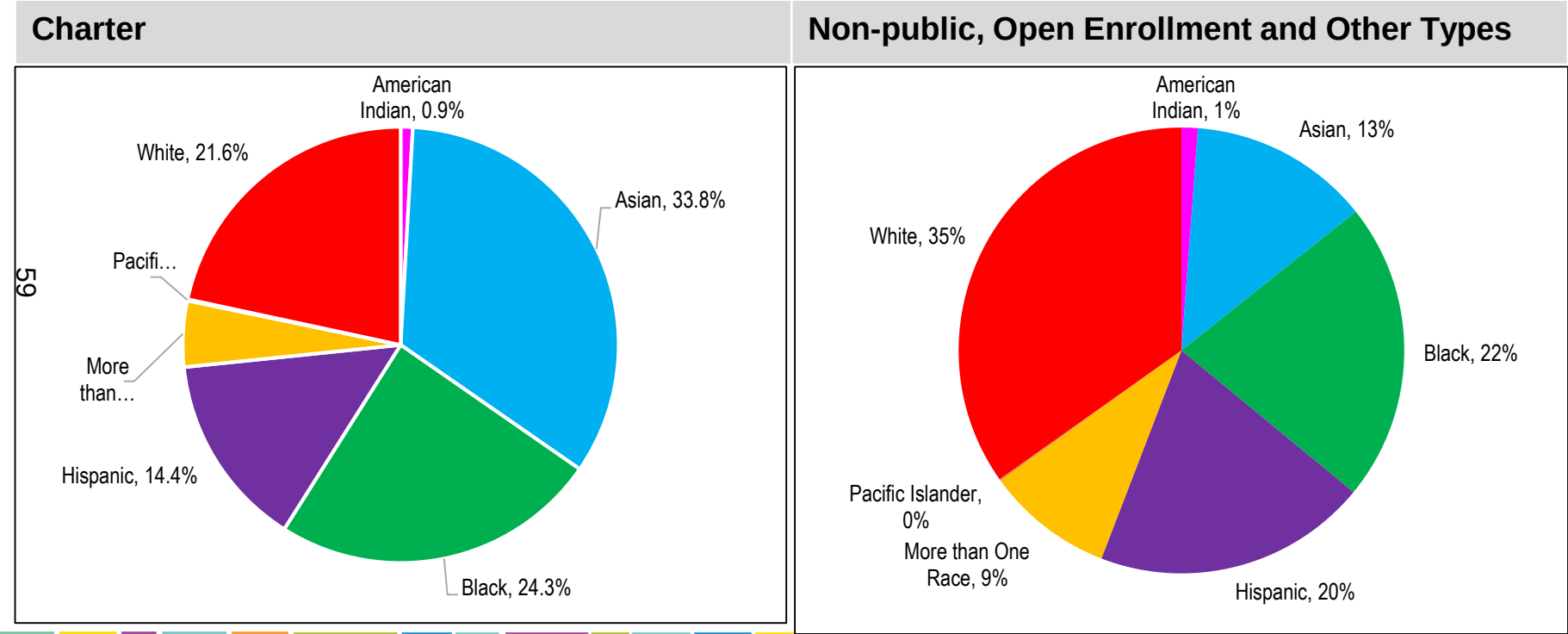
- 63% school-aged resident children attended SPPS
- 21% school-aged resident children attended a charter school
- 9% school-aged resident children attended a non-public school
- 7% school-aged resident children attended a neighboring district school via open enrollment, and
- 0.3% school-aged resident children attended other schools

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What does alternative enrollment look like when dissaggregated by race/ethnicity?

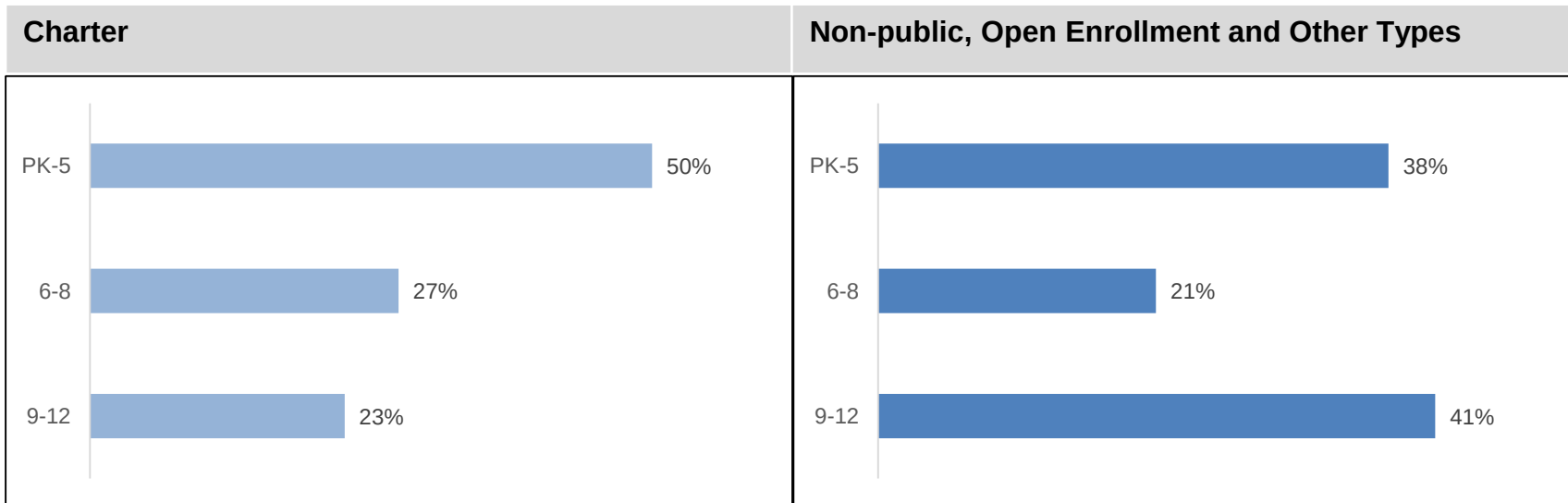
From SY 2018-19



What does alternative enrollment in Charter Schools look like when disaggregated by grade band?

From SY 2018-19

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Student Choice/Placement Advisory Task Force

● Purpose

- Review for understanding of the school enrollment process
- Develop recommendations for improving enrollment processing and customer service
- Review communication and understanding of school capacity and staffing alignment

● Feedback

- Placement Office Survey
- Exit Survey



Exit Survey

- Phase A: Students that were enrolled as of June 1 but did not show up in fall
 - Grades K-12 as of fall 2019
 - Address in St. Paul
- Phase B: Students enrolled in fall 2019 but not enrolled as of December



Next Steps

- Review programs, building capacity, school choice and enrollment trends throughout the district
 - Task forces and committees
 - Work groups
 - Reports
 - Surveys
- Quarterly Board updates



Questions







Saint Paul
PUBLIC SCHOOLS

Facilities Master Plan External Review - update on implementation of recommendations

Jackie Turner, Chief Operations Officer

Board of Education

December 17, 2019

FMP External Review Recommendations

	Oversight	Controls	Staffing	Financing
Recommendations implemented	1	2	-	2
Recommendations in process	11	4	2	5
Recommendations in consideration	4	7	2	11
Recommendations not being implemented	-	-	-	1
Total Number of recommendations	16	13	4	19

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FMP External Review Recommendations

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Oversight	Controls	Staffing	Financing
• BOE Gate Checks • FMP Oversight Committee • Program management support (Jacobs) • Communications (stakeholder updates)	• Project Management Control System (Procore; mostly complete) • Program budgeting (Hyperion; complete) • Cost-loaded master scheduling (Primavera P6 or Microsoft Project) • Program and project dashboards (Tableau)	• Capital Improvement position • Capital Improvement Budget position ○ Incorporated into FY21 Department budget ○ Reviewing and researching other organizations ○ Networking	• Regular meetings between Facilities and Finance teams • Developing project phases and schedules so Finance can create cash flow targets • Sale of Certificates of Participation and Capital Bonds in January/February

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

Gate Check	Gate Name	Format
1 1A	Master Planning/ 5-Year Plan Finance update	Written summary Resolution
2 2A	Project Charter (Predesign) Finance update	COB presentation Resolution
3 3A	Schematic Design Finance update	COB presentation Resolution
4 4A	Contract Award Finance update	Board agenda item
5 5A	Close-Out Finance update	Written summary

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

Gate Check	Gate Name	Format	Input / Information	Resulting Action
1	Master Planning/ 5-Year Plan	Written summary	Priority Identification Preliminary scope and cost estimate - Estimate contingency = 20% - Construction contingency = 10% - Project contingency = 10%	- Inclusion in 5-Year Plan book - Project estimate presented as range / “rough order of magnitude” - Hire external project team - Start design and engagement
1A	Finance	Resolution	Report on anticipated cash flow	- Inclusion in: - MDE funding approval requests - Levy requests - Seeds project with an identified amount of funding, from an identified source
2	Project Charter (Predesign)	COB presentation	Preliminary scope and cost estimate - Estimate contingency = 15% - Construction contingency = 10% - Project contingency = 10% Initial funding strategy identified	- Project estimate presented as range / “rough order of magnitude” - Proceed into schematic design
2A	Finance	Resolution	Report on anticipated cash flow	- Approves an identified amount of funding, from an identified source, to fund project costs to next phase gate check. - Release of funds via BOE approval (by project)

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

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Gate Check	Gate Name	Format	Input / Information	Resulting Action
3	Schematic Design	COB presentation	Final scope and cost estimate - Estimate contingency = 10% - Construction contingency = 5% - 7% - Project contingency = 5%	- Approval to include in funding issuances - Project represented with final comprehensive budget - Proceed through design development, construction documents, and bidding - An additional BOE gate check may be needed if major changes to scope arise
3A	Finance	Resolution	Report on anticipated cash flow	- Approves an identified amount of funding, from an identified source, for the balance of the project. - Release of funds via BOE approval (by project)
4	Contract Award	Board agenda item	Hard cost bids Project budget summary - Construction contingency = 5% - 7% - Project contingency = 5%	Contracts awarded, construction starts
4A			Summary of funding strategy for life of project	- Monthly project budget reports - Release of funds via BOE approval (by project)
5	Close-Out	Written summary	Actual project summary vs.	Project retired
5A			Project budget	Final project budget report

Finance Update

- Issuance of January 2020 COP sale will fund projects currently in progress
- Funding schedule will align with construction phases
- Staying within annual program budget strategy
 - Certificates of Participation (COP): \$70 million annually
 - Capital Bond (CAP): \$15 million annually
 - Long Term Facility Maintenance (LTFM): \$27 million

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Capital Projects

1. American Indian Magnet
(addition and remodel)
2. Bruce Vento (re-visioning)
3. District Service Facility
(addition and remodel)
4. Frost Lake Elementary (remodel)
5. Johnson High School
(building systems)
6. Phalen Lake Hmong Studies
(remodel)
7. Washington Technology Magnet
(athletic improvements)
8. District-wide A/V
9. District-wide cameras
10. Window Replacements
11. Roof Replacements
12. Other Small Miscellaneous Projects

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Certificates of Participation: Example

COPs - setting and approving sale tonight for:

- Como Park H.S.
- District Service Facility
- American Indian Magnet
- Cherokee
- Ramsey

Total: \$70M

- Receive funds in February 2020
- Separate consent agenda, example:
 1. Como Park H.S.: \$XXM
 2. District Service Facility: \$XXM
 3. American Indian Magnet: \$XXM

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Next Steps

- Detailed outline of recommendations being implemented
- Will present within next 90-120 days
 - Current program financial overview with coordinated financial schedule
 - New project and program control systems
 - Validation of priorities
 - Chartering (scope, budget) of projects and commitments as appropriate
 - **“A new baseline”**
- Renovate vs. Renew buildings BOE workshop

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Renovate v. Renew: Strategic Evaluation

Multi-faceted strategic evaluation, not simple arithmetic formula:

- **Financially prudent** based on threshold of building's replacement cost?
 - Must consider if building has useful life of 30 - 50 years
 - Will renovation meet needs of teaching and learning equivalent to new construction?
- **Impact to families and school community**
 - Relocating school disruptive to students, staff, families
 - Risk decreased enrollment whereby school program may never fully recover
- Urban districts have **unique logistical constraints, lack of land**
 - Right-size buildings on small parcels of land while still meeting 21st century learning needs
- Schools **part of social fabric and identity of neighborhoods**
- **Environmental impact** of tearing down and rebuilding

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Saint Paul
PUBLIC SCHOOLS

QUESTIONS?

HUMAN RESOURCE TRANSACTIONS
November 1, 2019 – November 30, 2019
December 17, 2019

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Sichting, M. E.	Central Administrator	11/25/2019	\$41.16	1780 W. 7th Street
Beason, C. F.	Classroom Teacher	11/21/2019	\$39.74	The Heights
Olund, A. P.	Classroom Teacher	12/02/2019	\$49.91	271 Belvidere Bldg
Rogers, T. W.	Classroom Teacher	12/02/2019	\$34.32	Murray Middle School
Wachholz, R. H.	Classroom Teacher	12/02/2019	\$41.23	Murray Middle School
Anderson-Wright, T.	Education Assistant	11/04/2019	\$15.40	Central Senior High
Barrow, I.	Education Assistant	11/18/2019	\$17.82	1780 West 7th St
Jordan, S. M.	Education Assistant	11/18/2019	\$17.20	1780 West 7th St
Benson, M. E.	Teaching Assistant	11/06/2019	\$15.00	Central Senior High
Bruestle, R. D.	Teaching Assistant	11/18/2019	\$16.00	Harding Senior High
Campos Guzman, P.	Teaching Assistant	11/12/2019	\$15.00	The Heights
Elsass, S. M.	Teaching Assistant	11/09/2019	\$15.00	St Anthony Park Elementary
Finley-Drawe, B. L.	Teaching Assistant	11/09/2019	\$16.00	Parkway Montessori/Middle
Gabrych, J. M.	Teaching Assistant	11/18/2019	\$15.00	Highwood Hills Elementary
Gatton, S. M.	Teaching Assistant	12/02/2019	\$16.00	Journeys Secondary School
Gonzalez, J. R.	Teaching Assistant	11/05/2019	\$15.00	Riverview School
Herndon, D.	Teaching Assistant	11/23/2019	\$16.00	RiverEast Elem/Secondary
Hurley Ominde, S. M.	Teaching Assistant	11/09/2019	\$16.00	Parkway Montessori/Middle
Johnson, C. F.	Teaching Assistant	11/09/2019	\$15.00	St. Paul Music Academy
Kapusinski, E. A.	Teaching Assistant	11/14/2019	\$15.00	Johnson Achievement Plus
Kastern, H. L.	Teaching Assistant	11/18/2019	\$15.00	Cherokee Heights Elem
King, S. J.	Teaching Assistant	11/18/2019	\$15.00	1780 West 7th St
Klebsch, G. W.	Teaching Assistant	11/23/2019	\$16.00	Journeys Secondary School
Kpaw, W.	Teaching Assistant	11/09/2019	\$15.00	St. Paul Music Academy
Kramschuster, M. A.	Teaching Assistant	12/03/2019	\$15.00	Hamline Elementary
Lund, L. E.	Teaching Assistant	11/23/2019	\$15.00	Johnson Achievement Plus
Mallow, H. L.	Teaching Assistant	11/25/2019	\$15.00	Cherokee Heights Elem

HUMAN RESOURCE TRANSACTIONS
November 1, 2019 – November 30, 2019
December 17, 2019

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Maxfield, D. C.	Teaching Assistant	12/02/2019	\$16.00	Bridge View
Owens, S. A.	Teaching Assistant	11/04/2019	\$16.00	Expo for Excellence
Van Ness, P. L.	Teaching Assistant	11/18/2019	\$15.00	JJ Hill Montessori
Watts, A. Z.	Teaching Assistant	11/04/2019	\$15.00	1780 West 7th St
Welle, Z. S.	Teaching Assistant	12/09/2019	\$16.00	Bridge View
White, T. M.	Teaching Assistant	11/25/2019	\$16.00	Wellstone Elementary
Gisvold, M. L.	Clerical	11/09/2019	\$19.73	Central Senior High
Vang, G.	Clerical	11/12/2019	\$17.63	Highland Park Senior High
Ackerman Eng, K. E.	Custodian	11/23/2019	\$16.71	Como Park Senior High
Harris, D. L.	Custodian	11/09/2019	\$16.71	Global Arts Plus - Upper
Vang, G. N.	Custodian	11/11/2019	\$16.71	Global Arts Plus - Upper
Kreis, R. E.	Nutrition Services	10/28/2019	\$15.00	Expo for Excellence
Smith, D. N.	Nutrition Services	11/11/2019	\$15.00	Murray Middle School

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Smith, M. J.	Nutrition Services	11/25/2019	\$15.00	Como Service Center
Anderson, J. L.	Plasterer	11/25/2019	\$39.98	Como Service Center
Johnson, M. D.	Professional Employee	11/09/2019	\$33.51	Colborne Admin Offices
Jordan, L.	Professional Employee	11/23/2019	\$34.64	E-STEM Middle School
Swanson, S. J.	Technical	12/02/2019	\$25.37	Colborne Admin Offices

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Walsh, S. K.	Central Administrator From: Supervisory	11/25/2019	\$49.06	1780 W. 7th Street
Herzog, M. R.	Education Assistant From: Teaching Assistant	11/09/2019	\$16.53	Harding Senior High
Lynch, S. M.	Clerical Career Progression	11/18/2019	\$27.12	Colborne Admin Offices
Broberg, L.	Nutrition Services Career Progression	11/25/2019	\$46.21	Como Service Center

HUMAN RESOURCE TRANSACTIONS
November 1, 2019 – November 30, 2019
December 17, 2019

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Cervantes, K. P.	Nutrition Services Career Progression	11/09/2019	\$27.19	Como Service Center
Langfield, W. H.	Nutrition Services Career Progression	11/07/2019	\$15.56	L Etoile du Nord Upper
Takgbajouah, T. F.	Nutrition Services Career Progression	10/28/2019	\$26.16	Rondo Education Center

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Johnson, D. R.	Classroom Teacher	08/17/2019	\$30.80	Hazel Park Preparatory
Mleczewski, S. L.	Classroom Teacher	12/02/2019	\$50.80	Bruce F Vento Elementary
Zawistowski, C. I.	Classroom Teacher	11/21/2019	\$30.27	Washington Tech

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Goff, A. M.	Classroom Teacher	11/11/2019	Washington Tech
Hayden, J. D.	Classroom Teacher	11/13/2019	Murray Middle School
Huberty, A. M.	Classroom Teacher	11/16/2019	Benjamin Mays/Museum
Klein, S. J.	Classroom Teacher	11/05/2019	271 Belvidere Bldg
Koch, D. R.	Classroom Teacher	10/21/2019	Battle Creek Middle School
Kroll, K. R.	Classroom Teacher	11/09/2019	Murray Middle School
Larson, E. A.	Classroom Teacher	10/26/2019	Hazel Park Preparatory
Pankow, M. P.	Classroom Teacher	11/07/2019	Highland Park Senior High
Theodis, B. L.	Classroom Teacher	11/04/2019	Hazel Park Preparatory
Obasi, C. C.	Classroom Teacher	11/20/2019	The Heights
Zuke, G. K.	Classroom Teacher	11/12/2019	Benjamin Mays/Museum
Dungey, A. L.	School/Community Professional	11/07/2019	Daytons Bluff
Barnes, S.	Education Assistant	11/15/2019	Journeys Secondary School
Cooper, G. S.	Education Assistant	11/05/2019	Obama Service Learning
Thao, N.	Education Assistant	10/14/2019	Murray Middle School
Charpenter, T. M.	Teaching Assistant	11/04/2019	Wellstone Elementary
Powell, T. T.	Teaching Assistant	10/31/2019	Hazel Park Preparatory

HUMAN RESOURCE TRANSACTIONS
November 1, 2019 – November 30, 2019
December 17, 2019

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Miller, B. L.	Custodian	11/18/2019	Highland Park Senior High
Machacek, J. E.	Pipe Fitter	11/04/2019	Como Service Center

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., C. B.	Classroom Teacher	11/14/2019
G., P.	Classroom Teacher	11/04/2019
P., S. R.	Classroom Teacher	11/21/2019
R., M. C.	Classroom Teacher	11/21/2019
S., V.	Classroom Teacher	11/11/2019
G., D. A.	School/Community Professional	10/14/2019
M., K. D.	Teaching Assistant	11/07/2019

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Tryggeseth, S. A.	Classroom Teacher	11/04/2019	\$50.62	Ramsey Middle School
Goret, D. R.	Education Assistant	11/04/2019	\$19.39	Creative Arts Secondary
Vankirk, A. M.	Education Assistant	12/05/2019	\$18.64	Highland Park Middle School
Singhal, Y. R.	Teaching Assistant	11/11/2019	\$18.29	Johnson Achievement Plus
Watson, D. D.	Teaching Assistant	11/04/2019	\$16.00	Hamline Elementary
Xiong, S.	Teaching Assistant	11/11/2019	\$15.00	Johnson Achievement Plus
Vang, S. C.	Clerical	11/25/2019	\$18.34	Colborne Admin Offices
Applewhite, S. T.	Nutrition Services	11/09/2019	\$15.00	Rondo Education Center
Thao, K. K.	Nutrition Services	11/11/2019	\$15.00	Washington Tech

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Allender, B. T.	Classroom Teacher	11/07/2019	Obama Service Learning
Charn, M. M.	Classroom Teacher	11/18/2019	Galtier Elementary
Dooley-Semple, J. L.	Classroom Teacher	11/18/2019	Battle Creek Middle School
Goff, A. M.	Classroom Teacher	11/15/2019	Washington Tech
Hayden, J. D.	Classroom Teacher	11/18/2019	Murray Middle School

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>
Lance, J. M.	Classroom Teacher	11/05/2019	Mississippi Creative Arts
Lo, T.	Classroom Teacher	11/12/2019	Int'l Academy - LEAP
Perez Rios, A.	Classroom Teacher	11/05/2019	Riverview School
Xy, M.	Classroom Teacher	11/04/2019	Eastern Heights Elementary
Pryor, S. E.	Classroom Teacher	11/18/2019	Adams Spanish Immersion
Blum, A.	Classroom Teacher	11/19/2019	Cherokee Heights Elem
Christoferson, K. A.	Classroom Teacher	11/18/2019	271 Belvidere Bldg
Jauert, A. L.	Classroom Teacher	11/18/2019	271 Belvidere Bldg
Smith-Pugh, Q.	Classroom Teacher	11/18/2019	Ramsey Middle School
Stewart, C. S.	School/Community Professional	11/04/2019	RiverEast Elem/Secondary
Abdisalam, Z.	Education Assistant	11/18/2019	Washington Tech
Patterson, M. L.	Education Assistant	11/04/2019	Humboldt Secondary School
Stowers, S.	Education Assistant	11/22/2019	Battle Creek Middle School
Thao, N.	Education Assistant	11/04/2019	Murray Middle School
Burns-Soetebier Rincon, A. D.	Teaching Assistant	11/11/2019	Bridge View
Charpenter, T. M.	Teaching Assistant	11/14/2019	Wellstone Elementary
Vang, M. M.	Teaching Assistant	10/28/2019	Bruce F Vento Elementary
Marshall, P.	Nutrition Services	11/13/2019	Murray Middle School

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Freeman, L. R.	Nutrition Services	10/26/2019	\$15.00	Highland Park Senior High
Haskell, P. N.	Nutrition Services	11/09/2019	\$15.00	Wellstone Elementary

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hildebrandt, M. D.	Classroom Teacher	12/31/2019	271 Belvidere Bldg
Hinkley, J. W.	Classroom Teacher	11/30/2019	Expo for Excellence
Listner, V. J.	Teaching Assistant	12/21/2019	American Indian Magnet
Ceniceros, I.	Nutrition Services	12/21/2019	Riverview School

HUMAN RESOURCE TRANSACTIONS
November 1, 2019 – November 30, 2019
December 17, 2019

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Fausone, J.	Nutrition Services	01/01/2020	Como Park Senior High
Rodriques, J. M.	Nutrition Services	11/12/2019	Harding Senior High

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Adams, E. K.	Classroom Teacher	11/16/2019	Colborne Admin Offices
Bartel, P. K.	Classroom Teacher	11/09/2019	The Heights
Elliott, A. M.	Classroom Teacher	11/30/2019	Benjamin Mays/Museum
Feinberg, S.	Classroom Teacher	11/27/2019	Cherokee Heights Elem
Hofstad, A. M.	Classroom Teacher	11/09/2019	American Indian Magnet
MacNeven, A. J.	Classroom Teacher	11/28/2019	Bruce F Vento Elementary
Moore, S.	Classroom Teacher	12/20/2019	Johnson Achievement Plus
Brennhofer, A. T.	Education Assistant	11/02/2019	1780 West 7th St
Alonso, K. I.	Teaching Assistant	10/30/2019	Johnson Achievement Plus
Garcia, A. S.	Teaching Assistant	11/08/2019	The Heights
Gonzalez, J. R.	Teaching Assistant	11/07/2019	Riverview School
Khem, B.	Teaching Assistant	12/21/2019	Highland Park Senior High
Scoonover, G. J.	Teaching Assistant	11/22/2019	1780 West 7th St
Xiong, M.	Teaching Assistant	11/07/2019	St. Paul Music Academy
Xiong, P.	Teaching Assistant	11/09/2019	St. Paul Music Academy
VeraKruse, B. A.	Clerical	12/10/2019	Bridge View
Miller, B. L.	Custodian	12/06/2019	Highland Park Senior High
Bynum, C.	Nutrition Services	11/27/2019	Daytons Bluff
Claus, L. C.	Nutrition Services	11/22/2019	Washington Tech
Primmer, A. R.	Nutrition Services	10/12/2019	Four Seasons A+
Toombs, S. D.	Nutrition Services	10/12/2019	Hazel Park Preparatory
Lindner, J. A.	Professional Employee	12/07/2019	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
November 1, 2019 – November 30, 2019
December 17, 2019

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
C., B. A.	Teaching Assistant	11/06/2019
G., J. B.	Teaching Assistant	11/12/2019
S., V. J.	Teaching Assistant	11/06/2019

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Foutts, S. L.	Classroom Teacher	11/09/2019	Farnsworth Aerospace Upr

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Denisson, K. B.	Bricklayer	11/09/2019	Como Service Center

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

DATE: December 17, 2019

TOPIC: Request for Permission to Accept Donation from Ecolab to Cherokee Heights Elementary School

A. PERTINENT FACTS:

1. Ecolab has selected Cherokee Heights Elementary School to be the recipient of a donation of \$5,500.
2. This will be a one-time donation to the school for the 2019-2020 school year.
3. Use of these funds is at the school's discretion based upon their greatest need. Cherokee Heights has designated that the funds will be spent on supporting supplies and equipment for Specialist teachers (Technology, Science, Art, and Phy Ed), student and staff recognition, tools for student self-regulation, SEL books, and experiential opportunities for students.
4. This project will meet the District strategic plan focus area of Effective and Culturally Relevant Instruction.
5. This Item is submitted by Heidi Koury, Principal of Cherokee Heights Elementary School; Andrew Collins, Assistant Superintendent; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the donation and have the funds used to support student achievement outcomes at Cherokee Heights Elementary School.

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

DATE: December 17, 2019

TOPIC: Gift Acceptance from Hiway Credit Union Foundation, Inc.

A. PERTINENT FACTS:

1. Como Park Senior High School would like to accept a monetary gift of \$5,200.00 from Hiway Credit Union Foundation.
2. Como Park Senior was designed to receive the gift because of Hiway Credit Union Foundation Accelerate Teacher Grants award.
3. This grants were awarded to the following Como Park Senior High School teachers:
\$1000.00 – Sheri Chaffee-John – “Equity and Relevance in the Library” project
\$1000.00 – Erin Colestock – “Transportation for Internships” project
\$1000.00 – Erin Colestock – “Como Park Senior Cougar Coffee” project
\$1000.00 – Eric Erickson – “Iowa Caucus AP Government Field Trip” project
\$1000.00 – Kia Yang – “Math VR” project
\$200.00 – Jonah Fields - “Repairing a poster printer”
4. This gift will meet the District strategic plan focus area of Positive School and District Culture, Effective and Culturally Relevant Instruction, and College and Career Paths.
5. This item is submitted by Stacy Theien-Collins, Principal Como Park Senior High School; Andrew Collins, Assistant Superintendent; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

That the Saint Paul public Schools Board of Education authorize the Superintendent Gothard to allow Como Park Senior High School to accept a monetary gift from Hiway Credit Union Foundation of \$5200. The money will be deposited into the Como Park Senior High intra-school account, 19-212-291-000-5096-U001, and will be used with the above projects.

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

DATE: December 17, 2019

TOPIC: Acceptance of Gift from the United States Tennis Association

A. PERTINENT FACTS:

1. Our district high school, Como Park High School, to accept monetary gifts in the amount of \$5,260 from the United States Tennis Association. The amount of \$2,600 was matched for Como Park's AD's effort in running the Twin Cities Marathon and raising \$2,660. The total amount raised will be allocated towards the purchase of a recovery bath for Como Park Athletics.
2. This gift will meet the District strategic plan focus area of Positive School and District Culture.
3. This item is submitted by Laura Ranum, Athletic Secretary; Joshua Delich, Assistant Superintendent for High Schools; and Dave Watkins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or Designee) to accept the gifts from the United States Tennis Association

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

DATE: December 17, 2019

TOPIC: Donation of Zuiker Press Books to 6-12 Libraries and Middle School ELA Classrooms

A. PERTINENT FACTS:

1. Books were/will be donated to SPPS secondary school libraries and 6th grade ELA classrooms by David & Karen Olson Family Foundation
2. Books (multiple copies of 6 titles) will be distributed to 6-12 school libraries and 6th grade ELA classrooms for choice reading/classroom library materials.
3. The value of the gift is \$10,000.
4. This project will meet the District strategic plan focus area of Effective and Culturally Relevant Instruction. Zuiker Press is a publishing company that prints stories by young authors in graphic novel format. They are "issue based" stories that feature young authors who find hope, change, and happiness in their own lives.
5. This item is submitted by Dawn French, Library Services TOSA, Maijue Lochungvu, Assistant Director of Teaching and Learning, Hans Ott, Assistant Superintendent of Teaching and Learning and Kate Wilcox Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the gift of new books to be distributed to multiple school libraries and classrooms.

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

DATE: December 17, 2019

TOPIC: Request for Permission to Accept a Grant from the H.B. Fuller Company Foundation

A. PERTINENT FACTS:

1. The H.B. Fuller Company Foundation awards grants for projects that increase interest in STEM among middle school students.
2. Saint Paul Public Schools was awarded two grants:
 - a. Washington Technology Magnet School received a grant for approximately \$8,228.96 to support two STEM lessons: The Cell Study and Backyard Brains. Both lessons are designed to teach students about quantitative reasoning, communication, and the ability to apply science. Funds will be used to purchase supplies such as microscopes, prepared slides, and equipment that mimics neurological functioning.
 - b. Washington Technology Magnet School received a second grant for approximately \$3,160 to support a robotics STEM lesson. Funds will be used to purchase Lego EV3 Robots. Students will gain first-hand experience of real-world STEM applications while developing critical thinking skills.
3. Saint Paul Public Schools will serve as fiscal agent for the projects. The grants are for approximately a total of \$11,389 and will benefit first-year biology students and 7th and 8th grade students of Washington Technology Magnet School.
4. These projects will meet the College and Career Pathways focus area of the District strategic plan.
5. This is a recurring grant-funded project. HB Fuller has supported many STEM projects in the District since 2017.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Stacie Bonnick, Principal, Washington Technology Magnet School; Andrew Collins, Assistant Superintendent; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept two mini-grants from the H.B. Fuller Company Foundation to support STEM education at Washington Technology Magnet School; to accept funds; and to implement the projects as specified in the award documents.

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

DATE: December 17, 2019

TOPIC: Request for Permission to Accept a Sub-Award Grant from Goodwill Easter Seals of Minnesota

A. PERTINENT FACTS:

1. Goodwill Easter Seals of Minnesota (GESMN) received an award from the MN Department of Employment and Economic Development Pathways to Prosperity adult workforce competitive grant program for the 2019-2020 school year.
2. Saint Paul Public Schools Adult Basic Education program has been granted a sub-award from GESMN as part of their State award. The goal of this project is to support the Business Service Pathway Project through the Ronald M. Hubbs Center for Learning. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. The sub-award is for approximately \$152,924 and will benefit students of the Business Service Pathway Project of ABE.
4. These projects will meet the District strategic plan goal of College and Career Paths by providing support to students training for Business Services and Public Sector jobs.
5. This is a reoccurring grant-funded project in its second year. The duration of the projects is November 4, 2019 through June 30, 2020.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Renada Rutmanis, Supervisor, Ronald M. Hubbs Center for Learning; Tony Walker, Director of Community Education; Jackie Turner, Chief Operations Officer; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a sub-award from Goodwill Easter Seals of Minnesota for funds to support the Business Service Pathway Program; to accept funds; and to implement the project as specified in the award documents.

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

DATE: December 17, 2019

TOPIC: Request for Permission to Submit a Grant to the Mark A. Pursley Memorial Foundation

A. PERTINENT FACTS:

1. The Mark A. Pursley Memorial Foundation is currently accepting grant applications for projects that provide early recognition of teenage depression and suicide prevention.
2. Saint Paul Public Schools Office of School Support has prepared an application for funds to design and provide training to all school counselors and social workers of strategies to manage an acute suicide crisis and the next steps for effective intervention. The goal of this project is to train 250 school support staff during the 2020-21 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 \$5,000. The project will affect 250 school social workers and counselors.
4. This project aligns with the District strategic plan objective of creating inclusive school cultures where students are supported to show up as their full selves and thrive as individual learners in a global society.
5. This is a new grant-funded project. The project period is 12 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Kathy Lombardi Kimani, Director, Office of School Support; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Dr. Kate Wilcox-Harris, Chief of Academics; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Mark A. Pursley Memorial Foundation for funds to design and provide training to all school counselors and social workers on acute suicide crisis management and effective intervention steps; 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: December 17, 2019

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Agricultural Education Leadership Council

A. PERTINENT FACTS:

1. The Minnesota Agricultural Education Leadership Council is currently accepting grant applications for projects that promote agricultural, food, and natural resource literacy initiatives across Minnesota in both formal and non-formal educational settings.
2. Saint Paul Public Schools Como Park Senior High School has prepared an application for funds to expand the school's Natural Resources Pathway program. Funds will be used to purchase supplies that enhance curriculum, such as fishing poles, soils testing kits, and stream sampling kits. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for this project. The grant is for approximately \$4,500, and it will benefit students and teachers of Como High School.
4. This project will meet the District strategic plan focus area of College and Career Paths.
5. This is a new grant-funded project.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Stacy Theien-Collins, Principal, Como Park Senior High School; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Andrew Collins, Assistant Superintendent; Dave Watkins, Chief of Schools; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Agricultural Education Leadership Council for funds to expand Como Park Senior High School's Natural Resources Pathway program; 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: December 17, 2019

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education – STEM AP/IB Program

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that encourage low-income and other underserved students to participate in advanced placement and international baccalaureate (IB) STEM programs.
2. Saint Paul Public Schools Central High School has prepared an application for funds to build an IB Career Programme and form a site team, which will review participation and achievement data in advanced courses to identify and address barriers/challenges. The goal of this project is to increase the number of students participating in advanced courses, with a special emphasis on increasing the number of students participating in IB. 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 \$110,000. The project will affect all students and many staff at Central (approximately 1,795 students).
4. This project aligns with the District strategic plan objective of providing career-focused, hands-on opportunities for all middle and high school students.
5. This is a new grant-funded project. The project period is 17 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Dr. George Nolan, Interim Principal, Central High School; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Hans Ott, Assistant Superintendent, Office of Teaching and Learning; Dr. Efe Agbam, Assistant Superintendent; Dave Watkins, Chief of Schools; Dr. Kate Wilcox-Harris, Chief of Academics; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for funds to build an IB Career Programme and form a site team to review advanced coursework data at Central High School; 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: December 17, 2019

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education – STEM AP/IB Program

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that encourage low-income and other underserved students to participate in advanced placement (AP) and international baccalaureate STEM programs.
2. Saint Paul Public Schools Creative Arts Secondary School has prepared an application for funds to update an existing AP 2-D Art and Design course to incorporate digital design, send 10 staff members to AVID Summer Institute training, and provide tutoring for students in AP courses. The goal of this project is to increase the number of students participating in advanced courses. 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 \$40,000. The project will affect all students and many staff at Creative Arts (approximately 495 students).
4. This project aligns with the District strategic plan objective of providing career-focused, hands-on opportunities for all middle and high school students.
5. This is a new grant-funded project. The project period is 17 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Kristen Lynch, Principal, Creative Arts Secondary School; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Hans Ott, Assistant Superintendent, Office of Teaching and Learning; Dr. Josh Delich, Assistant Superintendent; Dave Watkins, Chief of Schools; Dr. Kate Wilcox-Harris, Chief of Academics; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for funds update an existing AP course, send staff to AVID Summer Institute training and providing tutoring to students at Creative Arts Secondary School; 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: December 17, 2019

TOPIC: Request for Permission to Submit a Grant to the Professional Educator Licensing and Standards Board

A. PERTINENT FACTS:

1. The Professional Educator Licensing and Standards Board is currently accepting grant applications for projects that develop teacher mentoring programs for teachers who are new to the profession or district, or experienced teachers in need of peer coaching.
2. Saint Paul Public Schools Office of Teaching and Learning has prepared an application for funds to plan an induction coaching program, including creating a planning committee and hiring the New Teacher Center to conduct a site visit and make recommendations. The goal of this project is to create a plan for how to implement induction coaching in SPPS and recommend next steps towards implementation. 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 \$150,000. The project will include approximately 25 planning committee members.
4. This project aligns with the District strategic plan objective of creating a mission-driven culture where staff are supported to thrive and deliver exceptional outcomes.
5. This is a new grant-funded project. The project period is 4 months.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Hans Ott, Assistant Superintendent, Office of Teaching and Learning; Dr. Kate Wilcox-Harris, Chief of Academics; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Professional Educator Licensing and Standards Board for funds to plan an induction coaching program; 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: December 17, 2019

TOPIC: Request for Permission to Accept a Grant from the Target Foundation

A. PERTINENT FACTS:

1. The Target Foundation awards grants for projects that support additional enhancements to mini-pitch areas installed by the U.S. Soccer Foundation to further impact the community.
2. Saint Paul Public Schools Facilities Department received funds to enhance an in-kind soccer mini-pitch that was installed over summer 2019. The goal of this project is to improve soccer surfaces throughout the district and provide increased access to soccer programs. Staff at the program researched the original grant opportunity; the funders have provided supplemental payment for enhancing the surrounding area of the mini-pitch.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This award has a value of approximately \$7,000.
4. This grant does not align with a strategic focus area but provides essential operational support that creates a foundation for strategic projects to build upon.
5. This is a new grant-funded project.
6. This item is submitted by Rebekah Doyle, Grant Management Coordinator; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) accept a grant from the Target Foundation for additional enhancements to a mini-pitch in Saint Paul Public Schools; to accept funds; and to implement the project as specified in the award documents.

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

DATE: December 17, 2019

TOPIC: Request for Permission to Accept a Grant from the Hiway Credit Union Foundation

A. PERTINENT FACTS:

1. The Hiway Credit Union Foundation awards the Accelerate Teacher Grant to fund projects or programs related to life skills that enhance the overall wellness of the community.
2. Staff at Harding High School received funds to partner with Minneapolis South High for a choral-orchestral performance in February 2020. Both schools will work together and demonstrate through music the power of social change in the community. Funds will cover performance-day expenditures such as transportation and community-based activities.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,000.
4. This project will meet the District strategic plan goal of Positive School and District Culture.
5. This is a new grant-funded project.
6. This item is submitted by Rebekah Doyle, Grant Management Coordinator; Be Vang, Harding High School Principal; Billy Chan, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Hiway Credit Union Foundation to support music curriculum at Harding; 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: December 17, 2019

TOPIC: Request for Permission to Accept a Grant from the Bush Foundation

A. PERTINENT FACTS:

1. The Bush Foundation awards grants for projects that create welcoming learning environments, customize learning plans to meet individual student needs, and provide support to students to meet long-term goals.
2. Hamline Elementary School has been awarded a grant to support inquiry-based learning that originates from the connection students have to their lives and community. The in-class coaches and workshops will focus on creating concrete, measurable steps that include inquiry-based projects and activities by students. The school will partner with 2Revolutions, a national education design lab, to develop designs and implementation plans that meet the needs of all students. Staff at Hamline Elementary School researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$150,000 and will impact the students and teachers of Hamline Elementary School.
4. This project aligns with the District strategic plan focus area of Positive School and District Culture.
5. This is the second grant to continue the student-centered learning project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Kristin Reilly, Hamline Elementary School Principal; Josh Delich, Assistant Superintendent; Marie Schrul, Chief Financial Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Bush Foundation for funds to support student-centered learning at Hamline Elementary School; to accept funds; and to implement the project as specified in the award documents.

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

DATE: December 17, 2019

TOPIC: Contract Approval for Emergency Transportation

A. PERTINENT FACTS:

1. Due to a shortage in labor, the current contracted yellow bus vendors have been unable to acquire enough staff to fulfill their obligations to the school district.
2. SPPS is entering into an emergency contracts with Bille Bus Company to supplant our current pool of yellow school bus vendors.
3. The contract is for school year 2019/2020.
4. The anticipated cost of the vendor for school year 2019/2020 are described below.
 - a. Bille Bus Company-\$350,000
5. This supports the District strategic plan focus area of Positive School and District Culture.
6. This item is Submitted by Tom Burr, Director, Transportation; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (designee) to award contracts based on district need for yellow school bus vendors.

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

DATE: December 17, 2019

TOPIC: Approval of an Employment Agreement with the North Central States Regional Council of Carpenters to Establish Terms and Conditions of Employment for 2019-2022

A. PERTINENT FACTS:

1. New Agreement is for the three-year period May 1, 2019 through April 30, 2022.
2. Contract changes are as follows:

Wages: Wage and benefit changes reflect prevailing wage for the industry. Year one reflects a \$2.10 wage increase. The second year increase for Carpenters is \$2.05 and Foreman Carpenters is \$2.30 and year three Carpenters is a \$2.00 increase and \$2.50 for Foreman Carpenters.
3. The remaining language provisions of the previous contract remain essentially unchanged, except for necessary changes to dates.
4. The District has 10 regular F.T.E. in this bargaining unit.
5. The estimated total of all new costs (including wage adjustment, insurance, pension adjustments and non-taxable costs) for this agreement has been calculated as follows:

• in the 2018-19 budget year (May 1, 2019-June 30, 2019):	\$6,300
• in the 2019-20 budget year (July 1, 2019-June 30, 2020):	\$37,951
• in the 2020-21 budget year (July 1, 2020-June 30, 2021):	\$38,559
• in the 2021-22 budget year (July 1, 2021-April 30, 2022):	\$31,500
6. This item will meet the District's strategic plan focus area of Program Evaluation and Resource Allocation.
7. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Jim Vollmer, Assistant Director of Employee/Labor Relations; and Kenyatta McCarty, Interim Executive Director of Human Resources.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom the North Central States Regional Council of Carpenters, is the exclusive representative; duration of said Agreement is for the period of May 1, 2019 through April 30, 2022.

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

DATE: December 17, 2019

TOPIC: Approval of an Employment Agreement with International Union of Painters and Allied Trades District Council 82/Local 1324 representing Glaziers, to Establish Terms and Conditions of Employment for 2019-2022

A. PERTINENT FACTS:

1. New Agreement is for a three-year period, June 1, 2019, through May 31, 2022.
2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix B (Salary) and Appendix C (Benefits).
3. The District has 2 regular FTE in this bargaining unit.
4. This contract agreement reflect wage and benefit changes that reflect prevailing wage for the industry. The first year total cost increase is \$2.10; the second and third year cost increase is \$2.05.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
 - in the 2018-19 budget year (June 1, 2019 – June 30, 2019): \$670
 - in the 2019-20 budget year (July 1, 2019– June 30, 2020): \$8,059
 - in the 2020-21 budget year (July 1, 2020 – June 30, 2021): \$8,306
 - in the 2021-22 budget year (July 1, 2021 – May 31, 2022): \$7,614
6. This item will meet the District's strategic plan focus area of Program Evaluation and Resource Allocation.
7. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Jim Vollmer, Assistant Director of Employee/Labor Relations; and Kenyatta McCarty, Interim Executive Director of Human Resources.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Employment Agreement concerning the terms and conditions of employment of those employees in this school district for whom the International Union of Painters and Allied Trades District Council 82 Local 1324 representing Glaziers, is the exclusive representative; duration of said agreement is for the period of June 1, 2019 through May 31, 2022.

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

DATE: December 17, 2019

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

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2019, through June 30, 2021.

2. Contract changes are as follows:

Wages: Effective June 22, 2019, the salary schedule increased 1.5% for Machinist and Vehicle Mechanic. Effective June 20, 2020, the salary schedule increased 2.0% for all classifications.

Longevity: Employees who have completed ten (10) years of service with the Employer as of July 1 each year shall receive an additional \$.20 per hour above the normal hourly rate of pay. Employees completing fourteen (14) years shall receive an additional \$.25 per hour above the normal hourly rate of pay.

3. The District has two (2) regular employees in this bargaining unit.

4. The new total package costs for the agreement are estimated as follows:

- in the 2019-2020 budget year: \$220,059
- in the 2020-2021 budget year: \$223,972

5. This item will meet the District's strategic plan focus area of Program Evaluation and Resource Allocation.

6. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Jim Vollmer, Assistant Director of Employee/Labor Relations; and Kenyatta McCarty, Interim Executive Director of Human Resources.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those machinist employees in this school district for whom District Lodge No. 77 International Association of Machinists and Aerospace Workers AFL-CIO, is the exclusive representative; duration of said Agreement is for the period of July 1, 2019 through June 30, 2021.

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

DATE: December 17, 2019

TOPIC: Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Minnesota Teamsters Local 320, Exclusive Representative for Nutrition Services Employees

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2019, through June 30, 2021.
2. Contract changes are as follows:

Wages: Effective June 22, 2019, increase salary schedule by 1.5% for all steps except step 6. Floater premium pay will increase to \$0.75 per hour for employees assigned to float between schools. Effective June 20, 2020, increase salary schedule by 2.0% on all steps for Nutrition Services Supervisor 1, 2, and 3; Nutrition Services Assistant step 6 and above; along with all other classifications. Floater premium pay will increase to \$1.00 per hour.

Insurance: The District's monthly contribution of \$655 for single coverage and \$1,240 for family coverage remains unchanged. Effective July 1, 2020, employees who have been regularly employed in the District for more than thirty continuous days are eligible for District contribution to premium cost for health and life insurance.

Longevity: Effective July 1, 2020, employees at the beginning of their fifteen (15) and twenty years of service with the Employer shall receive an additional \$0.15 per hour above the normal hourly rate of pay.

3. The District has 281 employees in this bargaining unit.
4. The estimated new total package costs for this agreement have been calculated as follows:
 - in the 2019-20 budget year: \$6,848,373
 - in the 2020-21 budget year: \$7,006,067
5. This item will meet the District's strategic plan focus area of Program Evaluation and Resource Allocation.
6. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Jim Vollmer, Assistant Director of Employee/Labor Relations; and Kenyatta McCarty, Interim Executive Director of Human Resources.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those nutrition services employees in this District for whom the Minnesota Teamsters Local No. 320 is the exclusive representative; duration of said Agreement is for the period of July 1, 2019 through June 30, 2021.

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

DATE: December 17, 2019

TOPIC: Lease Agreement with Teatro del Pueblo

A. PERTINENT FACTS:

1. Teatro del Pueblo desires to lease space from the District at the Baker Center, 209 West Page Street, St. Paul, MN 55107.
2. The administration is agreeable to lease space to Teatro del Pueblo.
3. Terms and conditions of the Lease Agreement include the following:
 - a. The lease term will be twenty-four (24) months commencing January 1, 2020 and terminating December 31, 2021, with two (2) – one (1) year extensions.
 - b. The District will lease approximately four hundred twenty-eight (428) square feet of dedicated space at 209 West Page Street to Teatro del Pueblo for the purpose of providing artistic and educational theater programs throughout the Midwest area.
 - c. Rent for this term will be Six Hundred Twenty-Six and 66/100 Dollars (\$626.66) monthly during the entire term. Revenue will be applied to debt service.
4. This lease agreement meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
5. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATIONS:

That the Board of Education authorize the Superintendent to execute a Lease Agreement between the District and Teatro del Pueblo to lease space at the Baker Center, 209 Page Street, St. Paul, MN for the term January 1, 2020 through December 31, 2021, with monthly rent of Six Hundred Twenty-Six and 66/100 Dollars (\$626.66) subject to all other terms and conditions of said agreement.

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

DATE: December 17, 2019

TOPIC: Lease Agreement with Youth Farm

A. PERTINENT FACTS:

1. Youth Farm desires to lease space from the District at the Baker Center, 209 West Page Street, St. Paul, MN 55107.
2. The administration is agreeable to lease space to Youth Farm.
3. Terms and conditions of the Lease Agreement include the following:
 - a. The lease term will be twenty-four (24) months commencing January 1, 2020 and terminating December 31, 2021 with two (2) – one (1) year extensions.
 - b. The District will lease approximately seven hundred seventy-four (774) square feet of dedicated space at 209 West Page Street to Youth Farm for the promotion of food justice and meeting the wellness needs of our communities.
 - c. Rent for this term will be Four Hundred Nineteen and 16/100 dollars (\$419.16) monthly. Revenue will be applied to debt service.
4. This lease agreement meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
5. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATIONS:

That the Board of Education authorize the Superintendent to execute a Lease Agreement between the District and Youth Farm to lease space at the Baker Center located at 209 West Page Street, St. Paul, MN 55107 for the term January 1, 2020 through December 31, 2021, with monthly rent of Four Hundred Nineteen and 16/100 dollars (\$419.16) subject to all other terms and conditions of said agreement.

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

DATE: December 17, 2019

TOPIC: Lease Agreement with West Side Community Organization

A. PERTINENT FACTS:

1. The West Side Community Organization (WSCO) desires to lease space from the District at the Baker Center, 209 West Page Street, St. Paul, MN 55107.
2. The administration is agreeable to lease space to WSCO.
3. Terms and conditions of the Lease Agreement include the following:
 - a. The lease term will be twenty-four (24) months commencing January 1, 2020 and terminating December 31, 2021, with two (2) – one (1) year extensions.
 - b. The District will lease approximately four hundred forty-three (443) square feet of dedicated space at 209 West Page Street to WSCO for the purpose of providing an action oriented, neighborhood based organization empowering residents to participate in and advocate for solutions to West Side community issues.
 - c. Rent for this term will be Six Hundred Forty-Eight and 63/100 Dollars (\$648.63) monthly. Revenue will be applied to debt service.
4. This lease agreement meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
5. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATIONS:

That the Board of Education authorize the Superintendent to execute a Lease Agreement between the District and West Side Community Organization to lease space at the Baker Center, 209 Page Street, St. Paul, MN for the term January 1, 2020 through December 31, 2021, with monthly rent of Six Hundred Forty-Eight and 63/100 Dollars (\$648.63) subject to all other terms and conditions of said agreement.

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

DATE: December 17, 2019

TOPIC: Lease Agreement with YMCA

A. PERTINENT FACTS:

1. The YMCA desires to lease space from the District at the Baker Center, 209 West Page Street, St. Paul, MN 55107.
2. The administration is agreeable to lease space to YMCA.
3. Terms and conditions of the Lease Agreement include the following:
 - a. The lease term will be twenty-four (24) months commencing January 1, 2020 and terminating December 31, 2021, with two (2) – one (1) year extensions.
 - b. The District will lease approximately one hundred seventy-four (174) square feet of dedicated space at 209 West Page Street to YMCA for the purpose of Youth Development, Healthy Living and Social Responsibility.
 - c. Rent for this term will be Two Hundred Fifty-Four and 77/100 Dollars (\$254.77) monthly. Revenue will be applied to debt service.
4. This lease agreement meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
5. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATIONS:

That the Board of Education authorize the Superintendent to execute a Lease Agreement between the District and YMCA to lease space at the Baker Center, 209 Page Street, St. Paul, MN for the term January 1, 2020 through December 31, 2021, with monthly rent of Two Hundred Fifty-Four and 77/100 Dollars (\$254.77) subject to all other terms and conditions of said agreement.

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

DATE: December 17, 2019

TOPIC: Children's Defense Fund Freedom Schools Summer Learning Program

A. PERTINENT FACTS:

1. The Children's Defense Fund (CDF) is the national sponsor of CDF Freedom Schools, a Saint Paul Public School summer learning program.
2. CDF Freedom Schools provide summer and after-school enrichment that help children fall in love with reading, increase their self-esteem, and generate more positive attitudes toward learning. Children are taught using a model curriculum that supports children and families around five essential components: high quality academic enrichment; parent and family involvement; civic engagement and social action; intergenerational leadership development; and nutrition, health and mental health.
3. This project will meet the District strategic plan goal of achievement by providing our participating ALC eligible students with the CDF Freedom Schools curriculum and instruction designed to ensure each participating child is equipped with the necessary skills to succeed in life. The professional development, curriculum, and instruction pursuant to CDF Freedom Schools boosts student motivation to read, generates a more positive attitude toward learning, and connects the needs of children and families to resources of their communities.
4. This Item is submitted by Elizabeth Putnam, Assistant Director, Department of Alternative Education; and Hans Ott, Assistant Superintendent, 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 approve the expending of ALC funds in the amount of \$142,500 to provide professional support for overall program operations including training for CDF Freedom Schools staff, according to the CDF model, and also provide for the purchasing of curriculum and books for teachers and students to use for instructional and learning purposes during the CDF Freedom Schools Summer Learning Programs.

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

DATE: December 17, 2019

TOPIC: Approval of the Memorandum of Understanding for the Rent Supplement Pilot Program with the City of St. Paul, St. Paul Public Housing Agency, Amherst H. Wilder Foundation, Model Cities of St. Paul Inc, Neighborhood House, Community Stabilization Project, YWCA St. Paul and St. Paul City Schools

A. PERTINENT FACTS:

1. Housing needs in the City of Saint Paul have changed significantly over the past decade, with the foreclosure crisis and ensuing financial crisis changing the nature of the housing landscape and resulting in deeper disparities for many Saint Paul communities. The City of Saint Paul is now a majority renter city where rents have been climbing and vacancy rates have been falling. The City of Saint Paul is seeking support for a new rental supplement program that will increase the ability of all families in Saint Paul to provide a stable and safe home for their children. The Rent Supplement Pilot Program aims to serve the lowest income families who bear the highest cost burdens and are most at risk of losing their housing.
2. This City of Saint Paul, in its capacity as the Housing and Redevelopment Authority ("HRA") has allocated \$3 million from the newly established Housing Trust Fund to fund the rent subsidies. The plan is to fund 250 families through a \$300 monthly rental supplement with the goal of stabilizing families at risk of housing insecurity and homelessness, improving families' ability to remain in the school community of their choice, and improving student ability to learn and thrive. The following schools will participate in the pilot:
 - Benjamin E. Mays IB World School
 - Dayton's Bluff Achievement Plus Elementary
 - Jackson Elementary
 - John A. Johnson Achievement Plus Elementary
 - Maxfield Elementary
 - St. Paul Music Academy
3. A five year pilot with a 36-month maximum participation term limit
4. St. Paul Public Schools' Project Reach staff will support this work.
5. This project will provide greater housing stability for students in an effort to reach the District's strategic plan initiatives.
4. This item is submitted by Anne McNerney, McKinney Vento Liaison; Andrew Collins, Assistant Superintendent; and Cedrick Baker, Chief of Staff

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the Memorandum of Understanding for the Rent Supplement Pilot Program

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

DATE: December 17, 2019

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 strategic plan focus area of Program Evaluation and Resource Allocation.
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 October 1, 2019 – October 31, 2019.

(a) General Account	#717237-718890	\$57,274,061.72
	#0003514-0003541	
	#7003478-7003520	
	#0003990-0004094	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$4,945,488.77</u>
		<u>\$62,219,550.49</u>

Included in the above disbursements are two payrolls in the amount of \$38,989,654.49 and overtime of \$214,359.80 or 0.55% 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 March 31, 2020.

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

DATE: December 17, 2019

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

A. PERTINENT FACTS:

1. There are students in the district who are not in compliance with M.S. 123.70 Health Standards for Immunizations. The students' parents/guardians have been informed of needed immunizations, provided a copy of the law, and given information about community immunization clinics. A contact is made to verify the parents/guardians know that the child is non-compliant, understand the law, and are aware of the possible exemptions to the law. All parents/guardians have had a minimum of 30 days to comply with the law after they are informed that their child is non-compliant.
2. A list of the students is under separate cover.
3. This project will meet the District target area goals of Positive School and District Culture.
4. Requested by Mary Yackley, Supervisor, Student Health and Wellness, and Marcy Doud, Assistant Superintendent of Specialized Services.

B. RECOMMENDATION:

That the Board of Education excludes the named students from school effective January 6, 2020, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

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

DATE: December 17, 2019

TOPIC: Upgrade of the Unclassified Position of MARSS Supervisor for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The Finance Department, MARSS (Minnesota Automated Reporting Student System) Supervisor has since evolved and is now responsible for providing leadership and more complex administrative functions, responsibilities for the identification, planning, development, implementation, coordination, disciplinary, trained and evaluation staff. MARSS Supervisor has taken on other tasks that once were supported by other district leaders who have departed.
2. Human Resources was asked to perform a job study. Based on the job study, the recommendation from that study is to upgrade MARSS Supervisor Grade 9 to Grade 20 and update its job description in the Saint Paul Supervisors' Organization (SPSO) bargaining group. This title would be within the unit jurisdiction of other classifications and its incumbents in salary Grade 20. This salary rate will remain in place for this job title until such time as a successor agreement is reached to the 2019-2020 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be an unclassified position.
3. The establishment of a MARSS Supervisor job title in grade 20 is necessary to meet the District's commitment to prevailing wage requirements and to maintain the District's status with outside contracts.
4. This upgrade will impact one incumbent.
5. The fund for this position is available in the Finance Department budget.
6. This recommendation has been reviewed by Kenyatta McCarty, Interim Executive Director, Human Resources; Cedrick Baker Chief of Staff; Marie Schrul, Chief Financial Officer; and Dr. Joe Gothard, Superintendent.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the unclassified MARSS Supervisor classification effective December 23, 2019 to grade 20; that the Board of Education declare the position of MARSS Supervisor as unclassified and that the pay rate for this position would be equivalent to grade 20 standard ranges.

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

DATE: December 17, 2019

TOPIC: Amendment to Superintendent Contract

A. PERTINENT FACTS:

1. On November 19, 2019, the School District Board of Education approved a new Superintendent Contract for Superintendent Gothard commencing on July 1, 2020, and ending on June 30, 2023.
2. Following the approval of the contract, a typographical error was noted in Paragraph VI, E of the Contract. The premium costs for health and hospitalization insurance, under the group plan, for Superintendent and his dependents was incorrectly stated as a School District contribution not to exceed \$7,000 per month. The correct amount should have been and was intended to be “an amount not to exceed \$1,500 per month” which is the amount in the current Superintendent Contract that ends on June 30, 2020.
3. An Amendment to Superintendent Contract has been proposed to correct the typographical error and to accurately state the agreed upon Health Insurance Premium.
4. This item will meet the District strategic plan focus area of Program Evaluation and Resource Allocation.
5. This item is submitted by Charles Long, General Counsel.

B. RECOMMENDATION:

That the Board of Education:

1. Approve the Amendment to Superintendent Contract changing Paragraph VI, E to read:
Health Insurance Premiums. The School District shall pay the premium costs for health and hospitalization insurance, under its group plan, for Superintendent and his dependents not to exceed a School District contribution of \$1,500 per month.

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

DATE: December 17, 2019

TOPIC: Bid No. A20-0429-A District Service Facility Kitchen Boiler Replacement

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for the District Service Facility Kitchen Boiler Replacement.
2. The following bids were received for the lump sum base bid:

	Lump Sum Base Bid
Kraft Mechanical, LLC	\$620,424
Nasseff Mechanical Contractors, Inc	\$654,000
Pioneer Power, Inc	\$655,000
Northern Air Corporation	\$675,900
Corval Constructors, Inc.....	\$695,245
Northland Mechanical Contractors, Inc	\$1,027,000

3. This is an advertised bid and accordingly, contract documents for this project were made available for examination at the Architect's office, on the District's online platform and at the following:

Builders Exchange of St. Paul
MEDA Construction Connection
Minneapolis Builders Exchange
Dodge McGraw Hill Construction Plan Room
Reed Construction Data Plan Room
iSqFt/AGC of MN Plan Room

4. Bids have been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding will be provided from Capital Bonds & Long-Term Facilities Maintenance.
6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. 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 award of Bid No. A20-0429-A District Service Facility Kitchen Boiler Replacement to Kraft Mechanical, LLC for a lump sum base bid of \$620,424.



Policy Update

Cedrick Baker, Chief of Staff

December 10, 2019

Third Reading - 510.03: Class Rankings

Why are updates being proposed?

- At the May 22, 2018 Board of Education meeting, the Student Engagement and Advancement Board (SEAB) presented on the inequities of the current policy.
- They recommended that SPPS, “Implement consistent recognition of academic achievement by updating policy 510.03.”
- They proposed for the district to:
 - Celebrate academic success of more students
 - Remove the verbiage, “the top ten students ranked by grade point average of each high school’s senior class will be identified and recognized in alphabetical order” from the current policy
 - Develop consistent use and logic of weighted course material that supports a district-wide system for recognizing academic honors

Third Reading - 510.03: Class Rankings

Changes to the policy include:

- Removing “the top ten” verbiage (currently paragraph two)
- Adding this language (proposed paragraph two):
 2. Students will be recognized for academic achievement based on the Latin Honor system, using their weighted GPA.
 - High Honors with Distinction (Summa Cum Laude) — Cumulative GPA average of 4.000 and above
 - High Honors (Magna Cum Laude) — Cumulative GPA average of 3.75 to 3.99
 - Honors (Cum Laude) — Cumulative GPA average of 3.3 to 3.749

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Third Reading - 510.03: Class Rankings

- Implications of proposed changes:
 - The District will no longer host the “Celebration of Excellence” which honored the top ten from each high school
 - The cost savings from no longer hosting the “Celebration of Excellence” will be used to buy cords and help to support individual high schools’ celebrations
 - High school principals have requested for Board members and Senior Leadership Team to have a presence/role at their school-level celebrations
 - High schools that do not currently have the GPA cutoffs for honors, high honors, and high honors with distinction as stated in the proposed policy, will have to update their internal systems and practices and communicate those changes to students and families.
 - Because we are doing away with “top ten” - who have been acknowledged in newspapers historically - the District will need to find a new way to best recognize students publically that appeal to newspapers

Questions

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510.03 CLASS RANKINGS

1. Class rankings and the honor-point averages for members of the senior class shall not be made public. This shall apply to school newspapers, yearbooks, public announcements, and public news media. In addition, no valedictorian or salutatorian shall be named.
2. Students will be recognized for academic achievement based on the Latin Honor system, using their weighted GPA.
 - High Honors with Distinction (Summa Cum Laude) – Cumulative GPA average of 4.000 and above
 - High Honors (Magna Cum Laude) – Cumulative GPA average of 3.75 to 3.99
 - Honors (Cum Laude) – Cumulative GPA average of 3.3 to 3.749
- ~~2. The top ten students ranked by grade point average (GPA) of each high school's senior class (except in the case of ties) will be identified and recognized in alphabetical order.~~
3. In addition, each high school may, with the involvement of students, staff, and community, develop a plan to identify and recognize other student achievements.

510.03 CLASS RANKINGS

1. Class rankings and the honor-point averages for members of the senior class shall not be made public. This shall apply to school newspapers, yearbooks, public announcements, and public news media. In addition, no valedictorian or salutatorian shall be named.
2. Students will be recognized for academic achievement based on the Latin Honor system, using their weighted GPA.
 - High Honors with Distinction (Summa Cum Laude) – Cumulative GPA average of 4.000 and above
 - High Honors (Magna Cum Laude) – Cumulative GPA average of 3.75 to 3.99
 - Honors (Cum Laude) – Cumulative GPA average of 3.3 to 3.749
3. In addition, each high school may, with the involvement of students, staff, and community, develop a plan to identify and recognize other student achievements.

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

DATE: December 19, 2019

TOPIC: Agreement with City of St. Paul Police Department for Shared Costs of School Resource Officers (SROs)

A. PERTINENT FACTS:

1. The current agreement between the District and the City of St. Paul Police Department for shared costs of police officers to provide School Resource Officer (SRO) services in the District's facilities expired June 30, 2019.
2. The administration has negotiated a new agreement for seven (7) officers covering the period of July 1, 2019 to June 30, 2020.
3. Responsibility for SROs is under the direction of Security and Emergency Management.
4. Funding for the District's share of costs for this agreement will be provided from the Security and Emergency Management budget (both the dedicated Safe Schools Levy and general fund revenue). The District has agreed to a fee not to exceed \$775,000.
5. This project meets the District Strategic Plan focus area of Positive School and District Culture.
6. This item is submitted by Laura Olson, Director of Security and Emergency Management and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education consider and authorize the Chair and Clerk to execute an agreement with the City of St. Paul Police Department to provide School Resource Officers for services to the Saint Paul Public Schools for the term July 1, 2019 through June 30, 2020 in accordance with all terms and provisions of said agreement.



Saint Paul
PUBLIC SCHOOLS

Security & Emergency Management Vision SY20 and Beyond

Jackie Turner, Chief Operations Officer

Board of Education Meeting
December 17, 2019

Purpose

- Provide Security & Emergency Management Vision
- Provide SRO Data
- Recommend Approval of 2019-20 SRO Contract

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Vision SY20 and Beyond

Vision SY20 and Beyond



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Student Centered Support

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SEMS	SRO	Guards	CSL	SSL
Infrastructure	Law Enforcement	Building Security	Relationships	PBIS/Restorative
Training	Crime Prevention	Non-school day activities	Community Liaisons	Trained School Security Professionals
Supervision	Advise Administrators	Permits	Flexible	SPPS Employees

SEMS Team of Dedicated Professionals

Fall 2019



Spring 2020

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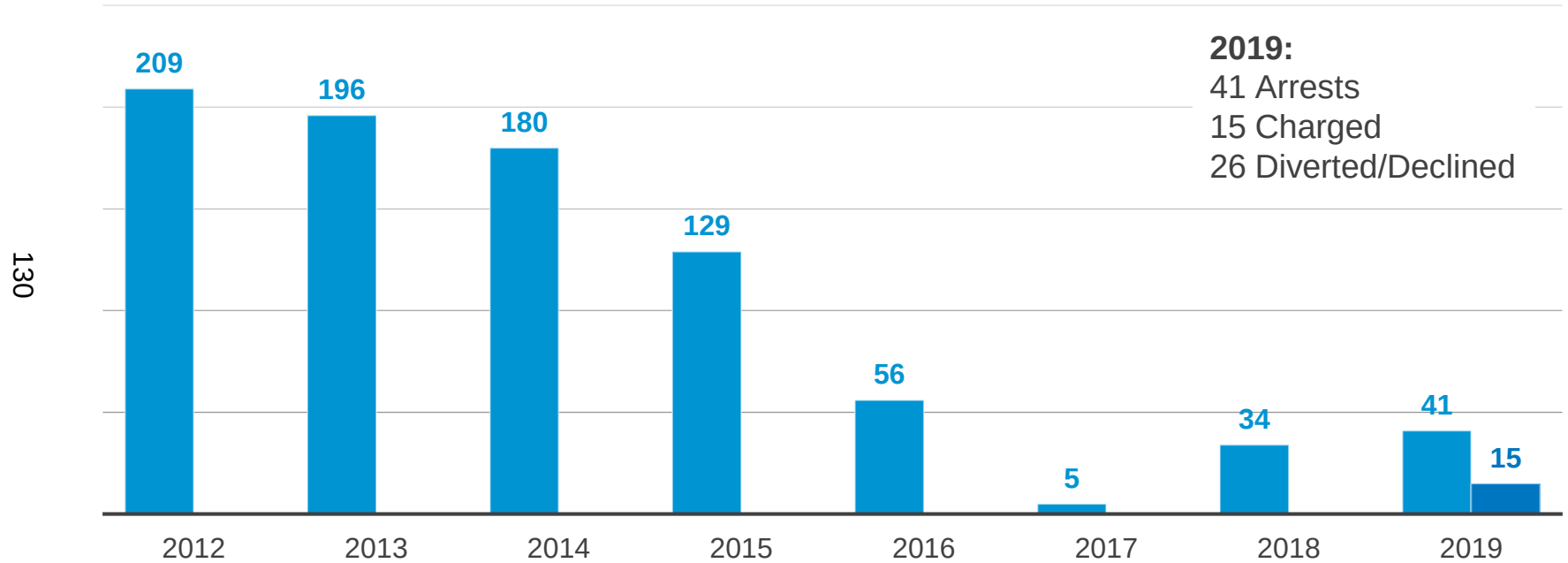
SY 21 and beyond



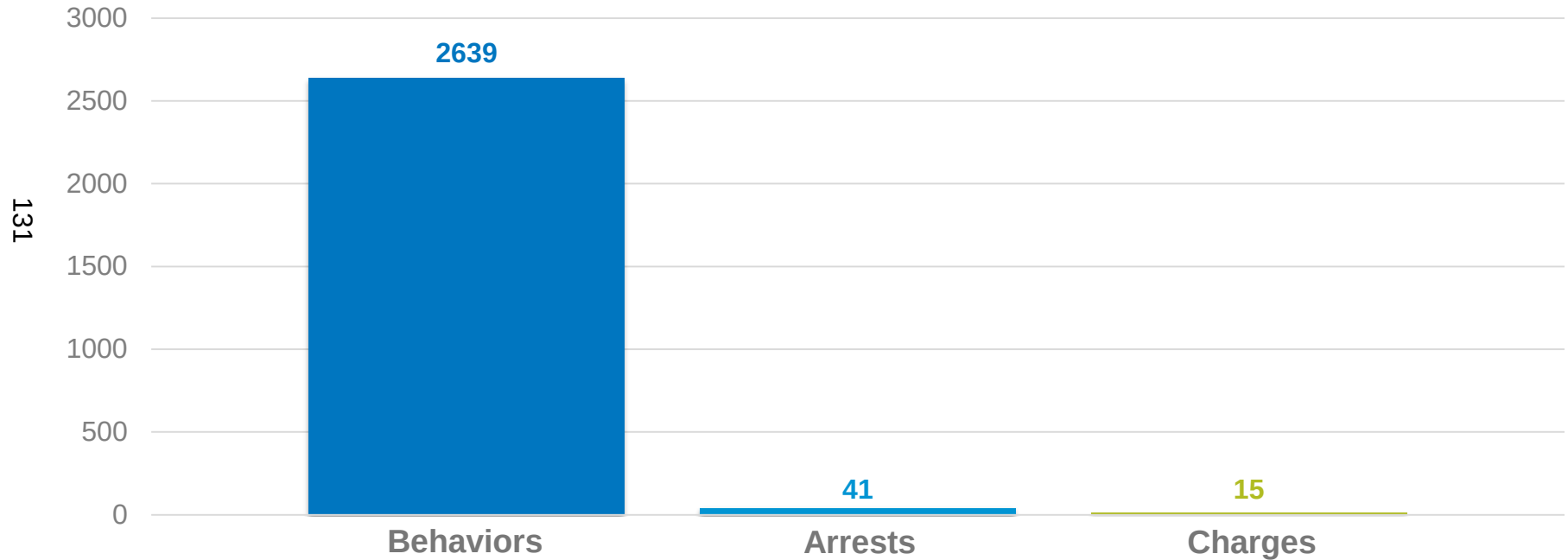


2019 Year End Review SRO Data

Arrest Data



Level 4/5 Offenses vs Arrests



Use of Force

	2016-2017	2017-2018	2018-2019
Pepper Spray	1	1	1
Use of Handcuffs	19	31	37

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SRO Contract SY20

2019-2020 SRO Contract

- **One year agreement for 7 SROs**
 - NOT TO EXCEED \$775,000 per year
 - 90/10 Split of actual salary expenses
 - SPPD provides an additional .5 FTE SRO
 - SPPD provides full time Sergeant
- **SPPS to capture potential savings within 2019-2020**
 - Higher pay senior officers replaced by lower paid officers
 - Short term vacancy - 2 month savings

Next Steps

Partnership

- **SPPD/SPPS**

Feedback

- **Students**
- **SRO**
- **Administrators**

Continuous Improvement

- **Safety, Security & Emergency Management Vision**
- **FY 21 SRO Contract**

Board Action Recommendation

Approve the 19/20 SY
School Resource Officer Contract

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Saint Paul
PUBLIC SCHOOLS

Proposed Pay20 Levy

Board of Education Meeting
Marie Schrul, Chief Financial Officer
December 17, 2019

Purpose

- To present the proposed Pay20 Levy to the Board of Education for final certification

The Basics

- School levy authority is established in law
- School budgets are a combination of state, federal and local funding, including the voter approved referendum
- Pay20 school levy funds the 2020-21 school year
- Districts receive payments after the May and October collections from the County
- Levies are approximately 20% of SPPS Budget
- Levy can only move down after October 1
- Pay20 Final Levy data is from MN Department of Education's Levy Limitation & Certification report as of 12/2/19

Pay20 Levy Calendar

	Date	Action
X	August-early September	District submits levy information to MN Department of Education (MDE)
X	September 6	MDE provides preliminary calculations
X	September 10	COB Meeting: Finance and Levy 101 Work-session
X	September 17	BOE Meeting: Present proposed Pay20 Levy
X	September 23	JPTAC (Joint Property Tax Advisory Committee) adopts joint advisory joint levy resolution
X	September 24	SPPS sets Pay20 levy ceiling at special BOE
X	October 1	SPPS provides Pay20 levy ceiling data to Ramsey County and MDE. Cities and Counties also certify by this date.
X	October 1 – November 10	Ramsey County calculates taxes and prepares tax statements
X	November 12	Anticipated Ramsey County mailing of tax statements
X	December 3	Public Hearing on Proposed Tax Levy, 360 Colborne, 6 p.m.
X	December 17	BOE meeting to certify the Pay20 levy
	December 30	SPPS certifies Pay20 levy to Ramsey County

Proposed Pay20 Levy

Levy Category	Certified Pay19 Levy	SPPS Proposed Pay20 Levy	Difference
Operating	\$ 71,112,468.34	\$71,690,324.75	\$577,856.41
Pension/OPEB/Contractual	39,544,457.62	37,860,071.32	(1,684,386.30)
Facilities	64,258,911.32	74,243,596.73	9,984,685.41
Community Service	<u>3,779,160.32</u>	<u>3,835,753.77</u>	<u>56,593.45</u>
Total - All Levy Categories	\$ 178,694,997.60	\$187,629,746.57	\$8,934,748.97
Percent Change			5.0%

Estimated Annual Property Tax Impact | Home from 2019 to 2020 (assuming a 0% increase in market value)

Estimated Home Market Value	Estimated Change at 5.0%
\$ 75,000	(\$19.46)
100,000	(25.07)
199,800	(47.28)
300,000	(69.57)
400,000	(91.84)
500,000	(114.67)

Source: Ramsey County
Median home market value is \$199,800

Estimated Annual Property Tax Impact | Home from 2019 to 2020 (assuming a 7.3% increase in market value)

Estimated Home Market Value	Estimated Change at 5.0%
\$ 75,000	\$2.67
100,000	16.99
199,800	36.10
300,000	55.86
400,000	75.29
500,000	79.23

Source: Ramsey County

Median home market value is \$199,800

Estimated Annual Property Tax Impact | Commercial/Industrial from 2019 to 2020 (assuming a 6.0% increase in market value)

Estimated Commercial/Industrial Market Value	Estimated Change at 5.0%
\$ 200,000	(\$52.07)
500,000	(135.00)
525,000	(142.05)
1,000,000	(273.68)

Source: Ramsey County

*Median commercial/industrial market value is \$525,000

Recommendation

- That the Board of Education approve the recommendation to certify the Pay20 Levy in the amount of \$187,629,746.57

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION - GENERAL FORM



Board File No. _____

Date _____

**RESOLUTION PROVIDING FOR THE COMPETITIVE SALE OF
\$15,000,000 GENERAL OBLIGATION
SCHOOL BUILDING BONDS, SERIES 2020A;
COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND
BY AND USE THE PROVISIONS OF MINNESOTA STATUTES,
SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE
PRINCIPAL AND INTEREST ON THE BONDS**

A. WHEREAS, the School Board of Independent School District Number 625, Saint Paul, Minnesota (the "District") has heretofore determined that it is necessary and expedient to issue \$15,000,000 General Obligation School Building Bonds, Series 2020A (the "Bonds") pursuant to Minnesota Statutes, Chapter 475 and pursuant to Laws of Minnesota, 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota, 2013, Chapter 116, Article 6, Section 8, to finance the acquisition and betterment of school facilities and grounds (the "Project"); and

B. WHEREAS, the District desires to use the provision of Minnesota Statutes, Section 126C.55 to take advantage of the State guarantee program; and

C. WHEREAS, the District has retained Baker Tilly Municipal Advisors, LLC, in Saint Paul, Minnesota ("Baker Tilly MA"), as its independent municipal advisor and is therefore authorized to sell the Bonds by a competitive negotiated sale in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9).

Adopted _____

CHAIR Board of Education

CLERK Board of Education

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District Number 625, Saint Paul, Minnesota as follows:

1. Authorization; Findings. The School Board hereby authorizes Baker Tilly MA to solicit bids for the competitive sale of the Bonds.

2. Meeting; Bid Opening. The School Board shall meet at the time and place specified in the Terms of Proposal attached hereto as Exhibit A for the purpose of considering sealed bids for, and awarding the sale of, the Bonds. The bids shall be opened at the time and place specified in the Terms of Proposal.

3. Terms of Proposal. The terms and conditions of the Bonds and the negotiation thereof are fully set forth in the "Terms of Proposal" attached hereto as Exhibit A and hereby approved and made a part hereof.

4. Guarantee of Payment.

(a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Bonds, and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the Bond Registrar or any successor paying agent three (3) days prior to the date on which a payment is due, an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Bond Registrar for the Bonds is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds to make that payment on deposit in the Bond Registrar. The District understands that as a result of its covenant to be bound by the provisions of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now or hereafter established by the Commissioner of Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section.

5. Official Statement. In connection with said competitive sale, the officers and employees of the District are hereby authorized to cooperate with Baker Tilly MA and participate in the preparation of an official statement for the Bonds, and to execute and deliver it on behalf of the District upon its completion.

6. Official Intent Declaration.

(a) The District has determined to finance the Project.

(b) Other than (i) expenditures to be paid or reimbursed from sources other than the Bonds (as hereinafter defined), (ii) expenditures permitted to be reimbursed under prior Treasury Regulations pursuant to the transitional provision contained in Section 1.150-2(j)(2) of

the Regulations, (iii) expenditures constituting "preliminary expenditures" within the meaning of Section 1.150-2(f)(2) of the Regulations, or (iv) expenditures in a "de minimus" amount (as defined in Section 1.150-2(f)(1) of the Regulations), no expenditures for the Project have been paid by the District more than 60 days before the date of adoption of this Resolution.

(c) The District reasonably expects to reimburse all or a portion of the expenditures made for costs of the Project out of the proceeds of the Bonds to be issued by the District in an estimated maximum aggregate principal amount of \$15,000,000 after the date of payment of all or a portion of the costs of the Project. All reimbursed expenditures shall be capital expenditures, costs of issuance of the Bonds, or other expenditures eligible for reimbursement under Section 1.150-2(d)(3) of the Regulations.

7. Budgetary Matters. As of the date hereof, there are no District funds reserved, allocated on a long term basis or otherwise set aside (or reasonably expected to be reserved, allocated on a long term basis or otherwise set aside) to provide permanent financing for the expenditures related to the Project, other than pursuant to the issuance of the Bonds. This resolution, therefore, is determined to be consistent with the District's budgetary and financial circumstances as they exist or are reasonably foreseeable on the date hereof.

8. Reimbursement; Allocations. The District's financial officer shall be responsible for making the "reimbursement allocations" described in the Regulations, being generally the transfer of the appropriate amount of proceeds of the Bonds to reimburse the source of temporary financing used by the District to make payment of the prior costs of the Project. Each allocation shall be evidenced by an entry on the official books and records of the District maintained for the Project and shall specifically identify the actual original expenditure being reimbursed.

EXHIBIT A

THE DISTRICT HAS AUTHORIZED BAKER TILLY MUNICIPAL ADVISORS, LLC TO NEGOTIATE THIS ISSUE ON ITS BEHALF. PROPOSALS WILL BE RECEIVED ON THE FOLLOWING BASIS:

TERMS OF PROPOSAL

\$15,000,000*

**INDEPENDENT SCHOOL DISTRICT NO. 625
SAINT PAUL, MINNESOTA**

**GENERAL OBLIGATION SCHOOL BUILDING BONDS, SERIES 2020A
(MINNESOTA SCHOOL DISTRICT CREDIT ENHANCEMENT PROGRAM)
(BOOK ENTRY ONLY)**

Proposals for the above-referenced obligations (the "Series 2020A Bonds") will be received by Independent School District No. 625, Saint Paul, Minnesota (the "District") on Tuesday, January 21, 2020, (the "Sale Date") until 10:30 A.M., Central Time at the offices of Baker Tilly Municipal Advisors, LLC ("Baker Tilly MA"), 380 Jackson Street, Suite 300, Saint Paul, Minnesota, 55101, after which time proposals will be opened and tabulated. Consideration for award of the Series 2020A Bonds will be by the School Board at its meeting commencing at 6:00 P.M., Central Time, of the same day.

SUBMISSION OF PROPOSALS

Baker Tilly MA will assume no liability for the inability of a bidder to reach Baker Tilly MA prior to the time of sale specified above. All bidders are advised that each proposal shall be deemed to constitute a contract between the bidder and the District to purchase the Series 2020A Bonds regardless of the manner in which the proposal is submitted.

(a) **Sealed Bidding.** Proposals may be submitted in a sealed envelope or by fax (651) 223-3046 to Baker Tilly MA. Signed proposals, without final price or coupons, may be submitted to Baker Tilly MA prior to the time of sale. The bidder shall be responsible for submitting to Baker Tilly MA the final proposal price and coupons, by telephone (651) 223-3000 or fax (651) 223-3046 for inclusion in the submitted proposal.

OR

(b) **Electronic Bidding.** Notice is hereby given that electronic proposals will be received via PARITY®. For purposes of the electronic bidding process, the time as maintained by PARITY® shall constitute the official time with respect to all proposals submitted to PARITY®. *Each bidder shall be solely responsible for making necessary arrangements to access PARITY® for purposes of submitting its electronic proposal in a timely manner and in compliance with the requirements of the Terms of Proposal.* Neither the District, its agents, nor PARITY® shall have any duty or obligation to undertake registration to bid for any prospective bidder or to provide or ensure electronic access to any qualified prospective bidder, and neither the District, its agents, nor

PARITY® shall be responsible for a bidder's failure to register to bid or for any failure in the proper operation of, or have any liability for any delays or interruptions of or any damages caused by the services of PARITY®. The District is using the services of PARITY® solely as a communication mechanism to conduct the electronic bidding for the Series 2020A Bonds, and PARITY® is not an agent of the District.

If any provisions of this Terms of Proposal conflict with information provided by PARITY®, this Terms of Proposal shall control. Further information about PARITY®, including any fee charged, may be obtained from:

PARITY®, 1359 Broadway, 2nd Floor, New York, New York 10018
Customer Support: (212) 849-5000

DETAILS OF THE SERIES 2020A BONDS

The Series 2020A Bonds will be dated as of the date of delivery and will bear interest payable on February 1 and August 1 of each year, commencing August 1, 2020. Interest will be computed on the basis of a 360-day year of twelve 30-day months.

The Series 2020A Bonds will mature February 1 in the years and amounts* as follows:

2021	\$425,000	2025	\$590,000	2029	\$715,000	2033	\$830,000	2037	\$ 935,000
2022	\$510,000	2026	\$620,000	2030	\$750,000	2034	\$855,000	2038	\$ 960,000
2023	\$535,000	2027	\$650,000	2031	\$785,000	2035	\$880,000	2039	\$ 990,000
2024	\$560,000	2028	\$685,000	2032	\$805,000	2036	\$905,000	2040	\$1,015,000

* *The District reserves the right, after proposals are opened and prior to award, to increase or reduce the principal amount of the Series 2020A Bonds or the amount of any maturity or maturities in multiples of \$5,000. In the event the amount of any maturity is modified, the aggregate purchase price will be adjusted to result in the same gross spread per \$1,000 of Series 2020A Bonds as that of the original proposal. Gross spread for this purpose is the differential between the price paid to the District for the new issue and the prices at which the proposal indicates the securities will be initially offered to the investing public.*

Proposals for the Series 2020A Bonds may contain a maturity schedule providing for a combination of serial bonds and term bonds. All term bonds shall be subject to mandatory sinking fund redemption at a price of par plus accrued interest to the date of redemption scheduled to conform to the maturity schedule set forth above. In order to designate term bonds, the proposal must specify "Years of Term Maturities" in the spaces provided on the proposal form.

BOOK ENTRY SYSTEM

The Series 2020A Bonds will be issued by means of a book entry system with no physical distribution of Series 2020A Bonds made to the public. The Series 2020A Bonds will be issued in fully registered form and one Series 2020A Bond, representing the aggregate principal amount of the Series 2020A Bonds maturing in each year, will be registered in the name of Cede & Co. as nominee of The Depository Trust Company ("DTC"), New York, New York, which will act as securities depository for the Series 2020A Bonds. Individual purchases of the Series 2020A Bonds may be made in the principal amount of \$5,000 or any multiple thereof of a single maturity through book entries made on the books and records of DTC and its participants. Principal and interest are

payable by the registrar to DTC or its nominee as registered owner of the Series 2020A Bonds. Transfer of principal and interest payments to participants of DTC will be the responsibility of DTC; transfer of principal and interest payments to beneficial owners by participants will be the responsibility of such participants and other nominees of beneficial owners. The lowest bidder (the "Purchaser"), as a condition of delivery of the Series 2020A Bonds, will be required to deposit the Series 2020A Bonds with DTC.

REGISTRAR

The District will name the registrar which shall be subject to applicable regulations of the Securities and Exchange Commission. The District will pay for the services of the registrar.

OPTIONAL REDEMPTION

The District may elect on February 1, 2028, and on any day thereafter, to redeem Series 2020A Bonds due on or after February 1, 2029. Redemption may be in whole or in part and if in part at the option of the District and in such manner as the District shall determine. If less than all Series 2020A Bonds of a maturity are called for redemption, the District will notify DTC of the particular amount of such maturity to be redeemed. DTC will determine by lot the amount of each participant's interest in such maturity to be redeemed and each participant will then select by lot the beneficial ownership interests in such maturity to be redeemed. All redemptions shall be at a price of par plus accrued interest.

SECURITY AND PURPOSE

The Series 2020A Bonds will be general obligations of the District for which the District will pledge its full faith and credit and power to levy direct general ad valorem taxes. The District has also covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55 and to use the provisions of that statute pursuant to which the State of Minnesota will appropriate money to the payment of the principal and interest on the Series 2020A Bonds when due if the District is unable to make a principal or interest payment. The proceeds of the Series 2020A Bonds will be used to finance various capital improvements to existing District facilities and grounds.

BIDDING PARAMETERS

Proposals shall be for not less than \$15,000,000 (Par) plus accrued interest, if any, on the total principal amount of the Series 2020A Bonds. No proposal can be withdrawn or amended after the time set for receiving proposals on the Sale Date unless the meeting of the District scheduled for award of the Series 2020A Bonds is adjourned, recessed, or continued to another date without award of the Series 2020A Bonds having been made. Rates shall be in integral multiples of 1/100 or 1/8 of 1%. The initial price to the public for each maturity as stated on the proposal must be 98.0% or greater. Series 2020A Bonds of the same maturity shall bear a single rate from the date of the Series 2020A Bonds to the date of maturity. No conditional proposals will be accepted.

ESTABLISHMENT OF ISSUE PRICE

In order to provide the District with information necessary for compliance with Section 148 of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations promulgated thereunder (collectively, the "Code"), the Purchaser will be required to assist the District in establishing the issue price of the Series 2020A Bonds and shall complete, execute, and deliver to the District prior to the closing date, a written certification in a form acceptable to the Purchaser, the District, and Bond Counsel (the "Issue Price Certificate") containing the following for each maturity of the Series 2020A Bonds (and, if different interest rates apply within a maturity, to each separate CUSIP number within that maturity): (i) the interest rate; (ii) the reasonably expected initial offering price to the "public" (as said term is defined in Treasury Regulation Section 1.148-1(f) (the "Regulation")) or the sale price; and (iii) pricing wires or equivalent communications supporting such offering or sale price. Any action to be taken or documentation to be received by the District pursuant hereto may be taken or received on behalf of the District by Baker Tilly MA.

The District intends that the sale of the Series 2020A Bonds pursuant to this Terms of Proposal shall constitute a "competitive sale" as defined in the Regulation based on the following:

- (i) the District shall cause this Terms of Proposal to be disseminated to potential bidders in a manner that is reasonably designed to reach potential bidders;
- (ii) all bidders shall have an equal opportunity to submit a bid;
- (iii) the District reasonably expects that it will receive bids from at least three bidders that have established industry reputations for underwriting municipal bonds such as the Series 2020A Bonds; and
- (iv) the District anticipates awarding the sale of the Series 2020A Bonds to the bidder who provides a proposal with the lowest true interest cost, as set forth in this Terms of Proposal (See "AWARD" herein).

Any bid submitted pursuant to this Terms of Proposal shall be considered a firm offer for the purchase of the Series 2020A Bonds, as specified in the proposal. The Purchaser shall constitute an "underwriter" as said term is defined in the Regulation. By submitting its proposal, the Purchaser confirms that it shall require any agreement among underwriters, a selling group agreement, or other agreement to which it is a party relating to the initial sale of the Series 2020A Bonds, to include provisions requiring compliance with the provisions of the Code and the Regulation regarding the initial sale of the Series 2020A Bonds.

If all of the requirements of a "competitive sale" are not satisfied, the District shall advise the Purchaser of such fact prior to the time of award of the sale of the Series 2020A Bonds to the Purchaser. **In such event, any proposal submitted will not be subject to cancellation or withdrawal.** Within twenty-four (24) hours of the notice of award of the sale of the Series 2020A Bonds, the Purchaser shall advise the District and Baker Tilly MA if 10% of any maturity of the Series 2020A Bonds (and, if different interest rates apply within a maturity, to each separate CUSIP number within that maturity) has been sold to the public and the price at which it was sold. The District will treat such sale price as the "issue price" for such maturity, applied on a maturity-by-maturity basis. The District will not require the Purchaser to comply with that portion of the Regulation commonly described as the "hold-the-offering-price" requirement for the remaining maturities, but the Purchaser may elect such option. If the Purchaser exercises such option, the

District will apply the initial offering price to the public provided in the proposal as the issue price for such maturities. If the Purchaser does not exercise that option, it shall thereafter promptly provide the District and Baker Tilly MA the prices at which 10% of such maturities are sold to the public; provided such determination shall be made and the District and Baker Tilly MA notified of such prices whether or not the closing date has occurred, until the 10% test has been satisfied as to each maturity of the Series 2020A Bonds or until all of the Series 2020A Bonds of a maturity have been sold.

GOOD FAITH DEPOSIT

To have its proposal considered for award, the Purchaser is required to submit a good faith deposit to the District in the amount of \$150,000 (the "Deposit") no later than 1:30 P.M., Central Time on the Sale Date. The Deposit may be delivered as described herein in the form of either (i) a certified or cashier's check payable to the District; or (ii) a wire transfer. The Purchaser shall be solely responsible for the timely delivery of its Deposit whether by check or wire transfer. Neither the District nor Baker Tilly MA have any liability for delays in the receipt of the Deposit. If the Deposit is not received by the specified time, the District may, at its sole discretion, reject the proposal of the lowest bidder, direct the second lowest bidder to submit a Deposit, and thereafter award the sale to such bidder.

Certified or Cashier's Check. A Deposit made by certified or cashier's check will be considered timely delivered to the District if it is made payable to the District and delivered to Baker Tilly Municipal Advisors, LLC, 380 Jackson Street, Suite 300, Saint Paul, Minnesota 55101 by the time specified above.

Wire Transfer. A Deposit made by wire will be considered timely delivered to the District upon submission of a federal wire reference number by the specified time. Wire transfer instructions will be available from Baker Tilly MA following the receipt and tabulation of proposals. The successful bidder must send an e-mail including the following information: (i) the federal reference number and time released; (ii) the amount of the wire transfer; and (iii) the issue to which it applies.

Once an award has been made, the Deposit received from the Purchaser will be retained by the District and no interest will accrue to the Purchaser. The amount of the Deposit will be deducted at settlement from the purchase price. In the event the Purchaser fails to comply with the accepted proposal, said amount will be retained by the District.

AWARD

The Series 2020A Bonds will be awarded on the basis of the lowest interest rate to be determined on a true interest cost (TIC) basis calculated on the proposal prior to any adjustment made by the District. The District's computation of the interest rate of each proposal, in accordance with customary practice, will be controlling.

The District will reserve the right to: (i) waive non-substantive informalities of any proposal or of matters relating to the receipt of proposals and award of the Series 2020A Bonds, (ii) reject all

proposals without cause, and (iii) reject any proposal that the District determines to have failed to comply with the terms herein.

BOND INSURANCE AT PURCHASER'S OPTION

The District has **not** applied for or pre-approved a commitment for any policy of municipal bond insurance with respect to the Series 2020A Bonds. If the Series 2020A Bonds qualify for municipal bond insurance and a bidder desires to purchase a policy, such indication, the maturities to be insured, and the name of the desired insurer must be set forth on the bidder's proposal. The District specifically reserves the right to reject any bid specifying municipal bond insurance, even though such bid may result in the lowest TIC to the District. All costs associated with the issuance and administration of such policy and associated ratings and expenses (other than any independent rating requested by the District) shall be paid by the successful bidder. Failure of the municipal bond insurer to issue the policy after the award of the Series 2020A Bonds shall not constitute cause for failure or refusal by the successful bidder to accept delivery of the Series 2020A Bonds.

CUSIP NUMBERS

If the Series 2020A Bonds qualify for the assignment of CUSIP numbers such numbers will be printed on the Series 2020A Bonds; however, neither the failure to print such numbers on any Series 2020A Bond nor any error with respect thereto will constitute cause for failure or refusal by the Purchaser to accept delivery of the Series 2020A Bonds. Baker Tilly MA will apply for CUSIP numbers pursuant to Rule G-34 implemented by the Municipal Securities Rulemaking Board. The CUSIP Service Bureau charge for the assignment of CUSIP identification numbers shall be paid by the Purchaser.

SETTLEMENT

On or about February 20, 2020, the Series 2020A Bonds will be delivered without cost to the Purchaser through DTC in New York, New York. Delivery will be subject to receipt by the Purchaser of an approving legal opinion of Briggs and Morgan, Professional Association, of Minneapolis, Minnesota, and of customary closing papers, including a no-litigation certificate. On the date of settlement, payment for the Series 2020A Bonds shall be made in federal, or equivalent, funds that shall be received at the offices of the District or its designee not later than 12:00 Noon, Central Time. Unless compliance with the terms of payment for the Series 2020A Bonds has been made impossible by action of the District, or its agents, the Purchaser shall be liable to the District for any loss suffered by the District by reason of the Purchaser's non-compliance with said terms for payment.

CONTINUING DISCLOSURE

On the date of the actual issuance and delivery of the Series 2020A Bonds, the District will execute and deliver a Continuing Disclosure Undertaking (the "Undertaking") whereunder the District will

covenant to provide, or cause to be provided, annual financial information, including audited financial statements of the District, and notices of certain material events, as specified in and required by SEC Rule 15c2-12(b)(5).

OFFICIAL STATEMENT

The District has authorized the preparation of a Preliminary Official Statement containing pertinent information relative to the Series 2020A Bonds, and said Preliminary Official Statement has been deemed final by the District as of the date thereof within the meaning of Rule 15c2-12 of the Securities and Exchange Commission. For copies of the Preliminary Official Statement or for any additional information prior to sale, any prospective purchaser is referred to the Municipal Advisor to the District, Baker Tilly Municipal Advisors, LLC, 380 Jackson Street, Suite 300, Saint Paul, Minnesota 55101, telephone (651) 223-3000.

A Final Official Statement (as that term is defined in Rule 15c2-12) will be prepared, specifying the maturity dates, principal amounts, and interest rates of the Series 2020A Bonds, together with any other information required by law. By awarding the Series 2020A Bonds to the Purchaser, the District agrees that, no more than seven business days after the date of such award, it shall provide without cost to the Purchaser up to 25 copies of the Final Official Statement. The District designates the Purchaser as its agent for purposes of distributing copies of the Final Official Statement to each syndicate member, if applicable. The Purchaser agrees that if its proposal is accepted by the District, (i) it shall accept designation and (ii) it shall enter into a contractual relationship with its syndicate members for purposes of assuring the receipt of the Final Official Statement by each such syndicate member.

Dated December 17, 2019

BY ORDER OF THE SCHOOL BOARD

/s/ Jeanelle Foster
Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION - GENERAL FORM



Board File No. _____

Date _____

RESOLUTION PROVIDING FOR THE COMPETITIVE SALE OF
\$9,025,00 GENERAL OBLIGATION
REFUNDING BONDS, SERIES 2020B;
COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND
BY AND USE THE PROVISIONS OF MINNESOTA STATUTES,
SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE
PRINCIPAL AND INTEREST ON THE BONDS

A. WHEREAS, the School Board of Independent School District Number 625, Saint Paul, Minnesota (the “District”) has heretofore determined that it is necessary and expedient to issue approximately \$9,025,000 General Obligation Refunding Bonds, Series 2020B (the “Bonds”) pursuant to Minnesota Statutes, Chapter 475 and pursuant to Laws of Minnesota, 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota, 2013, Chapter 116, Article 6, Section 8, to refund (i) the February 1, 2021 through February 1, 2031 maturities of the District’s Taxable General Obligation School Building Bonds, Series 2010B (Build America Bonds - Direct Pay), dated November 7, 2010; and (ii) the February 1, 2021 through February 1, 2023 maturities of the District’s General Obligation School Building Refunding Bonds, Series 2011C, dated August 15, 2011; and

B. WHEREAS, the District desires to use the provision of Minnesota Statutes, Section 126C.55 to take advantage of the State guarantee program; and

C. WHEREAS, the District has retained Baker Tilly Municipal Advisors, LLC, in Saint Paul, Minnesota (“Baker Tilly MA”), as its independent municipal advisor and is therefore authorized to sell the Bonds by a competitive negotiated sale in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9).

Adopted _____

CHAIR Board of Education

CLERK Board of Education

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District Number 625, Saint Paul, Minnesota as follows:

1. Authorization; Findings. The School Board hereby authorizes Baker Tilly MA to solicit bids for the competitive sale of the Bonds.

2. Meeting; Bid Opening. The School Board shall meet at the time and place specified in the Terms of Proposal attached hereto as Exhibit A for the purpose of considering sealed bids for, and awarding the sale of, the Bonds. The bids shall be opened at the time and place specified in the Terms of Proposal.

3. Terms of Proposal. The terms and conditions of the Bonds and the negotiation thereof are fully set forth in the “Terms of Proposal” attached hereto as Exhibit A and hereby approved and made a part hereof.

4. Guarantee of Payment.

(a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Bonds, and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the Bond Registrar or any successor paying agent three (3) days prior to the date on which a payment is due, an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Bond Registrar for the Bonds is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds to make that payment on deposit in the Bond Registrar. The District understands that as a result of its covenant to be bound by the provisions of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now or hereafter established by the Commissioner of Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section.

5. Official Statement. In connection with said competitive sale, the officers and employees of the District are hereby authorized to cooperate with Baker Tilly MA and participate in the preparation of an official statement for the Bonds, and to execute and deliver it on behalf of the District upon its completion.

EXHIBIT A

THE DISTRICT HAS AUTHORIZED BAKER TILLY MUNICIPAL ADVISORS, LLC TO NEGOTIATE THIS ISSUE ON ITS BEHALF. PROPOSALS WILL BE RECEIVED ON THE FOLLOWING BASIS:

TERMS OF PROPOSAL

\$9,025,000*

**INDEPENDENT SCHOOL DISTRICT NO. 625
SAINT PAUL, MINNESOTA**

GENERAL OBLIGATION REFUNDING BONDS, SERIES 2020B

(MINNESOTA SCHOOL DISTRICT CREDIT ENHANCEMENT PROGRAM)

(BOOK ENTRY ONLY)

Proposals for the above-referenced obligations (the "Series 2020A Bonds") will be received by Independent School District No. 625, Saint Paul, Minnesota (the "District") on Tuesday, January 21, 2020, (the "Sale Date") until 10:30 A.M., Central Time at the offices of Baker Tilly Municipal Advisors, LLC ("Baker Tilly MA"), 380 Jackson Street, Suite 300, Saint Paul, Minnesota, 55101, after which time proposals will be opened and tabulated. Consideration for award of the Series 2020A Bonds will be by the School Board at its meeting commencing at 6:00 P.M., Central Time, of the same day.

SUBMISSION OF PROPOSALS

Baker Tilly MA will assume no liability for the inability of a bidder to reach Baker Tilly MA prior to the time of sale specified above. All bidders are advised that each proposal shall be deemed to constitute a contract between the bidder and the District to purchase the Series 2020A Bonds regardless of the manner in which the proposal is submitted.

(a) **Sealed Bidding.** Proposals may be submitted in a sealed envelope or by fax (651) 223-3046 to Baker Tilly MA. Signed proposals, without final price or coupons, may be submitted to Baker Tilly MA prior to the time of sale. The bidder shall be responsible for submitting to Baker Tilly MA the final proposal price and coupons, by telephone (651) 223-3000 or fax (651) 223-3046 for inclusion in the submitted proposal.

OR

(b) **Electronic Bidding.** Notice is hereby given that electronic proposals will be received via PARITY®. For purposes of the electronic bidding process, the time as maintained by PARITY® shall constitute the official time with respect to all proposals submitted to PARITY®. *Each bidder shall be solely responsible for making necessary arrangements to access PARITY® for purposes of submitting its electronic proposal in a timely manner and in compliance with the requirements of the Terms of Proposal.* Neither the District, its agents, nor PARITY® shall have any duty or obligation to undertake registration to bid for any prospective bidder or to provide or ensure electronic access to any qualified prospective bidder, and neither the District, its agents, nor PARITY® shall be responsible for a bidder's failure to register to bid or for any failure in the

proper operation of, or have any liability for any delays or interruptions of or any damages caused by the services of PARITY®. The District is using the services of PARITY® solely as a communication mechanism to conduct the electronic bidding for the Series 2020A Bonds, and PARITY® is not an agent of the District.

If any provisions of this Terms of Proposal conflict with information provided by PARITY®, this Terms of Proposal shall control. Further information about PARITY®, including any fee charged, may be obtained from:

PARITY®, 1359 Broadway, 2nd Floor, New York, New York 10018
Customer Support: (212) 849-5000

DETAILS OF THE SERIES 2020A BONDS

The Series 2020A Bonds will be dated as of the date of delivery and will bear interest payable on February 1 and August 1 of each year, commencing August 1, 2020. Interest will be computed on the basis of a 360-day year of twelve 30-day months.

The Series 2020A Bonds will mature February 1 in the years and amounts* as follows:

2021	\$1,830,000	2024	\$340,000	2026	\$375,000	2028	\$415,000	2030	\$460,000
2022	\$1,920,000	2025	\$355,000	2027	\$395,000	2029	\$435,000	2031	\$475,000
2023	\$2,025,000								

* *The District reserves the right, after proposals are opened and prior to award, to increase or reduce the principal amount of the Series 2020A Bonds or the amount of any maturity or maturities in multiples of \$5,000. In the event the amount of any maturity is modified, the aggregate purchase price will be adjusted to result in the same gross spread per \$1,000 of Series 2020A Bonds as that of the original proposal. Gross spread for this purpose is the differential between the price paid to the District for the new issue and the prices at which the proposal indicates the securities will be initially offered to the investing public.*

Proposals for the Series 2020A Bonds may contain a maturity schedule providing for a combination of serial bonds and term bonds. All term bonds shall be subject to mandatory sinking fund redemption at a price of par plus accrued interest to the date of redemption scheduled to conform to the maturity schedule set forth above. In order to designate term bonds, the proposal must specify “Years of Term Maturities” in the spaces provided on the proposal form.

BOOK ENTRY SYSTEM

The Series 2020A Bonds will be issued by means of a book entry system with no physical distribution of Series 2020A Bonds made to the public. The Series 2020A Bonds will be issued in fully registered form and one Series 2020A Bond, representing the aggregate principal amount of the Series 2020A Bonds maturing in each year, will be registered in the name of Cede & Co. as nominee of The Depository Trust Company (“DTC”), New York, New York, which will act as securities depository for the Series 2020A Bonds. Individual purchases of the Series 2020A Bonds may be made in the principal amount of \$5,000 or any multiple thereof of a single maturity through book entries made on the books and records of DTC and its participants. Principal and interest are payable by the registrar to DTC or its nominee as registered owner of the Series 2020A Bonds. Transfer of principal and interest payments to participants of DTC will be the responsibility of

DTC; transfer of principal and interest payments to beneficial owners by participants will be the responsibility of such participants and other nominees of beneficial owners. The lowest bidder (the “Purchaser”), as a condition of delivery of the Series 2020A Bonds, will be required to deposit the Series 2020A Bonds with DTC.

REGISTRAR

The District will name the registrar which shall be subject to applicable regulations of the Securities and Exchange Commission. The District will pay for the services of the registrar.

OPTIONAL REDEMPTION

The District may elect on February 1, 2028, and on any day thereafter, to redeem Series 2020A Bonds due on or after February 1, 2029. Redemption may be in whole or in part and if in part at the option of the District and in such manner as the District shall determine. If less than all Series 2020A Bonds of a maturity are called for redemption, the District will notify DTC of the particular amount of such maturity to be redeemed. DTC will determine by lot the amount of each participant's interest in such maturity to be redeemed and each participant will then select by lot the beneficial ownership interests in such maturity to be redeemed. All redemptions shall be at a price of par plus accrued interest.

SECURITY AND PURPOSE

The Series 2020A Bonds will be general obligations of the District for which the District will pledge its full faith and credit and power to levy direct general ad valorem taxes. The District has also covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55 and to use the provisions of that statute pursuant to which the State of Minnesota will appropriate money to the payment of the principal and interest on the Series 2020A Bonds when due if the District is unable to make a principal or interest payment. The proceeds of the Series 2020A Bonds will be used to refund the (i) February 1, 2021 through February 1, 2031 maturities of the District's Taxable General Obligation School Building Bonds, Series 2010B (Build America Bonds - Direct Pay), dated November 7, 2010; and (ii) February 1, 2021 through February 1, 2023 maturities of the District's General Obligation School Building Refunding Bonds, Series 2011C, dated August 15, 2011.

BIDDING PARAMETERS

Proposals shall be for not less than \$9,025,000 (Par) plus accrued interest, if any, on the total principal amount of the Series 2020A Bonds. No proposal can be withdrawn or amended after the time set for receiving proposals on the Sale Date unless the meeting of the District scheduled for award of the Series 2020A Bonds is adjourned, recessed, or continued to another date without award of the Series 2020A Bonds having been made. Rates shall be in integral multiples of 1/100 or 1/8 of 1%. The initial price to the public for each maturity as stated on the proposal must be 98.0% or greater. Series 2020A Bonds of the same maturity shall bear a single rate from the date of the Series 2020A Bonds to the date of maturity. No conditional proposals will be accepted.

ESTABLISHMENT OF ISSUE PRICE

In order to provide the District with information necessary for compliance with Section 148 of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations promulgated thereunder (collectively, the “Code”), the Purchaser will be required to assist the District in establishing the issue price of the Series 2020A Bonds and shall complete, execute, and deliver to the District prior to the closing date, a written certification in a form acceptable to the Purchaser, the District, and Bond Counsel (the “Issue Price Certificate”) containing the following for each maturity of the Series 2020A Bonds (and, if different interest rates apply within a maturity, to each separate CUSIP number within that maturity): (i) the interest rate; (ii) the reasonably expected initial offering price to the “public” (as said term is defined in Treasury Regulation Section 1.148-1(f) (the “Regulation”)) or the sale price; and (iii) pricing wires or equivalent communications supporting such offering or sale price. Any action to be taken or documentation to be received by the District pursuant hereto may be taken or received on behalf of the District by Baker Tilly MA.

The District intends that the sale of the Series 2020A Bonds pursuant to this Terms of Proposal shall constitute a “competitive sale” as defined in the Regulation based on the following:

- (i) the District shall cause this Terms of Proposal to be disseminated to potential bidders in a manner that is reasonably designed to reach potential bidders;
- (ii) all bidders shall have an equal opportunity to submit a bid;
- (iii) the District reasonably expects that it will receive bids from at least three bidders that have established industry reputations for underwriting municipal bonds such as the Series 2020A Bonds; and
- (iv) the District anticipates awarding the sale of the Series 2020A Bonds to the bidder who provides a proposal with the lowest true interest cost, as set forth in this Terms of Proposal (See “AWARD” herein).

Any bid submitted pursuant to this Terms of Proposal shall be considered a firm offer for the purchase of the Series 2020A Bonds, as specified in the proposal. The Purchaser shall constitute an “underwriter” as said term is defined in the Regulation. By submitting its proposal, the Purchaser confirms that it shall require any agreement among underwriters, a selling group agreement, or other agreement to which it is a party relating to the initial sale of the Series 2020A Bonds, to include provisions requiring compliance with the provisions of the Code and the Regulation regarding the initial sale of the Series 2020A Bonds.

If all of the requirements of a “competitive sale” are not satisfied, the District shall advise the Purchaser of such fact prior to the time of award of the sale of the Series 2020A Bonds to the Purchaser. **In such event, any proposal submitted will not be subject to cancellation or withdrawal.** Within twenty-four (24) hours of the notice of award of the sale of the Series 2020A Bonds, the Purchaser shall advise the District and Baker Tilly MA if 10% of any maturity of the Series 2020A Bonds (and, if different interest rates apply within a maturity, to each separate CUSIP number within that maturity) has been sold to the public and the price at which it was sold. The District will treat such sale price as the “issue price” for such maturity, applied on a maturity-by-maturity basis. The District will not require the Purchaser to comply with that portion of the Regulation commonly described as the “hold-the-offering-price” requirement for the remaining

maturities, but the Purchaser may elect such option. If the Purchaser exercises such option, the District will apply the initial offering price to the public provided in the proposal as the issue price for such maturities. If the Purchaser does not exercise that option, it shall thereafter promptly provide the District and Baker Tilly MA the prices at which 10% of such maturities are sold to the public; provided such determination shall be made and the District and Baker Tilly MA notified of such prices whether or not the closing date has occurred, until the 10% test has been satisfied as to each maturity of the Series 2020A Bonds or until all of the Series 2020A Bonds of a maturity have been sold.

GOOD FAITH DEPOSIT

To have its proposal considered for award, the Purchaser is required to submit a good faith deposit to the District in the amount of \$90,250 (the "Deposit") no later than 1:30 P.M., Central Time on the Sale Date. The Deposit may be delivered as described herein in the form of either (i) a certified or cashier's check payable to the District; or (ii) a wire transfer. The Purchaser shall be solely responsible for the timely delivery of its Deposit whether by check or wire transfer. Neither the District nor Baker Tilly MA have any liability for delays in the receipt of the Deposit. If the Deposit is not received by the specified time, the District may, at its sole discretion, reject the proposal of the lowest bidder, direct the second lowest bidder to submit a Deposit, and thereafter award the sale to such bidder.

Certified or Cashier's Check. A Deposit made by certified or cashier's check will be considered timely delivered to the District if it is made payable to the District and delivered to Baker Tilly Municipal Advisors, LLC, 380 Jackson Street, Suite 300, Saint Paul, Minnesota 55101 by the time specified above.

Wire Transfer. A Deposit made by wire will be considered timely delivered to the District upon submission of a federal wire reference number by the specified time. Wire transfer instructions will be available from Baker Tilly MA following the receipt and tabulation of proposals. The successful bidder must send an e-mail including the following information: (i) the federal reference number and time released; (ii) the amount of the wire transfer; and (iii) the issue to which it applies.

Once an award has been made, the Deposit received from the Purchaser will be retained by the District and no interest will accrue to the Purchaser. The amount of the Deposit will be deducted at settlement from the purchase price. In the event the Purchaser fails to comply with the accepted proposal, said amount will be retained by the District.

AWARD

The Series 2020A Bonds will be awarded on the basis of the lowest interest rate to be determined on a true interest cost (TIC) basis calculated on the proposal prior to any adjustment made by the District. The District's computation of the interest rate of each proposal, in accordance with customary practice, will be controlling.

The District will reserve the right to: (i) waive non-substantive informalities of any proposal or of matters relating to the receipt of proposals and award of the Series 2020A Bonds, (ii) reject all

proposals without cause, and (iii) reject any proposal that the District determines to have failed to comply with the terms herein.

BOND INSURANCE AT PURCHASER'S OPTION

The District has **not** applied for or pre-approved a commitment for any policy of municipal bond insurance with respect to the Series 2020A Bonds. If the Series 2020A Bonds qualify for municipal bond insurance and a bidder desires to purchase a policy, such indication, the maturities to be insured, and the name of the desired insurer must be set forth on the bidder's proposal. The District specifically reserves the right to reject any bid specifying municipal bond insurance, even though such bid may result in the lowest TIC to the District. All costs associated with the issuance and administration of such policy and associated ratings and expenses (other than any independent rating requested by the District) shall be paid by the successful bidder. Failure of the municipal bond insurer to issue the policy after the award of the Series 2020A Bonds shall not constitute cause for failure or refusal by the successful bidder to accept delivery of the Series 2020A Bonds.

CUSIP NUMBERS

If the Series 2020A Bonds qualify for the assignment of CUSIP numbers such numbers will be printed on the Series 2020A Bonds; however, neither the failure to print such numbers on any Series 2020A Bond nor any error with respect thereto will constitute cause for failure or refusal by the Purchaser to accept delivery of the Series 2020A Bonds. Baker Tilly MA will apply for CUSIP numbers pursuant to Rule G-34 implemented by the Municipal Securities Rulemaking Board. The CUSIP Service Bureau charge for the assignment of CUSIP identification numbers shall be paid by the Purchaser.

SETTLEMENT

On or about February 20, 2020, the Series 2020A Bonds will be delivered without cost to the Purchaser through DTC in New York, New York. Delivery will be subject to receipt by the Purchaser of an approving legal opinion of Briggs and Morgan, Professional Association, of Minneapolis, Minnesota, and of customary closing papers, including a no-litigation certificate. On the date of settlement, payment for the Series 2020A Bonds shall be made in federal, or equivalent, funds that shall be received at the offices of the District or its designee not later than 12:00 Noon, Central Time. Unless compliance with the terms of payment for the Series 2020A Bonds has been made impossible by action of the District, or its agents, the Purchaser shall be liable to the District for any loss suffered by the District by reason of the Purchaser's non-compliance with said terms for payment.

CONTINUING DISCLOSURE

On the date of the actual issuance and delivery of the Series 2020A Bonds, the District will execute and deliver a Continuing Disclosure Undertaking (the "Undertaking") whereunder the District will covenant to provide, or cause to be provided, annual financial information, including audited

financial statements of the District, and notices of certain material events, as specified in and required by SEC Rule 15c2-12(b)(5).

OFFICIAL STATEMENT

The District has authorized the preparation of a Preliminary Official Statement containing pertinent information relative to the Series 2020A Bonds, and said Preliminary Official Statement has been deemed final by the District as of the date thereof within the meaning of Rule 15c2-12 of the Securities and Exchange Commission. For copies of the Preliminary Official Statement or for any additional information prior to sale, any prospective purchaser is referred to the Municipal Advisor to the District, Baker Tilly Municipal Advisors, LLC, 380 Jackson Street, Suite 300, Saint Paul, Minnesota 55101, telephone (651) 223-3000.

A Final Official Statement (as that term is defined in Rule 15c2-12) will be prepared, specifying the maturity dates, principal amounts, and interest rates of the Series 2020A Bonds, together with any other information required by law. By awarding the Series 2020A Bonds to the Purchaser, the District agrees that, no more than seven business days after the date of such award, it shall provide without cost to the Purchaser up to 25 copies of the Final Official Statement. The District designates the Purchaser as its agent for purposes of distributing copies of the Final Official Statement to each syndicate member, if applicable. The Purchaser agrees that if its proposal is accepted by the District, (i) it shall accept designation and (ii) it shall enter into a contractual relationship with its syndicate members for purposes of assuring the receipt of the Final Official Statement by each such syndicate member.

Dated December 17, 2019

BY ORDER OF THE SCHOOL BOARD

/s/ Jeanelle Foster
Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION - GENERAL FORM



Board File No. _____

Date _____

**RESOLUTION PROVIDING FOR THE COMPETITIVE SALE OF
\$65,880,000 CERTIFICATES OF PARTICIPATION, SERIES 2020C;
COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND
BY AND USE THE PROVISIONS OF MINNESOTA STATUTES,
SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE
PRINCIPAL AND INTEREST ON THE CERTIFICATES**

A. WHEREAS, the School Board of Independent School District Number 625, Saint Paul, Minnesota (the "District") has heretofore determined that it is necessary and expedient to issue approximately \$65,880,000 Certificates of Participation, Series 2020C (the "Certificates") pursuant to Minnesota Statutes, Chapter 475 and pursuant to Laws of Minnesota, 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota, 2013, Chapter 116, Article 6, Section 8, to finance various capital deferred maintenance projects, additions to, and repairs across existing District facilities (the "Project"); and

B. WHEREAS, the District desires to use the provision of Minnesota Statutes, Section 126C.55 to take advantage of the State guarantee program; and

C. WHEREAS, the District has retained Baker Tilly Municipal Advisors, LLC, in Saint Paul, Minnesota ("Baker Tilly MA"), as its independent municipal advisor and is therefore authorized to sell the Certificates by a competitive negotiated sale in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9).

Adopted _____

CHAIR Board of Education

CLERK Board of Education

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District Number 625, Saint Paul, Minnesota as follows:

1. Authorization; Findings. The School Board hereby authorizes Baker Tilly MA to solicit bids for the competitive sale of the Certificates.

2. Meeting; Bid Opening. The School Board shall meet at the time and place specified in the Terms of Proposal attached hereto as Exhibit A for the purpose of considering sealed bids for, and awarding the sale of, the Certificates. The bids shall be opened at the time and place specified in the Terms of Proposal.

3. Terms of Proposal. The terms and conditions of the Certificates and the negotiation thereof are fully set forth in the "Terms of Proposal" attached hereto as Exhibit A and hereby approved and made a part hereof.

4. Guarantee of Payment.

(a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Certificates, and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Certificates when due. The District further covenants to deposit with the Bond Registrar or any successor paying agent three (3) days prior to the date on which a payment is due, an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Bond Registrar for the Certificates is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Certificates or if, on the day two (2) business days prior to the date a payment is due on the Certificates, there are insufficient funds to make that payment on deposit in the Bond Registrar. The District understands that as a result of its covenant to be bound by the provisions of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Certificates of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now or hereafter established by the Commissioner of Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section.

5. Official Statement. In connection with said competitive sale, the officers and employees of the District are hereby authorized to cooperate with Baker Tilly MA and participate in the preparation of an official statement for the Certificates, and to execute and deliver it on behalf of the District upon its completion.

6. Official Intent Declaration.

(a) The District has determined to finance the Project.

(b) Other than (i) expenditures to be paid or reimbursed from sources other than the Certificates, (ii) expenditures permitted to be reimbursed under prior Treasury Regulations

pursuant to the transitional provision contained in Section 1.150-2(j)(2) of the Regulations, (iii) expenditures constituting "preliminary expenditures" within the meaning of Section 1.150-2(f)(2) of the Regulations, or (iv) expenditures in a "de minimus" amount (as defined in Section 1.150-2(f)(1) of the Regulations), no expenditures for the Project have been paid by the District more than 60 days before the date of adoption of this Resolution.

(c) The District reasonably expects to reimburse all or a portion of the expenditures made for costs of the Project out of the proceeds of the Certificates to be issued by the District in an estimated maximum aggregate principal amount of \$65,880,000 after the date of payment of all or a portion of the costs of the Project. All reimbursed expenditures shall be capital expenditures, costs of issuance of the Certificates, or other expenditures eligible for reimbursement under Section 1.150-2(d)(3) of the Regulations.

7. Budgetary Matters. As of the date hereof, there are no District funds reserved, allocated on a long term basis or otherwise set aside (or reasonably expected to be reserved, allocated on a long term basis or otherwise set aside) to provide permanent financing for the expenditures related to the Project, other than pursuant to the issuance of the Certificates. This resolution, therefore, is determined to be consistent with the District's budgetary and financial circumstances as they exist or are reasonably foreseeable on the date hereof.

8. Reimbursement; Allocations. The District's financial officer shall be responsible for making the "reimbursement allocations" described in the Regulations, being generally the transfer of the appropriate amount of proceeds of the Certificates to reimburse the source of temporary financing used by the District to make payment of the prior costs of the Project. Each allocation shall be evidenced by an entry on the official books and records of the District maintained for the Project and shall specifically identify the actual original expenditure being reimbursed.

EXHIBIT A

THE DISTRICT HAS AUTHORIZED BAKER TILLY MUNICIPAL ADVISORS, LLC TO NEGOTIATE THIS ISSUE ON ITS BEHALF. PROPOSALS WILL BE RECEIVED ON THE FOLLOWING BASIS:

TERMS OF PROPOSAL

\$65,880,000*

CERTIFICATES OF PARTICIPATION, SERIES 2020C

**Evidencing the Proportionate Interests of the Registered Owners
Thereof in Rental Payments to be Made by**

**INDEPENDENT SCHOOL DISTRICT NO. 625
SAINT PAUL, MINNESOTA**

Pursuant to a Lease-Purchase Agreement

(BOOK ENTRY ONLY)

Proposals for the above-referenced obligations (the "Certificates") will be received by Independent School District No. 625, Saint Paul, Minnesota (the "District") on Tuesday, January 21, 2020, (the "Sale Date") until 10:30 A.M., Central Time at the offices of Baker Tilly Municipal Advisors, LLC ("Baker Tilly MA"), 380 Jackson Street, Suite 300, Saint Paul, Minnesota, 55101, after which time proposals will be opened and tabulated. Consideration for award of the Certificates will be by the School Board at its meeting commencing at 6:00 P.M., Central Time, of the same day.

SUBMISSION OF PROPOSALS

Baker Tilly MA will assume no liability for the inability of a bidder to reach Baker Tilly MA prior to the time of sale specified above. All bidders are advised that each proposal shall be deemed to constitute a contract between the bidder and the District to purchase the Certificates regardless of the manner in which the proposal is submitted.

(a) **Sealed Bidding.** Proposals may be submitted in a sealed envelope or by fax (651) 223-3046 to Baker Tilly MA. Signed proposals, without final price or coupons, may be submitted to Baker Tilly MA prior to the time of sale. The bidder shall be responsible for submitting to Baker Tilly MA the final proposal price and coupons, by telephone (651) 223-3000 or fax (651) 223-3046 for inclusion in the submitted proposal.

OR

(b) **Electronic Bidding.** Notice is hereby given that electronic proposals will be received via PARITY®. For purposes of the electronic bidding process, the time as maintained by PARITY® shall constitute the official time with respect to all proposals submitted to PARITY®. *Each bidder shall be solely responsible for making necessary arrangements to access PARITY® for purposes of submitting its electronic proposal in a timely manner and in compliance with the requirements of the Terms of Proposal.* Neither the District, its agents, nor PARITY® shall have any duty or obligation to undertake registration to bid for any prospective bidder or to provide or ensure

electronic access to any qualified prospective bidder, and neither the District, its agents, nor PARITY® shall be responsible for a bidder's failure to register to bid or for any failure in the proper operation of, or have any liability for any delays or interruptions of or any damages caused by the services of PARITY®. The District is using the services of PARITY® solely as a communication mechanism to conduct the electronic bidding for the Certificates, and PARITY® is not an agent of the District.

If any provisions of this Terms of Proposal conflict with information provided by PARITY®, this Terms of Proposal shall control. Further information about PARITY®, including any fee charged, may be obtained from:

PARITY®, 1359 Broadway, 2nd Floor, New York, New York 10018
Customer Support: (212) 849-5000

DETAILS OF THE CERTIFICATES

The Certificates will be dated as of the date of delivery and will bear interest payable on February 1 and August 1 of each year, commencing August 1, 2020. Interest will be computed on the basis of a 360-day year of twelve 30-day months.

The Certificates will mature February 1 in the years and amounts* as follows:

2021	\$2,120,000	2025	\$2,575,000	2029	\$3,130,000	2033	\$3,630,000	2037	\$4,085,000
2022	\$2,225,000	2026	\$2,705,000	2030	\$3,290,000	2034	\$3,740,000	2038	\$4,205,000
2023	\$2,335,000	2027	\$2,840,000	2031	\$3,420,000	2035	\$3,850,000	2039	\$4,335,000
2024	\$2,455,000	2028	\$2,985,000	2032	\$3,525,000	2036	\$3,965,000	2040	\$4,465,000

* The District reserves the right, after proposals are opened and prior to award, to increase or reduce the principal amount of the Certificates or the amount of any maturity or maturities in multiples of \$5,000. In the event the amount of any maturity is modified, the aggregate purchase price will be adjusted to result in the same gross spread per \$1,000 of Certificates as that of the original proposal. Gross spread for this purpose is the differential between the price paid to the District for the new issue and the prices at which the proposal indicates the securities will be initially offered to the investing public.

Proposals for the Certificates may contain a maturity schedule providing for a combination of serial bonds and term bonds. All term bonds shall be subject to mandatory sinking fund redemption at a price of par plus accrued interest to the date of redemption scheduled to conform to the maturity schedule set forth above. In order to designate term bonds, the proposal must specify "Years of Term Maturities" in the spaces provided on the proposal form.

BOOK ENTRY SYSTEM

The Certificates will be issued by means of a book entry system with no physical distribution of Certificates made to the public. The Certificates will be issued in fully registered form and one Certificate, representing the aggregate principal amount of the Certificates maturing in each year, will be registered in the name of Cede & Co. as nominee of The Depository Trust Company ("DTC"), New York, New York, which will act as securities depository for the Certificates. Individual purchases of the Certificates may be made in the principal amount of \$5,000 or any multiple thereof of a single maturity through book entries made on the books and records of DTC.

and its participants. Principal and interest are payable by the registrar to DTC or its nominee as registered owner of the Certificates. Transfer of principal and interest payments to participants of DTC will be the responsibility of DTC; transfer of principal and interest payments to beneficial owners by participants will be the responsibility of such participants and other nominees of beneficial owners. The lowest bidder (the "Purchaser"), as a condition of delivery of the Certificates, will be required to deposit the Certificates with DTC.

TRUSTEE

U.S. Bank National Association will serve as trustee (the "Trustee") for the Certificates, and the District will pay for the services of the Trustee.

OPTIONAL REDEMPTION

The District may elect on February 1, 2028, and on any day thereafter, to redeem Certificates due on or after February 1, 2029. Redemption may be in whole or in part and if in part at the option of the District and in such manner as the District shall determine. If less than all Certificates of a maturity are called for redemption, the District will notify DTC of the particular amount of such maturity to be redeemed. DTC will determine by lot the amount of each participant's interest in such maturity to be redeemed and each participant will then select by lot the beneficial ownership interests in such maturity to be redeemed. All redemptions shall be at a price of par plus accrued interest.

EXTRAORDINARY REDEMPTION

The District may elect to redeem the Certificates, in whole or in part, at a price of par plus accrued interest on any date in certain cases of damage or destruction or condemnation of the Project and the District determines that rebuilding, restoration and replacement of the Facilities to a condition adequate for its intended use would not be economically feasible.

SECURITY AND PURPOSE

The Certificates will be special obligations of the District payable solely from rental payments to be made by the District pursuant to a Lease Purchase Agreement entered into between the District and the Trustee and shall not constitute a debt for which the full faith and credit or taxing powers of the District will be pledged for the payment of the Certificates. The District's obligation to make the rental payments is unconditional and is not subject to annual appropriation. The District has also covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55 and to use the provisions of that statute pursuant to which the State of Minnesota will appropriate money to the payment of the principal and interest on the Certificates when due if the District is unable to make a principal or interest payment. The proceeds of the Certificates will be used to finance various capital deferred maintenance projects, additions to, and repairs across existing District facilities.

BIDDING PARAMETERS

Proposals shall be for not less than \$65,880,000 (Par) plus accrued interest, if any, on the total principal amount of the Certificates. No proposal can be withdrawn or amended after the time set for receiving proposals on the Sale Date unless the meeting of the District scheduled for award of the Certificates is adjourned, recessed, or continued to another date without award of the Certificates having been made. Rates shall be in integral multiples of 1/100 or 1/8 of 1%. The initial price to the public for each maturity as stated on the proposal must be 98.0% or greater. Certificates of the same maturity shall bear a single rate from the date of the Certificates to the date of maturity. No conditional proposals will be accepted.

ESTABLISHMENT OF ISSUE PRICE

In order to provide the District with information necessary for compliance with Section 148 of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations promulgated thereunder (collectively, the "Code"), the Purchaser will be required to assist the District in establishing the issue price of the Certificates and shall complete, execute, and deliver to the District prior to the closing date, a written certification in a form acceptable to the Purchaser, the District, and Bond Counsel (the "Issue Price Certificate") containing the following for each maturity of the Certificates (and, if different interest rates apply within a maturity, to each separate CUSIP number within that maturity): (i) the interest rate; (ii) the reasonably expected initial offering price to the "public" (as said term is defined in Treasury Regulation Section 1.148-1(f) (the "Regulation")) or the sale price; and (iii) pricing wires or equivalent communications supporting such offering or sale price. Any action to be taken or documentation to be received by the District pursuant hereto may be taken or received on behalf of the District by Baker Tilly MA.

The District intends that the sale of the Certificates pursuant to this Terms of Proposal shall constitute a "competitive sale" as defined in the Regulation based on the following:

- (i) the District shall cause this Terms of Proposal to be disseminated to potential bidders in a manner that is reasonably designed to reach potential bidders;
- (ii) all bidders shall have an equal opportunity to submit a bid;
- (iii) the District reasonably expects that it will receive bids from at least three bidders that have established industry reputations for underwriting municipal bonds such as the Certificates; and
- (iv) the District anticipates awarding the sale of the Certificates to the bidder who provides a proposal with the lowest true interest cost, as set forth in this Terms of Proposal (See "AWARD" herein).

Any bid submitted pursuant to this Terms of Proposal shall be considered a firm offer for the purchase of the Certificates, as specified in the proposal. The Purchaser shall constitute an "underwriter" as said term is defined in the Regulation. By submitting its proposal, the Purchaser confirms that it shall require any agreement among underwriters, a selling group agreement, or other agreement to which it is a party relating to the initial sale of the Certificates, to include provisions requiring compliance with the provisions of the Code and the Regulation regarding the initial sale of the Certificates.

If all of the requirements of a "competitive sale" are not satisfied, the District shall advise the Purchaser of such fact prior to the time of award of the sale of the Certificates to the Purchaser. **In such event, any proposal submitted will not be subject to cancellation or withdrawal.** Within twenty-four (24) hours of the notice of award of the sale of the Certificates, the Purchaser shall advise the District and Baker Tilly MA if 10% of any maturity of the Certificates (and, if different interest rates apply within a maturity, to each separate CUSIP number within that maturity) has been sold to the public and the price at which it was sold. The District will treat such sale price as the "issue price" for such maturity, applied on a maturity-by-maturity basis. The District will not require the Purchaser to comply with that portion of the Regulation commonly described as the "hold-the-offering-price" requirement for the remaining maturities, but the Purchaser may elect such option. If the Purchaser exercises such option, the District will apply the initial offering price to the public provided in the proposal as the issue price for such maturities. If the Purchaser does not exercise that option, it shall thereafter promptly provide the District and Baker Tilly MA the prices at which 10% of such maturities are sold to the public; provided such determination shall be made and the District and Baker Tilly MA notified of such prices whether or not the closing date has occurred, until the 10% test has been satisfied as to each maturity of the Certificates or until all of the Certificates of a maturity have been sold.

GOOD FAITH DEPOSIT

To have its proposal considered for award, the Purchaser is required to submit a good faith deposit to the District in the amount of \$658,800 (the "Deposit") no later than 1:30 P.M., Central Time on the Sale Date. The Deposit may be delivered as described herein in the form of either (i) a certified or cashier's check payable to the District; or (ii) a wire transfer. The Purchaser shall be solely responsible for the timely delivery of its Deposit whether by check or wire transfer. Neither the District nor Baker Tilly MA have any liability for delays in the receipt of the Deposit. If the Deposit is not received by the specified time, the District may, at its sole discretion, reject the proposal of the lowest bidder, direct the second lowest bidder to submit a Deposit, and thereafter award the sale to such bidder.

Certified or Cashier's Check. A Deposit made by certified or cashier's check will be considered timely delivered to the District if it is made payable to the District and delivered to Baker Tilly Municipal Advisors, LLC, 380 Jackson Street, Suite 300, Saint Paul, Minnesota 55101 by the time specified above.

Wire Transfer. A Deposit made by wire will be considered timely delivered to the District upon submission of a federal wire reference number by the specified time. Wire transfer instructions will be available from Baker Tilly MA following the receipt and tabulation of proposals. The successful bidder must send an e-mail including the following information: (i) the federal reference number and time released; (ii) the amount of the wire transfer; and (iii) the issue to which it applies.

Once an award has been made, the Deposit received from the Purchaser will be retained by the District and no interest will accrue to the Purchaser. The amount of the Deposit will be deducted at settlement from the purchase price. In the event the Purchaser fails to comply with the accepted proposal, said amount will be retained by the District.

AWARD

The Certificates will be awarded on the basis of the lowest interest rate to be determined on a true interest cost (TIC) basis calculated on the proposal prior to any adjustment made by the District. The District's computation of the interest rate of each proposal, in accordance with customary practice, will be controlling.

The District will reserve the right to: (i) waive non-substantive informalities of any proposal or of matters relating to the receipt of proposals and award of the Certificates, (ii) reject all proposals without cause, and (iii) reject any proposal that the District determines to have failed to comply with the terms herein.

BOND INSURANCE AT PURCHASER'S OPTION

The District has **not** applied for or pre-approved a commitment for any policy of municipal bond insurance with respect to the Certificates. If the Certificates qualify for municipal bond insurance and a bidder desires to purchase a policy, such indication, the maturities to be insured, and the name of the desired insurer must be set forth on the bidder's proposal. The District specifically reserves the right to reject any bid specifying municipal bond insurance, even though such bid may result in the lowest TIC to the District. All costs associated with the issuance and administration of such policy and associated ratings and expenses (other than any independent rating requested by the District) shall be paid by the successful bidder. Failure of the municipal bond insurer to issue the policy after the award of the Certificates shall not constitute cause for failure or refusal by the successful bidder to accept delivery of the Certificates.

CUSIP NUMBERS

If the Certificates qualify for the assignment of CUSIP numbers such numbers will be printed on the Certificates; however, neither the failure to print such numbers on any Certificate nor any error with respect thereto will constitute cause for failure or refusal by the Purchaser to accept delivery of the Certificates. Baker Tilly MA will apply for CUSIP numbers pursuant to Rule G-34 implemented by the Municipal Securities Rulemaking Board. The CUSIP Service Bureau charge for the assignment of CUSIP identification numbers shall be paid by the Purchaser.

SETTLEMENT

On or about February 20, 2020, the Certificates will be delivered without cost to the Purchaser through DTC in New York, New York. Delivery will be subject to receipt by the Purchaser of an approving legal opinion of Briggs and Morgan, Professional Association, of Minneapolis, Minnesota, and of customary closing papers, including a no-litigation certificate. On the date of settlement, payment for the Certificates shall be made in federal, or equivalent, funds that shall be received at the offices of the District or its designee not later than 12:00 Noon, Central Time. Unless compliance with the terms of payment for the Certificates has been made impossible by action of the District, or its agents, the Purchaser shall be liable to the District for any loss suffered by the District by reason of the Purchaser's non-compliance with said terms for payment.

CONTINUING DISCLOSURE

On the date of the actual issuance and delivery of the Certificates, the District will execute and deliver a Continuing Disclosure Undertaking (the "Undertaking") whereunder the District will covenant to provide, or cause to be provided, annual financial information, including audited financial statements of the District, and notices of certain material events, as specified in and required by SEC Rule 15c2-12(b)(5).

OFFICIAL STATEMENT

The District has authorized the preparation of a Preliminary Official Statement containing pertinent information relative to the Certificates, and said Preliminary Official Statement has been deemed final by the District as of the date thereof within the meaning of Rule 15c2-12 of the Securities and Exchange Commission. For copies of the Preliminary Official Statement or for any additional information prior to sale, any prospective purchaser is referred to the Municipal Advisor to the District, Baker Tilly Municipal Advisors, LLC, 380 Jackson Street, Suite 300, Saint Paul, Minnesota 55101, telephone (651) 223-3000.

A Final Official Statement (as that term is defined in Rule 15c2-12) will be prepared, specifying the maturity dates, principal amounts, and interest rates of the Certificates, together with any other information required by law. By awarding the Certificates to the Purchaser, the District agrees that, no more than seven business days after the date of such award, it shall provide without cost to the Purchaser up to 25 copies of the Final Official Statement. The District designates the Purchaser as its agent for purposes of distributing copies of the Final Official Statement to each syndicate member, if applicable. The Purchaser agrees that if its proposal is accepted by the District, (i) it shall accept designation and (ii) it shall enter into a contractual relationship with its syndicate members for purposes of assuring the receipt of the Final Official Statement by each such syndicate member.

Dated December 17, 2019

BY ORDER OF THE SCHOOL BOARD

/s/ Jeanelle Foster
Clerk

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Maxfield Elementary School Storefront & Flooring Replacement

Project Description: Correct storefront leakage and replace carpet at Maxfield Elementary

Estimated Cost: \$570,000

Estimated Start Date: June 2020

Estimated Project Length: 8 weeks

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed \$250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations	X			
Number of trades on the project	X			
Potential for work stoppage	X			
Complexity of project	X			
Construction schedule constraints	X			

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors		X		*see full comments below
Associated General Contractors of Minnesota			X	
NIC Contracting			X	
Saint Paul Building and Construction Trades Council	X			Length of project, multi craft

Staff Recommendation

☐ The Facilities Department **recommends** that a PLA be used for this project

- The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Relatively few Trades involved, with minimal risk of impact to students and operations should disruption occur.
- At this relatively small scale and simplicity of work, use (or not) of PLA is not expected to significantly impact the successful delivery of the project, competitiveness of bidding, or be influenced by the broader labor market.

Final Action

The BOE directs that a PLA

- ☐ be used for this project
- ☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to execute this agreement and further directs that the agreement be included in the final construction documents.

*ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 29 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer –when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a project labor agreement on the SPPS roofing projects hope that the school board sides with taxpayers along with free, fair, and open competition when it makes its decisions regarding project labor agreements.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Roof Replacements

Project Description: Roof Replacements at Bridge View School, Dayton's Bluff Elementary School, Hubbs Center for Lifelong Learning, and LEAP High School

Estimated Cost: \$4,200,000

Estimated Start Date: April 2020

Estimated Project Length: 17 weeks

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed \$250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations	X			Roof water-tight at the end of each day
Number of trades on the project	X			
Potential for work stoppage	X			
Complexity of project	X			
Construction schedule constraints	X			Can continue during occupied periods

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors		X		*see full comments below
Associated General Contractors of Minnesota			X	
NIC Contracting			X	
Saint Paul Building and Construction Trades Council	X			Dollar amount, multi craft

Staff Recommendation

■ The Facilities Department **recommends** that a PLA be used for this project

- ☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- The Board of Education directed the use of a Project Labor Agreement on several of the roof replacement projects contained in this agenda item in January of 2019, but the Facilities Department is recommending consolidating that work plus all of the other roof replacement projects throughout the district into one contract for bidding. Therefore, we want to ensure proper process and Board direction for this larger project. No conditions in the marketplace have changed since the Board's January 2019 deliberation.

Final Action

The BOE directs that a PLA

- ☐ be used for this project
- ☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to execute this agreement and further directs that the agreement be included in the final construction documents.

*ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 29 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer –when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a project labor agreement on the SPPS roofing projects hope that the school board sides with taxpayers along with free, fair, and open competition when it makes its decisions regarding project labor agreements.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Window Replacements

Project Description: Window Replacements at Journeys Secondary School, Riverview West Side School of Excellence, Saint Paul Music Academy, and Paul & Sheila Wellstone Elementary School

Estimated Cost: \$1,800,000

Estimated Start Date: April 2020

Estimated Project Length: 16 weeks

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed \$250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations		X		
Number of trades on the project	X			
Potential for work stoppage	X			
Complexity of project	X			
Construction schedule constraints		X		

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors		X		*see full comments below
Associated General Contractors of Minnesota			X	
NIC Contracting			X	
Saint Paul Building and Construction Trades Council	X			Dollar amount, length of project

Staff Recommendation

☒ The Facilities Department **recommends** that a PLA be used for this project

☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- The Board of Education directed the use of a Project Labor Agreement on Riverview’s window replacement project in January of 2019, but the Facilities Department is recommending consolidating that work plus all of the other window replacement projects throughout the district into one contract for bidding. Therefore, we want to ensure proper process and Board direction for this larger project. No conditions in the marketplace have changed since the Board’s January 2019 deliberation.

Final Action

The BOE directs that a PLA

☐ be used for this project

☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to execute this agreement and further directs that the agreement be included in the final construction documents.

*ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 29 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a project labor agreement on the SPPS roofing projects hope that the school board sides with taxpayers along with free, fair, and open competition when it makes its decisions regarding project labor agreements.

BOARD OF EDUCATION | 2019-2020SY MEETING DATES

	COB	BOE
TIME	4:30pm (unless otherwise noted)	Public Comment 5:30 Board of Education Meeting 6:05pm
2018-2019SY		
JAN	1/8/2019 4:30 pm	1/8/2019 6:00 pm Annual Meeting
		1/22/2019
FEB	2/5/2019	2/19/2019
MAR	3/5/2019	3/19/2019
APR	4/9/2019	4/23/2019
MAY	5/7/2019	5/21/2019
JUNE	6/11/2019	6/11/2019 Special Non-Renewals 4:00pm
		6/18/2019
JULY		7/23/2019
AUG	Wed. 8/7/2019 Rescheduled to Wed. – NNO	8/20/2019

2019-2020SY		
SEPT	9/10/2019	9/17/2019
OCT	10/15/2019	10/22/2019
NOV	11/12/2019	11/19/2019
DEC	12/3/2019	12/17/2019
JAN	1/7/2020 4:30 pm	1/7/2020 6:45 pm Annual Meeting
		1/21/2020
FEB	2/11/2020	2/18/2020
MAR	3/10/2020	3/24/2020

APR	4/7/2020	4/14/2020
MAY	5/5/2020	5/19/2020
JUNE	6/9/2020	6/9/2020 Special Non-Renewals 4:00 pm
		6/23/2020
JULY		7/21/2020
AUG	Wed. 8/5/2020 Wed. – NNO	8/18/2020

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

The following Board of Education Meetings will be held in the district's Administration Building at
360 Colborne Street unless otherwise noted.

DECEMBER 10, 2019

5:00 pm

SPECIAL MEETING OF THE BOARD OF EDUCATION

Facilities Master Plan Work Session

DECEMBER 17, 2019

5:30 pm

6:05 pm

REGULAR MEETING OF THE BOARD OF EDUCATION

Public Comment

Regular Meeting

FUTURE BOARD OF EDUCATION MEETINGS

Committee of the Board

Board of Education

2020

January 7, 2020

February 11

March 10

April 7

May 5

June 9

August 5 (Wed.)

January 7, 2020 (Annual Meeting)

January 21

February 18

March 24

April 14

May 19

June 9 (Special | Non-Renewals | 4:00 pm)

June 23

July 21

August 18

OTHER EVENTS BOARD MEMBERS ARE SCHEDULED TO ATTEND

December 9, 2019

4:30 pm

Equity Committee

January 27, 2019

4:30 pm

Equity Committee

February 24, 2019

4:30 pm

Equity Committee

* Please note that the Committee of the Board meeting and the Public Comment sessions will also constitute a special meeting of the Board of Education.