



Saint Paul Public Schools

Regular Meeting

Tuesday, May 21, 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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Clerk



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Jon Schumacher
Director



Mary Vanderwert
Director



ADMINISTRATION
Dr. Joe Gothard
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

May 21, 2019
6:05 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**
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- A. Information Requests & Responses
B. Items for Future Agendas
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- A. Board of Education Meetings (6:05 unless otherwise noted)
1. Reschedule Regular Meeting of the Board of Education on April 21, 2020 to April 14, 2020
B. Committee of the Board Meetings (4:30 unless otherwise noted)

XIV. ADJOURNMENT

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

DATE: May 21, 2019

TOPIC: Acknowledgement of Good Work by Students

A. PERTINENT FACTS:

1. **FIRST Lego League (FLL)**

FIRST LEGO League in Minnesota (MN FLL) is part of a global robotics program that includes more than 255,000 kids in 88 countries. High Tech Kids, in partnership with FIRST, has been bringing FIRST LEGO League to Minnesota since 1998.

Teams collaborate to build and program an autonomous robot to score points on a thematic playing surface (the Robot Game) and create an innovative solution to a problem correlating to the yearly theme (the Project), all guided by the FIRST Core Values. These three elements; the Robot Game, the Project, and FIRST Core Values make up what is called The Challenge.

The theme of The Challenge changes every year and is based on a real-world scientific topic. Past challenges have included topics such as space, nanotechnology, biomedical, and transportation.

Students being honored here today participated in the FLL State Tournament on February 23, 2019 at Washington Technology Magnet School in Saint Paul.

FIRST Robotics Challenge (FRC)

Combining the excitement of sport with the rigors of science and technology. *FIRST* Robotics Competition has been called the ultimate Sport for the Mind. High-school student participants call it "the hardest fun you'll ever have."

Under strict rules, limited resources, and an intense six-week build time limit, teams of students are challenged to raise funds, design a team "brand," hone teamwork skills, and build and program industrial-size robots to play a difficult field game against like-minded competitors. It's as close to real-world engineering as a student can get. Volunteer professional mentors lend their time and talents to guide each team. Each season ends with an exciting *First Championship*. *The Robotics team from Highland Park Senior High School recently competed in the FIRST Robotics State Championship held at the University of Minnesota.*

Renewable Energy Challenge

The KidWind Challenge is the ultimate wind energy learning experience for students. SPSS elementary, middle- and high-school students explore wind energy through the hands-on, investigative, and exciting KidWind Challenge!

When students participate in a KidWind Challenge they will:

- Discover the promise and limitations of wind energy technology
- Design, build, and test a functional creative wind turbine
- Compete with their peers in a supportive environment

The National Kidwind Challenge is happening this week in Houston, Texas. Teams from three different schools from SPPS traveled to Houston for the national tournament. The schools include: Adams Spanish Immersion, Farnsworth Aerospace 5-8 and Washington Technology Magnet.

History Day Nationals

The National Contest is the final stage of a series of contests at local and state/affiliate levels. Students begin their journey by presenting their projects in classrooms, schools, and districts around the world. Top entries are invited to the state/affiliate level contests. The top two entries in every category at the state/affiliate level are then invited to the National Contest. **The 2019 National Contest will be held June 9-13, 2019 at the University of Maryland, College Park.**

Each year nearly 3,000 students with their families and teachers gather at the University of Maryland, College Park for the week-long event. These enthusiastic groups come from all fifty United States, Washington, D.C., Guam, American Samoa, Puerto Rico, and international schools in China, Korea, and South Asia. The excitement can be felt across the campus. After spending months on project research and preparation, and competing at local and affiliate contests, these students are eager to show their hard work at the National Contest.

Every year National History Day® frames students' research within a historical theme. The theme is chosen for the broad application to world, national, or state history and its relevance to ancient history or to the more recent past. The 2018-2019 theme is *Triumph & Tragedy in History*.

This year SPPS has five teams from five different schools going to History Day Nationals in Maryland. They are: Open World Learning, Murray Middle School, Como Park Senior High School, Highland Park Senior High School and Central Senior High School.

2. This item is submitted by Kate Wilcox-Harris, Chief of Operations

B. RECOMMENDATION:

That the Board of Education recognizes the schools 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**

April 23, 2019

I. CALL TO ORDER

The meeting was called to order at 6:05 p.m.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. Ellis and Ms. Foster moved approval of the Order of the Main Agenda with one change – to move New Business to follow the Committee Report. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31630 Acknowledgement of Good Work by Staff and Students

Saint Paul Public Schools has been recognized with a Magna Award by the National School Board Association for the creation and implementation of the Student Engagement and Advancement Board.

The Magna Award is given to programs or initiatives which:

- Remove barriers to achievement for vulnerable or underserved children, based on race, ethnicity, gender, special needs, geography, or socioeconomic status
- Support their school board's equity mission and vision for the district
- Exhibit success over time
- Are sustainable and can be replicated

The Student Engagement and Advancement Board (SEAB) launched in 2015. SEAB works Board and Administration, providing recommendations for change based on their engagement with students. Thirty-six SPPS students have served on SEAB over the past five years. Their commitment, in collaboration with staff facilitators, has created a structure worthy of national recognition.

Present today for recognition:

SEAB Members:

**Anindita Rajamani
Cesar Osvaldo Mendez Portillo**

**Cheng Vang
Diamond Thlang
Mai Soua Vang
Malachi Raymond
Miski Omar
Quanisha Hill
Rajni Schulz
Zoua Vue**

SEAB Facilitators:
**Shaun Walsh
Tyler Berres
Zoe Splendoriogiebel
Angela Vang**

BF 31631 Acknowledgement of Good Work by Students

Saint Paul Public Schools Family Consumer Science students from across the district competed in the 2019 Culinary Competition at Saint Paul College. Participants created a unique three-course meal in one hour, demonstrating their culinary skills. Chefs from Twin Cities restaurants and Culinary professionals sampled meal creations, interviewed competitors and judged the competition. The following student teams from Como Park Senior High School won first and second place in the SPPS Culinary Competition.

First Place Team:
**Isaac Vu
Dina Thoresen
Audrey Westerburg
Miguel Ortiz Loveland**

Second Place Team:
**Jillian Brenner,
Emma Luchsinger,
Ong Vang
Robbie Link**

BF 31632 Acknowledgement of Good Work Provided by Outstanding District Employees

Saint Paul Public Schools was awarded the Youth Career Connect grant (YCC) through the U.S. Department of Labor in 2014 to build the Academy of Finance (AOF) at Como Park HS. On April 9, 2019, the Academy of Finance (AOF) received the prestigious National Excellence in Action award, which recognizes the best Career Technical Education (CTE) programs of study across the nation. The Academy of Finance was one of eight programs selected by Advance CTE as an [Excellence in Action](#) award winner based on its track record of providing clear pathways into college and careers, rigorous academic and technical coursework, strong partnerships with education and industry leaders, and meaningful work-based learning experiences that offer opportunities for career exploration and subject-matter mastery.

The following team was instrumental in the success of the Academy of Finance (AOF):

Kathy Kittel, CTE Supervisor
Hannah Chan, YCC Program Manager
Stacy Theien-Collins, Como Park HS Principal
Amy Dutton, Assistant Principal
Kristine Somerville, AOF Site Coordinator
Erin Colestock, AOF Work Based Learning Coordinator
Kia Thao, AOF Counselor

Michael Grant, AOF Counselor
Matthew Kenutis, AOF Business Teacher
Rosemary Evers, AOF Business Teacher
Kirstyn Ouverson, AOF English Teacher
Chong Thao, AOF English Teacher
Kristen Matthieu, AOF English
Kathy Romero, AOF English
Justin Mann, AOF Social Studies
Liz Paone, AOF Social Studies Teacher
Steve Powers, AOF Social Studies Teacher

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

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. Marchese.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of March 19, 2019
- B. Minutes of the Special Closed Meeting of the Board of Education on April 16, 2019

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of March 19, 2019, and the Minutes of the Special Closed Meeting of the Board of Education of April 16, 2019 as published. The motion was seconded by Mr. Marchese and Ms. Xiong.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

- A. Minutes of the Committee of the Board Meeting of April 9, 2019

At the April 9, 2019 Committee of the Board meeting Superintendent Gothard welcomed everyone back from Spring Break. He also issued a statement on the learning leads proposal, which sparked robust conversation with board members. These are positions funded by districtwide Title funds that will allow the district to create a system of support for professional development for teachers at a building-level, while increasing relationships, trust, and collaboration.

Next, members of the community presented on the recommendation to support a citywide move to raise the tobacco sales age to 21 in Saint Paul. Topics included Minnesota youth tobacco use, reasons to raise the tobacco sales age to 21, the epidemic of electronic cigarettes, and community support. This

presentation sparked questions from the Board which centered on student perspective and policy on this issue, the research on the danger of e-cigarettes, approved cessation methods, the integration of this information in health curriculum in SPPS, legislative action, and percentage of the population of the state of MN if Saint Paul joins this ordinance. The next steps will be a resolution presented to the Board at the April Board of Education meeting for approval, which will then be sent to the City of Saint Paul to show the support of SPPS in raising the tobacco sales age to 21.

Staff then presented Social Studies in SPPS, which focused on the mission and vision of social studies, ESSA, ELL and Social studies academic language, Bdote and Grade 5 Early Americas History, History Day, Partnerships, Elections, Respectful Conversations, core content courses and transformation, current state of studies courses, growth since SY13-14, opportunities for alignment with SPPS Achieves that could accompany department growth, and success of the department. Questions from the Board included how to make the studies courses relevant and realistic to challenges, SEAB's recommendations, community resources with leaders to provide lived-in experiential knowledge, the important role of a critical lens and cultural relevancy, the importance to infuse studies course knowledge throughout all courses, and the role of power and voice in those classes to share experiences and knowledge with students and teachers.

Next, the Board learned more about the progress on the new E-STEM middle school, including projected enrollment of 200 students, which is currently at 173 students. A planning update on staff and construction, as well as course schedules were reviewed. A plan for professional development and grant submissions for a fitness center and elective courses, and partnerships were also discussed. This new school will propel the district with the energy and excitement for the middle school model. Board members look forward to learning more about E-STEM, and noted the importance of the professional development work over the summer to ensure staff know each other and are able to connect prior to the start of school in the fall.

The Board then received a presentation on the FY19 budget revision. It is important to note that while the expenditures appear to be more than revenue, that difference is due to planned fund balance from prior years, specifically in building construction. The Board also requested more information on the revisions within the specific categories. The recommended motion to approve the revised budget for the fiscal years 2018-2019 was approved.

After closing out the 2018-2019 budget year with the approved recommended motion, the Board then learned more about the FY20 budget, including general fund general revenue, projected general fund revenue increase and expenditure changes, including inflation. The FY20 budget hearings are scheduled for the week of April 29th, and the week of May 13th, and will provide opportunities to learn about the District's FY20 budget and to provide input. Board members were encouraged to attend to listen to these discussions. Questions from the Board centered on inflationary dollars and additional funding to sites, which included allocating for teacher FTEs in a different way to ensure class size and capacity by rounding up. There are also investments in other areas that were mindful and criteria-based. Board members noted it would be helpful to understand the amount and nature of building allocations, and the movement of those funds.

Finally, a policy update presentation included recommended changes to Policy 713 – Equal Opportunity Procurement; these changes sparked questions from the board including the differences between a SBE (small business enterprise) and micro-SBE, and their relation to larger subcontractors. The consensus was to move this policy to the three-reading process. Updates to Policy 415.00 – Discrimination, Harassment, Violence and Retaliation were also reviewed, with discussion on discretion, potential disciplinary actions associated with this policy change, and intentional conversation with bargaining units. It was noted that the purpose of this policy is to ensure staff and students feel supported when dealing with discrimination and harassment, and to reach out and advertise to stakeholders the purpose of this policy. The consensus was also to move this policy change to the three-reading process.

MOTION: Mr. Marchese and Ms. Foster moved the Board accept the report on the April 9, 2019 Committee of the Board meeting and approve the minutes and recommended motions within that meeting as published. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

Superintendent Gothard began the report with an update on the graduation rates for the Class of 2018. Data showed that our 4-year graduation rate reached 74.9% with multiple student groups surpassing the state average. Several high schools also had graduation rates of 80% higher for all students, and included Central, Highland Park, Johnson, OWL, and Washington Tech. Graduation rates are a key component of the strategic plan; as we move forward with the plan, we will maintain and intensify our efforts to ensure all student groups are prepared for college and career. He also recapped other data and statistics, including groups that achieved higher than the state average for similar student groups to showcase the achievement of SPPS graduates, as well as school data overall, and rates for 5-year graduation, 6-year graduation, and 7-year graduations. In SPPS Achieves, we have committed to preparing all graduates for college, career, and life; he then went on to review the strategic plan long-term outcome goals for graduates by 2022-2023 school year.

A. School Choice Update

Superintendent Gothard then introduced Chief of Operations, Jackie Turner, to present results from the recent school choice lottery.

Admission Priorities

- The admission priority chart was reviewed for Pre-K, Elementary, and Middle and High School and priority level grouping.

Lottery Facts

- Completed March 26, 2019
- 8,700 student participated
 - 5,626 on-time applications
 - 1,116 applied to site other than their reserved seat (72% received their first or second choice)
 - 3,074 were assigned to a reserved seat
 - Applications by Grade bubble chart showed the most applications in Pre-K, K, 9th, and 6th grades

Kindergarten Lottery Results

- 1,359 participated
 - 94.5% received their first or second choice
 - 75 with no placement
 - Montessori has been an option for those families

Grade 1-12 Lottery Results

- 5,932 students participated
 - 2,969 submitted an application
 - 69% received their first or second choice
 - 880 are new/returning to SPPS
 - 2,963 students were assigned a reserved seat

Wait List Implications

- Physical limitations

- Class size
- Programming

Schools with a Waiting List

- Elementary
 - JJ Hill (59)
 - Nokomis (North and South) (94)
- K-8
 - Capital Hill (329)
- Middle
 - Highland Park Middle (103)
 - Open (80)
- High School
 - Washington (144)
 - Highland Park Sr. (122)

Pre-Kindergarten

- 1,409 students participated
- 86% of students placed

Pre-K Full Day Seats v. Half Day Seats

- Moving to more full day Pre-K seats yielding less total Pre-K seats for 2019-20
- 2018-19
 - Half Day Seats: 1328
 - Full Day Seats: 626
 - Total: 1954
- 2019-20
 - Half Day Seats: 960
 - Full Day Seats: 930
 - Total: 1890

Pre-Kindergarten

- 79% full day seats filled
- 49% half day seats filled (19% open are for ECSE students)
 - 244 on waiting list
 - 50% priority; 50% non-priority

Best Practices

- Early Childhood Screening offered at School Choice Fair
- Early acceptance to KG for students applying to their community school
- Pre-K students enrolled at Rondo have reserved seats at their community school
- Schoolwide enrollment review

Potential Strategies/New Strategies

- Charter school partnerships
- Daycare partnerships
- Marketing campaign for Early Admission to Kindergarten
- Select SPPS
- Ongoing study of SPC/Enrollment

Student Choice/Placement Advisory Taskforce

- Overview/Purpose
 - The committee will be comprised of up to twelve members representative of the diversity of Saint Paul families and SPPS staff.

- SPPS stands out as a leader in school choice. The Student Placement Center's evolution as SPPS one-stop for enrollment options and access to increased programming within the District necessitates a review of processes targeting the following committee outcomes.
- Outcomes
 - 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
 - The committee's review and recommendations will be shared with SPPS Administration
- Timeline and Meeting Schedule
 - The Taskforce will meet monthly/bi-monthly focusing initial meetings on Learning and Review resulting in development of recommendations over a nine to twelve month period.

QUESTIONS/DISCUSSION:

- How many programs will be Pre-K full day, and how many will be half day? Response: Half day is talked about in terms of sections, instead of classrooms. About 50% are half day, and 50% are full day. The number of half day seats has gone down, but the increase in full day seats is incredible. Of the phone calls received, it is parents wondering how to get to full day and talking families through the process. There are 18 schools with full day sections, and 14 half day schools with half day, and 8 schools that offer both.
- To follow up on that, because there is a bit of a decline, the trend has been towards full day and research supports full day, that it's desirable and academically sound. Will we continue to decrease to the point of no half day and how long will that take? And if so, there will be some parents who will still want the half day option. Response: As we are progressing down the road to full day Pre-K, and we will not move forward will all full-day PreK programming until the 3K program is in place and in practice. This is an amazing opportunity to talk about childcare partnerships as well, and is all about getting ready for kindergarten. We need childcare partners and HeadStart for capacity.
- What do the partnerships with childcares look like – especially for younger students? In those partnerships, are we counting those children in our numbers? Could we? Response: That is a mixed-delivery question. There are two ways we partner with childcares, and in the Office of Early Learning, we have 13 childcare across the city with a three-year partnership agreement. In any year, it can look different, and we bring the screening systems to those childcare programs. When those kids are ready for kindergarten, we want to see them in our kindergarten classes, and we hold transition events at their partner elementary school.
 - Those children are not enrolled in our program, but we are spending resources on the childcare. If they were enrolled in our program, we would receive funding for them, and the money could then go to the childcare program to improve. Response: We are getting closer to that.
- Director Vanderwert noted that she is concerned about the early education mission. Is there data about how the kids do later on? Mental progress is not a steady, straight line. Worried about kids coming in when coming in young and not doing well later on. Is there data around that? Response: We do have data, and this piece on the enrollment side, if we don't others will. Our competitors are taking students at age 4, and we are losing them, or potentially getting them 2-3 years later. Sometimes they will start in a particular school, and coming to us later and we need to honor that. We want to do this collectively and give people awareness for early admissions, and equity and offering to all families. We will welcome them and have a policy to support this. We can do a better job in marketing because it is there. The Office of Early Learning does a great job of testing and to ensure that families understand. Not everyone that goes through the process is accepted too. OEL also partners with REA to find a proper screening tool for admission. Through this partnership with OEL as well as MDE, we landed on the BRIGANZ, which has three phases – academic, classroom observation, and parent interview. It is a stringent process. The data in testing 47 children, and it is because we are offering more full day Pre-K, 22 have moved onto acceleration, which at 50% is very high.
- Director Vanderwert encouraged the District to look into other programs to help kids develop skills and transition, which is more advanced than PreK, but not Kindergarten.
- In the 75 students mentioned who have not been placed, and the majority of them had interest in the Montessori schools. What are we doing to understand the options that those 75 families are choosing outside SPPS? Response: Most of them (55) want Montessori, and our first option is to offer a

Montessori program within the District, because we do have a few seats at Crossroads, and working with those families to help them understand year round at that school. For those families not interested, they are going with a charter school program.

- Do we do an exit interview or follow up to better understand where families are going? Is there a tool or mechanism that we use? Response: Yes – we do call and talk to each of the families with phone calls and email communication, and US mail to go around and ask more questions and options within SPPS. Some families will continue to be on the waiting list and as seats are available. The conversation is what else we can offer them within the district, because we need to work within the current capacity.
- In those conversations of the options, we are also gathering information about where they are going. Response: Yes, we do know if families tell us, and most of the families are choosing other programs outside the district that are Montessori-like.
- Why are we waiting to summer to place the PreK students, if we are 79% full, and by summer, we should be 100% full? Response: We don't wait, but we anticipate it will be full. We are filling seats daily. The 79% represents four schools with full day that aren't full, and we anticipate they will be full by the summer, and as families come in, we offer those four schools, as well as to the families that are on waiting lists for other schools.
- It is exciting that the task force is developed, and we've heard from many community members who are passionate about enrollment in SPPS – how can community member get involved? Are there thoughts on the composition? Response: We have been very deliberate in ensuring there is representation the city and grades, and have been very purposeful in the members – it's a small but mighty group, and there are a couple spots still available. It is also representational of demographics across the district. This is also a new group of members to a SPPS task force. Interested community members are also encouraged to contact Chief Turner.
- Director Foster noted that with the news about charter schools in social media and the news, it's good to see that the District is partnering with them, and the choice for families. We want to fill our classrooms in the District, and also learn from partners and for them to learn from us, and this encourages those conversations to happen. Families need to have relevant people to help and guide them; we're not turning them away but giving them other options.
- In marketing and retention, those strategies are helpful in talking about programs, but also others. Families do appreciate having that, and all children need to be served in Saint Paul – that's encouraging.
- The study of enrollment and thinking about how we are reaching out to capture that data, with conversations about tools, and conversations, and technology. When will there be more current data that we are collecting to look at trends? Response: In SPPS Achieves, there is an initiative on surveying, and surveying recent families that have left or chosen not to attend is high on the list for surveying. Phase 1 is planning, and that is happening right now, and looking at partner organizations on the tool to survey. This ongoing study of student placement and surveying families, we want to ensure to not get ahead of SPPS Achieves, and coordinate with the effort. That data will be coming soon – for student leaving, but also families across the city, and target families. Tools considered are exciting, and to use that data, and reactive and quick to respond to the data.
 - In talking about ongoing authentic assessment, this is about our District as a whole, and start stop, and sustain, and shift resources and appropriate them to maximize outcomes for students and effectiveness for staff.
- In looking at buildings with waiting lists, such program models and buildings, are we looking at ways to think about better ways to meet the demand for options to increase capacity in buildings or new buildings that might fit? In looking at several years, there have been buildings that always have waiting lists, and data that we need to meet the demand for those options, and allocating resources for additional capacity and manage the need. Response: One of the items to point to is the accommodation and making change to program is long-range, and that is how we got to Nokomis North and South, and looked at the data to increase capacity on the East Side for the Montessori program. We are now back to show that families are continuing to want Montessori, and to look into that, but also about year-round because we have capacity at a year-round Montessori. Within SPPS Achieves, there is work around program evaluation. There is a small team that looks at successful programs and where to make increases in capacity accommodations and each year we open 10-15 additional at a particular school. To create wholesale new programs, which also has a domino effect, and as we make changes,

that we do so in a coordinated fashion. The enrollment task force will also be able to answer some of the questions asked and how to do that in a coordinated way with the community. ESTEM is a great example in understanding the market interest, and we can learn a lot – the buzz in the room following that is what we want for all our schools. The additional of ESTEM is at an opportune time for designing a desirable school for our families.

- We do want to be methodical, and we work hard to accommodate additional seats. As we gain more data about choices from families, and choice based environment, and a competitive environment, and if we find that families are looking to programs outside the district, those families may or may not come back to SPPS. We can see right away opportunities that are there, and it's not easy to open a new school, but also this information is predicated that we can be nimble and respond, especially when we have data that shows choices and waiting lists, and other options chosen outside the district. We want to do all we can to maximize SPPS and the programs we have that families want. He urged us to be as deliberate and responsive as possible.
- There are going to be expansions in charter schools in the city, and some are new and some expanding – how are we finding out about choices families will make in respect to those schools? We need to be proactive to reach out to families to ask them where their points of concern or questions on their child's education in SPPS. It's important for data on families that are leaving, but also asking families in the district on where are those points they can be persuaded to go to an outside option, or not necessarily satisfied or best served in SPPS. We want to know from all families how they are perceiving the work here and use that data proactively.
- The task force that has started, when will there be recommendations from them? Fall/Winter of this school year. Late '19 or early '20, which will likely be too late to change for the Fall of '20. It would be recommendation for Fall of 21, unless some of the recommendations are administrative. If it's wholesale change, it may take some time. We are looking at administrative things within the placement process, customer service, and School Choice book, organization of the book, and those types of things we can make changes on rather quickly. It would be helpful to have the report by the end of the year, and to hear from the task force members. We will work with the members to ensure they have the information they need.
- In having conversations with parents and staff, and thinking what, when, and how we are putting information out there. Typically parents go to their child's teacher, and thinking about trickle-up and trickle-down effect, with teachers who are meeting directly with families, and working that process, and talking about marketing strategies and enrollment and pulling that together as a team to ensure all are informed. In addition to that, our clerical staff also have knowledge and relationships to understanding reasons why families are choosing other options, and to gather their feedback, and our family engagement liaisons as well. Director Brodrick noted that the office staff and cafeteria staff, and TAs and EAs have the closest connection and relationship to the communities in the school. Those are also real resources for us.
- In accommodations and capacity, a reminder that JJ Hill waiting list has gone down because we were very conscious in working with the school community to take in more families. In the current year, we were able to take 30 more students across the school. Capitol Hill was also purposeful in working to get more students there. The other school is Saint Anthony Park and the FMP work there to increase capacity at a highly requested school.
- The Select SPPS collaboration with SPFE, are there discussions to continue that this summer, and what are updates on that? Response: We do have plans to work collaboratively with SPFE. They have shared with us that the resources received from American Federation of Teachers was a one-time investment, so we will work together within our own resources and community. It will look different, but there will be recruitment efforts and SPFE has offered to help.
- Superintendent Gothard thanked Chief Turner and the team for this presentation and to think proactively about the future. Also thanks to Director of Student Placement, Jayné Williams, who is the first face of people accessing public schools. In talking about one of the greatest civil right, and Jayné and her team are one of the first people they may contact. We celebrate the Student Placement Center team for welcoming and serving our community, families, and students to SPPS, and thanked them for their efforts.

B. Human Resource Transactions

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

The motion was approved with the following roll call vote:

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

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

A. Gifts

BF 31633 Acceptance of Gift for Central High School Alpine Ski Team Transportation

That the Board of Education authorize Central High School to accept these funds and deposit them into the appropriate account of 19-210-291-733-5096-T157.

BF 31634 Acceptance of Gift from Trillium Foundation

That the Board of Education authorize the Superintendent (designee) to accept a gift from the Trillium Foundation.

B. Grants

BF 31635 Request for Permission to Accept a Grant from the Metro Regional Implementation Project

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Metro Regional Implementation Project for funds to support the school-wide implementation of PBIS; to accept funds, and to implement the project as specified in the award documents.

BF 31636 Request for Permission to Accept a Grant from the Shakopee Mdewakanton Sioux Community

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Shakopee Mdewakanton Sioux Community to fund safety training supplies in SPPS; and to implement the project as specified in the award documents.

BF 31637 Request for Permission to Submit a Grant to the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for the funds to sustain an expand an Integrated English Literacy and Civics program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31638 Request for Permission to Submit a Grant to the Minnesota Department of Transportation and Resolution Supporting the Application for Safe Routes to School Local Coordinator Funding

That the Board of Education approve the resolution language and authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Transportation for the funds to hire a Safe Routes to School local coordinator; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31639 Request for Permission to Submit a Grant to the Minnesota Office of Higher Education

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Office of Higher Education for the funds to provide targeted school counseling services to American Indian students; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31640 Request for Permission to Submit a Grant to the Otto Bremer Trust

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Otto Bremer Trust for the funds to create a Career and College Center at one SPPS high school; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 31641 Contract with Pioneer Valley for K-5 Connected Texts to Align to Fountas and Pinnell Phonics Curriculum Materials

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with Pioneer Valley for K-5 literacy materials.

D. Agreements

BF 31642 Lease Agreement with West Side Booster Club

That the Board of Education authorize the Superintendent (or designee) to execute a Lease Agreement between the District and West Side Booster Club to lease space at the Baker Center located at 209 West Page Street, St. Paul, MN 55107 for the term May 1, 2019 through December 31, 2019, with monthly rent of Ninety-Three and 29/100 Dollars (\$93.29) subject to all other terms and conditions of said agreement.

BF 31643 Surface Drainage Agreement between Saint Paul Public Schools and the City of Saint Paul

That the Board of Education authorize the Superintendent (or designee) to execute the Surface Drainage Agreement between Saint Paul Public Schools and the City of Saint Paul allowing the surface water to drain from St. Anthony Park Elementary School to Langford Park.

BF 31644 Districtwide Playground Services Agreement

That the Board of Education authorize the award of RFP A216612-A Districtwide Playground Services to Willow Creek Nursery, LLC dba E3 Services for the estimated amount of \$750,000.

E. Administrative Items

BF 31645 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period February 1 – February 28, 2019.

(a) General Account	#706373-707854 #0003273-0003290 #7003161-7003200 #0003249-0003333	\$55,522,765.61
(b) Debt Service	-0-	\$1,423,752.22
(c) Construction	-0-	<u>\$4,506,986.43</u> <u>\$61,453,504.26</u>

Included in the above disbursements are two payrolls in the amount of \$39,433,529.74 and overtime of \$359,692.78 or 0.91% 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 June 30, 2019.

BF 31646 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 May 2, 2019, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31647 Establishment of the Classified Position of Security Emergency & Management School Support Liaison for Independent School District No. 625 and Relevant Terms and Conditions of Employment

That the Board of Education of Independent School District No. 625 approve the establishment of the Security Emergency Management School Support Liaison job classification effective April 23, 2019; that the Board declare the position of Security Emergency Management School

Support Liaison as classified; and that the pay rate be Grade 32 of the 2018-2020 American Federation of State, County and Municipal Employees (AFSCME) Local 844.

BF 31648 Change SPPS Early Childhood Family Education (ECFE) Logo to MNAFEE ECFE Logo

That the Board of Education authorize the ECFE Supervisor to change current logo to the MNAFEE ECFE logo on behalf of the SPPS Community Education department.

BF 31649 Resolution of Charge

That the Board of Education approve the Conciliation Agreement in the above referenced matter and authorize its Superintendent, or his designee, to sign the Conciliation Agreement.

BF 31650 Settlement of Claim

That the Board of Education approve the settlement agreement in the above referenced matter and authorize its Superintendent, or his designee, to sign the settlement agreement.

BF 31651 Revised January 2019 Monthly Operating Authority

2. That the Board of Education approve and ratify the following checks and wire transfers for the period January 1 – January 31, 2019.

(d) General Account	#705060-706372 #0003217-0003272 #7003123-7003160 #0003159-0003248	\$55,562,863.57
(e) Debt Service	-0-	\$31,543,023.76
(f) Construction	-0-	<u>\$3,542,800.57</u> <u>\$90,648,687.90</u>

Included in the above disbursements are two payrolls in the amount of \$38,077,183.24 and overtime of \$133,188.17 or 0.35% of payroll.

(e) 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 June 30, 2019.

F. Bids

BF 31652 Bid No. A216453-A Highland Senior High School Pool Piping Replacement

That the Board of Education authorize the award of Bid No. A216453-A Highland Park High School Auditorium Pool Piping Replacement to JPMI Construction for a lump sum base bid for \$226,500.

BF 31653 Request for Authorization to Award ITB #A216776-A Various Food Service Equipment

That the Board of Education authorizes the award of ITB# A216776-A Various Food Service Equipment by line item to Horizon Equipment for \$63,739.62 and TriMark Hockenbergs for \$385,044.98.

BF 31654 Bid No. U217111-A for Central High School Griffin Stadium Artificial Turf Replacement

That the Board of Education authorize the award of Bid No. U217111-A Central High School Griffin Stadium Artificial Turf Replacement to Field Turf for a lump sum base bid with Alternates 1, 2 and 3 of \$683,338.

G. Change Orders

BF 31655 Change Order #19 for Rochon Corporation at Horace Mann School Expansion & Renovation

That the Board of Education authorize the Superintendent (or Designee) to sign Change Order #19 for Rochon Corporation at Horace Mann School Expansion & Renovation for the amount of \$224,148.06.

X. OLD BUSINESS

Superintendent Gothard introduced Chief Baker to speak on this. Chief Baker then noted the presentation at the Committee of the Board meeting on this topic, the next steps to send the approved resolution to the City of Saint Paul as they bring this issue forward, and thanked our partners for bring this information to the Board.

A. A Resolution Indicating Support for Raising the Legal Age for Tobacco Sales from 18 to 21

BF 31656 A Resolution Indicating Support for Raising the Legal Age for Tobacco Sales from 18 to 21

WHEREAS, tobacco remains the leading cause of preventable disease and premature death in Minnesota and is one of the largest drivers of health care costs; and

WHEREAS, 95% of current adult smokers began using tobacco before age 21, and the ages of 18 to 21 are a critical period when many experimental smokers transition to regular, daily use; and

WHEREAS, smoking-caused health costs in Minnesota total more than \$3 billion per year and raising the age of legal sales of tobacco products, e-cigarettes and liquid nicotine products to age 21 will decrease overall usage rates, which in turn will lead to reduced future tobacco-related health care costs; and

WHEREAS, the National Academy of Medicine estimates there would be a 25% reduction in smoking initiation among 15-to-17 year olds if the legal sales age for tobacco were raised to 21 years of age, and local analysis estimates it would prevent 30,000 Minnesota youth from starting to smoke; and

WHEREAS, youth e-cigarette use is a public health threat. The Food and Drug Administration has called it an epidemic. Since 2014, e-cigarettes use has increased by 50 percent among Minnesota high school students, and e-cigarette use is now double conventional cigarette use; and

WHEREAS, nicotine harms adolescent brain development and no amount of nicotine is safe for youth. Youth nicotine exposure has negative implications for learning, memory, and attention span; and

WHEREAS, the State of Minnesota has taken action to raise the legal age for tobacco sales from 18 to 21 which would help keep tobacco out of public schools but neighboring communities including Roseville, Shoreview, Falcon Heights, Lauderdale, Arden Hills, North Oaks and Minneapolis have passed measures prohibiting tobacco sales to individuals under the age of 21;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Independent School District No. 625 - Saint Paul Public Schools, encourages that the Saint Paul City Council take action to increase the tobacco sales age from 18 to 21.

MOTION: **Mr. Schumacher moved approval of the Resolution Indicating Support for Raising the Legal Age for Tobacco Sales from 18 to 21. Ms. Vanderwert seconded the motion.**

The motion was approved with the following roll call vote:

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

QUESTIONS/DISCUSSION: None

B. FY20 Budget Update

Superintendent Gothard then introduced Marie Schrul, Chief Finance Officer, to provide an update on the FY2019-20 budget and timeline to the Board of Education.

General Fund Budget Planning Information

- The FY20 preliminary budget meets contractual obligations
- The FY20 Revenue projection is based on a 1% increase on per pupil formula
- Projected FY20 inflationary expenditures are \$10.4m
- FY20 additional funding to schools is \$10.5m
- All schools do not receive the same amount of money per pupil because:
 - Some school funding is categorical (it has specific criteria on its spending)
 - Funding for Comp Ed and Title I follows the students on a one year delay (previous year's Oct 1 count) FY20 Comp Ed Revenue = -\$5.5m
 - Higher poverty schools have greater access to categorical dollars than lower poverty sites
- School enrollment affects the dollars allocated FY20 Revenue projection = -\$6.9m

FY 2019-20 General Fund Budget Preliminary Big Picture (as of 4/17/19)

	FY19 Adopted (in \$M)	FY20 Preliminary (in \$M)	<u>Difference</u> (in \$M)
Revenue (including LTFM)	\$560.8	\$571.0	\$10.2
Use of Fund Balance	0	0	0
Expenditures (including LTFM)	\$560.8	\$575.6	\$14.8

Projected FY20 Shortfall		(\$4.6)	
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*Projected revenue assumptions are based on a 1% increase to per pupil formula

*Projected revenue amount includes Long Term Facilities Maintenance (LTFM) sources within the General Fund prior to any State UFARS required transfers to the Building Construction Fund

FY2019-20 General Fund Projected Revenue (as on 4/17/19)

Projected Revenue Changes	Amount \$M
Referendum levy increase	\$17.3
State Aid increase (assumption of 1% increase on formula)	\$3.1
State Aid decrease (due to enrollment decline)	\$(6.9)
Compensatory Education decrease (based on 10/1/18 Free & Reduced lunch count)	\$(5.5)
Special Education	\$2.2
Total FY20 Projected Revenue Increase	\$10.2

FY20 School Budget Timeline

- Sites received budget toolkits on March 25
- Principals Budget Fair took place on March 27
- Budget planning meetings with sites began April 8
- More information sent to principals on April 8 on Budget
- FAQs & Budgeting 101 video
- Budget Rollout to Programs on April 15
- Joint Meetings with Leadership, Program Administrators, and Accounting Staff
- Budgets due back on April 26

QUESTIONS/DISCUSSION:

- The big picture overview indicated that the original number was \$2.9M deficit and it is now \$4.6M. What were the changes? Response: There were some changes to the expenditure side with program budgets, some additional allocations.
- At the last COB meeting, we talked about ways to close that. Response: Yes, one way would be a 2% within the revenue legislation – we assumed 1%. That would be about another \$3.1M in revenue for the district, so that gap would be decreased. We are considering other options in contingency funds, that the district has set aside, and also looking at school need and other areas.
- This does include assuming the inflation reductions within the allocations. There was a little allocation with the program budget for this year as to not completely reduce program department budgets.
- This is a different number than has been seen previously at the COB meetings. Response: We have a strategic plan that will guide us and in priorities. It's intensely focused on increasing long term student outcomes, and it will take a reprioritization and rededication to our schools to do that, and we are forcing ourselves to try to redistribute funds. This is so much a moving part with the legislative session, and we may receive more. These are the kinds of decisions that districts are forced to make. Our priority was to provide schools with above and beyond the resources they've had in the past to restart in a way to be successful with SPPS Achieves.
- There is work being done. There are some schools that for different reasons, mostly with comp. ed. dropping are needing to be creative to support those programs. We are dedicated to these conversations to ensure that happens, and also know the challenge of waiting for the legislature. In thinking about the money set aside for the fall and the contingency fund, that fund covers the changing numbers that we get in the fall, and in the past, we've tried to use it when we had it so that there aren't drastic changes in schools. We also rounded up with our FTEs, wouldn't that mitigate the need and whether that amount which is the \$3M contingency, or will the rounding up accomplish that and that money could go to comfort those programs that have strong concerns now? We're trying to figure out

before the legislative session. Response: There's a number of things that play into the scenarios and our team is working to prioritize needs and to be responsible. Any contingency spent now will be baked into the budget next year and become more, and is a cost control for the inflation now. There's a big difference in rounding up to manifest an equitable way to handle enrollment. We are finding squeeze outside the targeted funds, either started by an idea or grant, but didn't think down the road how to continue to sustain it. It means we are allocating excess to class sizes to build enrollment, and investing now to capture enrollment that will pay off in the future and space in those schools. The other piece was Title I and compensatory dollars that decreased, as well as an enrollment decline. There's three different ways that hits us at once. There isn't a way to plan for that ahead of time. Schools are creative in how to make up for that, but we can meet them somewhere and help at a district level and look for other ways to target resources, and sustainable methods for outside our targets.

- We want to ensure continuing what is working, and balance what is working in programs seeing shifts, it's helpful to have an understanding for the community as well of what we do deem to be successful programming and committing to that so we know it might not happen this year, but not off the table, or grow in a time period projections. There is some ambiguity in the community with schools about programs that are successful that are going to withstand some of the budget concerns. Committing to the fact that the program is worthwhile, and committing to a path of sustainability is important.
- There's also a question bubbling up that we need to be thoughtful about how much the impacts from the budget changes, and the referendum, where many people feel it eliminate or reduce the vulnerability of their programs. We don't want to come to a place politically where people have supported the district and voted to raise the referendum, and their programs are being cut anyway. It may be the cut would have been worse – and for the programs and projects that are successful, we may need to think about a bridge of the ability of those programs to move to a different funding source. We can't turn off things we have been sustaining without some level of blowback. That puts the district in a difficult political position. This is a complicated thing – to align our resources with the strategic plan and have the funding be used in alignment with the strategic plan. There may be also to look at plan spending and adjustments to bridge for the things we know could move to another revenue source over time. That's a concern that is growing within the community – that they voted for the referendum but there will still be cuts.
- There was a request for board funding and staffing in buildings, and that is important for the community to understand in those allocations. Response: Schools are still working on their final budgets, and we want to avoid communicating widely before budgets are finalized. Our team is working to find efficiencies within the budget and details. It's complex work. We are finding details that are crucial. We continue to work through the requests, and ask buildings about their priorities that their community values and we are doing what we can to continue those things. Staffing will be available May 3rd, and budgets are due back April 26th.
- Director Brodrick noted the Public Comments made about the importance and vitality of our TAs and EAs in the district, especially in Sped. Are schools as they are going through the budget process, will they need to eliminate the number of EAs and TAs, and is this something they are anguishing about? Response: In responding to the budget process, we are supporting the optimal conditions for a culture of learning in our buildings, there are many cases where support staff, EAs, and TAs are appropriate, and other cases where we are going to best prioritize the resources within each building. Many times the number of support staff are determined by the student needs, so there may be shifts based on that. In other cases, needs may change and a building may need more. There will be a better picture once we have final budgets. It will be based on the formula and guidelines that we have.
- People in the buildings and the community are asking about how this is working out because of the referendum, and if there will be negative impact on EAs and TAs, that is the concern. We passed a referendum, and still have a deficit? This becomes complicated, but it's difficult when someone asks a question to give them a complicated answer. We need an answer to those that are wondering why we have a deficit when we passed a referendum, and if we are going to be able to really do all the things for our kids? Response: The numbers are there and in terms of compensatory and loss of students, and assuming a 1% increase in funding. We didn't know what that number would be in going out for the referendum. In coupled with that and the side to continue operations if we were to do nothing, those are huge numbers. We are also dedicating more money to our schools. This is a huge shift for us in defining criteria to allocate resources to schools, and other efficiencies in the district and the work tasked with now in funding our priorities.

- For those programs that we are funding and believe, and starting, stopping, and sustaining, what is the process for determining those programs that really work and need to be sustained. Response: That is a timely question with the recent listening session with the Research, Evaluation and Assessment department. This is a team that is committed to doing this work and strategic initiative 5A that looks at program evaluation and resource allocation. It's difficult to choose to stop a program, but now we have a strategic plan to guide the priorities and to know what we want to start and sustain. It's creating margins because they may not be aligned. If we want to make an impact, we need to lay out the priorities. That process will be shared once it is finalized.
 - That will help the community to understand where the money is going, and that we are measured in our approach with data.

C. Policy Update

Superintendent Gothard then introduced Cedrick Baker, Chief of Staff, and Jada Wollenzien, Program Manager, to present on the policy update.

1. THIRD READING: Policy 417.00 - Drug and Alcohol Testing for Drivers
THIRD READING: Policy 416.00 - Drug and Alcohol Testing for All Employees

THIRD READING: Policy 417.00: Drug and Alcohol Testing for Drivers

- Propose new policy (417.00) be developed
- Rationale
 - Make an official SPPS policy because SPPS already participates in these federally mandated practices for drivers:
 - Pre-Employment Testing
 - Post-Accident Testing
 - Random Testing
 - Reasonable Suspicion Testing
 - Return-To-Duty Testing
 - Follow-Up Testing

THIRD READING: Policy 416.00: Drug and Alcohol Testing for All Employees

- Propose new policy (416.00) be developed
- Rationale
 - Currently, SPPS has no current mechanism (for any employees other than drivers) to rule out or confirm someone is indeed under the influence of drugs or alcohol at work
 - Liability and safety issue
- Unlike proposed policy 417.00, this policy will not include:
 - Random Testing
 - Job Applicant Testing
 - During Routine Physical Examination Testing
- This policy will include:
 - **Reasonable Suspicion Testing**
 - Will help district in making disciplinary decisions
 - Encourages employees who truly have a problem get help
 - If an employee has one positive test, the District must give them an opportunity to participate in treatment
 - **Treatment Program Testing**
 - Testing may be required as part of an employee's participation in any chemical dependency treatment under an employee benefit plan, or any chemical dependency treatment to which an employee has been referred by the District
- During this 3-reading process, we have asked bargaining units to review and provide input.
- Per Electricians, we are adding in this paragraph:
 - **VI. COLLECTIVE BARGAINING AGREEMENTS/ APPEAL PROCEDURES**
 - This Policy shall be interpreted and applied consistent with any applicable labor agreement, and in the event of a conflict, the labor agreement shall supersede this Policy. Employees covered by

labor agreements may appeal employment actions taken under this Policy under the applicable labor agreement.

BF 31657 THIRD READING: Policy 417.00 - Drug and Alcohol Testing for Drivers
BF 31658 THIRD READING: Policy 416.00 - Drug and Alcohol Testing for All Employees

QUESTIONS/DISCUSSION: None

MOTION: Ms. Ellis moved approval of the adoption of Policy 417.00 - Drug and Alcohol Testing for Drivers and the adoption of Policy 416.00 - Drug and Alcohol Testing for All Employees. Mr. Marchese seconded the motion.

The motion was approved with the following roll call vote:

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

2. THIRD READING: Policy 516.00 - Medications/Medical Procedures

THIRD READING: Policy 516.00: Medications/Medical Procedures

- Third reading of revised policy
- Last revised in 2008
- Revisions made to the policy:
 - Restructuring of sentences
 - Re-wording
 - "Designee of the school administrator" to replace "designee of the principal" (paragraph 2)
 - "Medications needed at school" to replace " medications prescribed" (paragraphs 4a, 4b)
- Additions to the policy:
 - Purpose statement
 - Paragraph 5 - overnight field trips / in original, labeled container
 - Paragraph 10 - emergency medication

BF 31659 THIRD READING: Policy 516.00 - Medications/Medical Procedures

QUESTIONS/DISCUSSION: None

MOTION: Ms. Ellis moved approval of the revisions to Policy 516.00 - Medications/Medical Procedures. Ms. Foster seconded the motion.

The motion was approved with the following roll call vote:

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

3. FIRST READING: Policy 713.00 Equal Opportunity Procurement

FIRST READING: Policy 713.00: Equal Opportunity Procurement

- Amended policy
- Rationale for updated policy:
 - To support the Small Business Inclusion Program SPPS is establishing
 - Will allow SPPS to better assess where and how it is spending and where improvements could be made
 - Will be able to provide transparent reporting
- New proposed language was reviewed

QUESTIONS/DISCUSSION: None

4. FIRST READING: Policy 415.00 Discrimination, Harassment, Violence and Retaliation

FIRST READING: Policy 415.00: Discrimination, Harassment, Violence and Retaliation

- We are updating the current Policy 415.00: Harassment, Violence, and Other Offensive Behavior. It is being proposed that the policy be retitled to Policy 415.00: Discrimination, Harassment, Violence, and Retaliation Policy.
- Why do we have this policy?
 - Promote positive school and district culture; and Minn. Stat. § 121A.03 requires that we have a policy regarding sexual, religious, and racial harassment and sexual, religious, and racial violence that conforms with the Minnesota Human Rights Act.
- Why are updates being proposed?
 - To create alignment with other District policies (e.g., Policy 102.00 Equal Opportunity/Non-Discrimination; Policy 500.00 Gender Inclusion; Policy 505.00 Bullying Prohibition)
 - To provide clarity in reporting and investigation procedures
 - To expand and clarify the retaliation prohibition
 - To ensure we are using our new resource, the EEO Director
- What are the significant updates?
 - Eliminates the need for separate procedures
 - Clarifies that discrimination is prohibited by this policy
 - Requires reporting of policy violations within 1 business day
 - Utilizes the EEO Director to receive copies of reports and, if necessary, undertake her own investigation and/or provide support to building administration
 - Explains that District personnel who fail to report violations of the policy may be subject to discipline
 - Significantly expands the retaliation prohibition.

QUESTIONS/DISCUSSION: None

XI. NEW BUSINESS

A. Set Sale Resolutions for 2019a, 2019b and 2019c

Superintendent Gothard then introduced Chief Finance Officer, Marie Schrul, and representative from Baker Tilly, Kelly Smith, to provide information on the below items. There will be three resolutions for set sale within the upcoming months.

These are issues for school facility improvement projects. The debt service schedule for these issues were placed on the Pay 19 levy, and are in place for debt service schedules. Typically we issue all financing issues at one time, however there are different sale dates for these issues. The first is the \$15M general obligation bonds which will occur at next month's regular meeting, May 21, and the other two are financing for the FMP throughout the district. Because those are tied to specific buildings, there is title work that needed to be finalized before moving ahead, and they are delayed one month. These are all competitive sales, and the certificates of participation will be back before the Board anticipated June 18th, once title work is complete. We are in the process of preparing an official statement which will go out potential investors and underwriters. There are rating calls with Moody's and S&P on May 9th, which has been our practice in the past.

BF 31660 Resolution Providing for the Competitive Negotiated Sale of \$15,000,000 General Obligation School Building Bonds, Series 2019a; 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

MOTION: Ms. Ellis moved approval of the Resolution Providing for the Competitive Negotiated Sale of \$15,000,000 General Obligation School Building Bonds, Series 2019a; 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. Mr. Schumacher seconded the motion.

The motion was approved with the following roll call vote:

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

BF 31661 Resolution Providing for the Competitive Negotiated Sale of \$23,660,000 Certificates of Participation, Series 2019b, 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

MOTION: Ms. Ellis moved approval of the Resolution Providing for the Competitive Negotiated Sale of \$23,660,000 Certificates of Participation, Series 2019b, 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. Ms. Vanderwert seconded the motion.

The motion was approved with the following roll call vote:

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

BF 31662 Resolution Providing for the Competitive Negotiated Sale of \$40,525,000 Taxable Certificates of Participation, Series 2019c, 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

MOTION: Ms. Ellis moved approval of the Resolution Providing for the Competitive Negotiated Sale of \$40,525,000 Taxable Certificates of Participation, Series 2019c, 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. Mr. Marchese seconded the motion.

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Xiong requested information on the understanding of the District's efforts to support probationary teachers and initiatives and efforts to retain and support our teachers of color in the district, as well as an understanding how we also support principals because they are the coaches within the buildings
- Director Xiong requested an update on effort to be a pilot district for data disaggregation
- Director Xiong and Director Vanderwert noted that there have been community members who have reached out about efforts and initiatives the District is taking to be more green and sustainable, including solar power, practices in the lunchroom and cafeterias on usage, and the potential to ban single-use plastics.
- In following-up on the conversations with CAAL, an update on how the District is investing financially and programmatically in Hmong Dual Language Program, and expansion of how we invest in dual language programs within the district
- In following-up on the SEAB recommendation, an update on the proposal to update the top 10 honors system to a Latin-based or Honors-based system, and research around that topic
- An update to the SEAB recommendation on efforts to increase access and increase of diversifying the student base in advanced classes within the district.
- Chair Ellis requested an update on start times, and opportunities for families for childcare before and after school.

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Vanderwert provided an update on the Saint Paul Children's Collaborative, including a youth master plan and evaluation, data around Kindergarten readiness, 3rd grade reading, and graduation rates, and the goals of how to support that as a collaborative effort. Another big issue is out of school time, and funding for that, and with the desire to cut funding at the federal level, and needing to look for other ways to provide for out of school time.
- Director Vanderwert also noted the meeting with mental health folks who promote and support the Alive! Program, which is a way of helping kids who are experiencing trauma or mental health or behavioral needs, and use drama therapy to support those students.
- Director Vanderwert noted her meeting with Community in Schools, which Dr. Theresa Battle has helped to promote. They are a program like Achievement Plus, where a community liaison works with the schools and referrals to the community, and brings another person to develop relationships with students and mitigate crises, and to go to the root cause of issues. It would be helpful to hear more from them and makes sense that we support all our kids as a community.
- Director Vanderwert and Director Xiong attended the American Indian Honoring Night event, which was a neat experience that showed how the American Indian community comes together to hold kids up, and that is reflected in the graduation rates of American Indian students and the increase in rates of the student group, which is a big factor in their success.
- Director Marchese noted that he, Chair Ellis, and Director Brodrick attended the Adams Spanish Immersion building celebration. It was a great evening with community, and to celebrate the building and renovations, and to recognize Howard Hathaway, the "godfather" of the dual immersion program in the district and the new media center is named in honor of him. There was cultural programming, and great event which showed the obvious pride in the community for that building, and reiterated and reinforced, and demonstrated our value of students and staff and the places provided for them. There are a lot of buildings in the process of renovation, and Adams is a prime example.
- Director Marchese noted that he, Director Brodrick, and Chair Ellis also attended the Joint Property Tax Advisory meeting. There was shared discussion on state funding, and collaboration with Parks and

Rec on athletic facility usage and co-located sites. Homelessness and integration were discussed, as well as tax-exempt properties, and also the joint debt books presented to the community and around the operating levy once the legislative session is complete.

- Director Xiong noted the Equity Summit planned for Saturday, April 27th, which is organized by students and focusing on investing in informational pedagogies, and this event will feature Christopher Emdin. It's an opportunity for our youth to lead this initiative and an opportunity for us to learn from them.
- Chair Ellis recounted her time spent on the Bush Foundation Learning Journey, including a visit to Albuquerque, and the opportunity to study public and charter schools. This is an opportunity for SPPS and MPS to work together as a cohort, and it was an amazing experience to be in the different schools and talk to parents and students, including about the educational pathways, including public health and feeling ownership.
- Chair Ellis also noted her trip to Philadelphia with NSBA. She was able to see Skylar, a SEAB alum who attends Dartmouth, accept the Magna award for SEAB, which was a great experience and the only student group to receive an award. There were many workshops and policy rotations, including policies in other districts, and a few of the workshops focused on consent and comprehensive sex ed. in middle and high schools, and another workshop focused on mental health for LGBTQ students, and in a survey sent out in one state, 60% of LGBTQ students were struggling with mental health issues, and the additional health care support in schools. It was important to hear from students about what that meant to them, and also that the funding was sustainable.
- She also went on to provide an update on the solar energy initiatives of the District - SPPS continues to seek avenues to promote sustainable practices across our District and appreciates the community interest we are hearing in this arena. SPPS is currently working with community solar developers to become a major consumer of renewable energy via an off-site subscription, and our Facilities Department is performing a feasibility study regarding the opportunity of some day using our sites to generate renewable energy. Just last week our district celebrated breaking the \$2 million mark in energy efficiency rebates, and we're excited to see how we can compound those successes going forward.
- Chair Ellis also noted conversations about take home meals, which would be a great way to ensure kids have food at home, knowing we also have dinners at buildings, and opportunities for us to get more food to students.
- Chair Ellis also noted her experience with a Humboldt student who is a part of the Youth Executive Board at Equity Alliance MN. While the district is not a member of the group, this student was grandfathered into the board four years ago, and her experience has been important in building relationships with other districts, identity and race. The student asked if there would be a way to continue this opportunity for students to be a part of the Youth Executive Board.
- Director Brodrick, Director Schumacher, and Chair Ellis attended a CTE Advisory meeting recently, and talking about the career and technical education in the district and the opportunity for students to earn college credit. The Academy of Finance was recognized at the meeting, and it was a great opportunity to meet our corporate partners, and opportunities students have in fields and is ramped up in the strategic plan, which has a foundation set.
- The Supreme Court was recently at Humboldt, and it was a great opportunity for students to hear a live appeal and the auditorium was full. The justices were impressed with the nature of the questions and students volunteered to show them around the school. It was great to have the school and courts to be a part of the whole experience.
- Director Foster noted the work of Seth Stratton, teacher at Highland Park Elementary for his work in creating reusable breakfast to go bags for students, and thanked him for his effort and transformative practices. Teachers do have a passion for teaching the students in this district, and work outside school time and hours, and we thank them for all they do.
- She also noted that Harding students are in the finals for a competition with Vans shoes, and encouraged the community to vote online for their design.
- She also noted the two Teacher of the Year semi-finalists from SPPS, including Bernetta Green at Eastern Heights and Eugenia Pope at Harding, and we are looking forward to hearing the finalist on May 5th.
- Chair Ellis noted her time at the Beat the Odds Scholarship event, which featured two SPPS students, who each were awarded a \$5,000 scholarship.

- Director Foster also noted the follow-up from the Maxfield students and their request for new flooring who spoke at Public Comment.

XIII. FUTURE MEETING SCHEDULE

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

- May 21
- June 11 | Non-Renewals | 4:00 p.m.
- June 18
- July 23
- August 20
- September 17
- October 22
- November 19
- December 17
- January 7, 2020 (Annual)
- January 21
- February 18
- March 24
- April 21

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

- May 7
- June 11
- August 7 (Wed.)
- September 10
- October 15
- November 12
- December 3
- January 7, 2020
- February 11
- March 10
- April 7

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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
May 7, 2019**

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

Staff: Superintendent Gothard, M. Hoerth, K. Kimani, M. Doud, H. Kilgore, A. Schilling, M. Gilbert, J. Turner, K. Wilcox-Harris, C. Long, D. Watkins, C. Baker, P. Holm, K. Randall, K. Burns, S. Dahlke, D. Ginther, B. Lacina, H. Ott, SEAB Members, A. Collins, T. Battle, S. Walsh, S. Carlstrom

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

I. CALL TO ORDER

The meeting was called to order at 4:31 p.m.

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard began the meeting with a thank you to our teachers for National Teacher Week, and recounted the teachers in his life that have made an impact. He also noted the celebration for Minnesota Teacher of the Year – where Saint Paul had two finalists and five semi-finalists, overall including Molly Keenan from Harding, Eric Erickson from Como Senior, Benjamin Lathrop from Harding, with Bernetta Green from Eastern Heights and Eugenia Popa from Harding moving on to the finals. It was a great event and an amazing celebration of all their accomplishments. We honor what all teachers do for our students, and recognize them. We are all very proud of the great job and of their work.

B. Legislative Update

Superintendent Gothard then introduced Mary Dougherty Gilbert, Legislative Liaison, to provide an update on the current legislative session.

Important Facts/Dates

- E-12 House bill passed: 78-55
- E-12 Senate bill passed: 37-30
- New Guidelines: First deadline missed
 - Conference committees appointed by May 1
 - Fiscal targets for conference – May 6
 - Conference committee reports to floor – May 13
- Adjournment – May 20th

The Big Picture

	Governor	House	Senate
E-12 Target	\$711 million	\$900 million	\$211 million
Formula	3% & 2%	3% & 2%	0.5% & 0.5%
Cost	\$520.5 million	\$520.5 million	\$94.83 million
Special Ed	\$90.6 million	\$117.8 million	No increase
Tuition Bill Reform	Yes	Yes	No change

Other Key Provisions

	Governor	House	Senate
VPK/School Readiness +	\$47.1 million	\$47.1 million	No funding
ELL	No change	\$4.48 million	No change
Grow Your Own	No change \$	\$7 million	No change
Teacher Mentor	\$4 million	\$3 million	No funding
Full Service Community	\$4 million	\$15 million	No change
School Safety	\$17.3 million	\$24.370 million	\$74.53 M for FY20-21

E-12 Target is Key – Need House/Gov

- Major Components add up to nearly \$700 M
 - Formula - \$525 M
 - Special Education - \$90-\$117 M
 - VPK/School Readiness Restoration - \$47.1 M
 - ELL - \$4.48 M

SPPS Revenue Comparison FY20

Over Base	Governor	House	Senate
Gen Fund	\$9.15 million	\$9.47 million	\$1.55 million
VPK/School - 266 readiness scholars	Included above	Included above	Not included*
Special ED	\$1.188 million	\$1.96 million	No Change
Other/school safety	\$0.45 million	\$0.735 million	\$1.48 million**
Total	\$10.79 million	\$12.17 million	\$3.05 million

Other Grants/Funding of Interest

- Promise Neighborhood - funding similar H/S/Gov
- Homeless supports - House and Governor
- CTE - House bill only, increase in FY21
- Student support, Trauma grants and para training - House bill only
- Concurrent Enrollment - House bill only
- Ignite After School Funding - House bill only
- St. Paul College Savings Account - House bill only

Policy Provisions

- Sexual Health Education
- PESLB Licensing Changes—especially Tier 1 and 2
- Student Discipline
- Civics Education and Test
- Lead and Radon Testing and Reporting
- ECFE/ABE teacher contracting/salary provision

Other Committees

- Family Medical Leave
- Safe and Sick Time
- Retainage Changes — Construction projects
- Bus Contractors — Unemployment Insurance requirement
- Pension Issue — multi-employer employees

QUESTIONS/DISCUSSION:

- It was noted that it will be difficult to predict if the session will be finished on time.
- The conference committee is meeting and going through information and looking at provisions, but are so far apart on the money.
- A board member noted that the Senate needs a short course on inflation. Response: At the beginning of the forecast with the built-in increases in K-12, and because we had an increase, those are carried forward to this biennium, and some changes to special education, so they are saying there is new money in the formula. It's money carried forward, but no increase in the general education formula. That carryover money is built on caseloads and entitlements which are in law that the state needs to fund. They don't want to increase taxes or do the gas tax, which they also oppose.
- The individual bills versus the per pupil funding formula – does that seem to be moving towards an end game where everything is together, and there is per pupil funding and don't support the bills, but instead give a lump sum and ask us to figure it out? Response: The education community is well-united around the formula special ed. and maintaining the 4000 readiness seats. Everyone has formula funding at the top because it provides the most flexibility and that money runs through all the other formulas. The Rural Education Association has VPK as their second in top-tier. There are a lot of Senate Republican members that receive money from that program, and Senator Nelson has suggested that districts will receive that money anyways, but we checked and clarified that that money is not directed to schools, and there is a provision that states it *cannot* be directed. That means it would need to go through a Pathway I scholarship and we're enrolling like other districts and hiring teachers, and those programs and seats will be taken. Part of the reason for Pathway is driving money to childcare and it's easier to access, and that's why we advocated for steady and constant revenue through VPK, school readiness plus, or Pathway II scholarships so it's predictable and we can enroll students. Schools receiving school readiness plus money are 80-95% FRL, high percentage of EL learners, and have a Level III EBD program, and we are serving within those populations those at risk. They make argument that someone outside those factors might access school readiness position, which is not true in Saint Paul, and Republican members want to split money to four regions in state, and some schools have less students who qualify for FRL that access those scholarships.
- What is the sense around the capitol around the opportunity? What is the sense of the Senate? Is there a point in which there will be a pressure put back on the GOP and Senate? Response: In recent history, they have not been this far apart. The Senate has been desperate in their target and provided examples of other years. On one hand they say we need to baton down the hatches and we can't spend money, and then in press conferences they talk about the surplus. It's incongruous around the capitol. The senate doesn't want much – some tax conformity and business and corporate tax relief, so it's easier for them to wait people out, and will be a matter of who loses the most if there is a special session or shutdown.
- Is there a sense of activity from other districts outside the metro, is there activity from school districts and rural and MSBA that represents those districts, and the constituents of those districts whose senators are pushing against the opposite. Is there activity there? Response: All education

organizations have done alerts to their members, including school readiness funding. We've done alerts and delivered letter to key leadership folks. Part of it is the fight through the rhetoric. With legislation, words matter.

- Has there been any other palatable discussions other than gas tax to raise revenue for education funding? Response: The gas tax is to fund the transportation proposal. The house tax bill includes taxing money with companies, and trying to repatriate money that is going off shore, and the senate has said they will not do that and we can't legally. There have been 12-14 states that have passed that. There are three big sticking points – one is the gas tax and transportation funding because the last session left a hole for transit and metro mobility, so they need to fix that; we also have the philosophical differences in the tax bill and federal tax conformity, the state has continued to allow to deduct against income, and will raise taxes for those above the limits, and might raise personal income tax; the House is interested in taxing more business and providing tax relief. They are fundamentally not on the same page. There is not a lot of property tax relief, except for more rural area school districts where they pull funding from the farm income. It's not statewide.
- It was also noted to urge folks to continue to keep the pressure on and thank the governor and House for holding strong, while we continue to work with education organizations as we move forward. Mary Gilbert will keep the Board and District informed of new information.
- The Board also noted that they are willing to continue to call and contact the decision makers and those key messages, or if their presence is needed at the capital and willing to help in any way to push these messages through.
- Have we sent a letter on behalf of the Board to the key decision makers? It would be nice if we could send something from the Board directly, and have the Exec Committee vet it and send it out. The superintendent did send an alert to staff about the current issues in the legislative session; board members noted that families should also be included in those alerts. It was also noted that when letters to key decision makers are sent, that it would be also helpful to copy the Saint Paul Delegation members so that all are aware.

C. Advanced Coursework Update

Superintendent Gothard then introduced Han Ott, Assistant Superintendent of Teaching and Learning; Ben Lacina, Supervisor of Talent Development and Accelerated Services; and Darren Ginther, Assistant Director of College and Career Readiness, to present an update on advanced coursework recommendations brought forth by SEAB at the end of the 2017-2018 school year to ensure more students access and are successful in advanced classes.

Strategic Plan Focus Areas

- Positive School and District Culture
 - Objective 2: Create a mission-driven culture where staff are supported to thrive and deliver exceptional outcomes.
- Effective and Culturally Relevant Instruction
 - Objective 3: Increase our capacity to meet the instructional needs of each learner
- College and Career Paths
 - Objective 7: Provide career-focused, hands-on opportunities for all middle and high school students

Advanced Courses Include:

- Accelerated level courses
- Advanced Placement
- Career and Technical Education
- Concurrent Enrollment
- College in the Schools
- Honors
- International Baccalaureate Diploma Program
- Post-secondary Educational Options

9-12 Advanced Coursework Participation

- A graph showing the advanced course participation in senior high grades 9-12 was shown among students within ethnic groups and all students.

Gifted and Talented

- #1 – Clarify what gifted and talented means in SPPS and provide consistent services (in progress)
- #2 – Change the GT/CogAT test letter that is sent to families to be strengths-based, plain language, and fewer words (complete)
- #3 – GT services for all students K-5 (in progress)

Access and Success

- #4 – Create a cross-departmental team to drive increased participation and success in advanced classes for students of color (complete)
 - College and career paths
 - Actions: Short-term, Mid-Term, Long-Term
 - Common language in course guides & advising
 - Add student voice back to Advanced Coursework Committee
 - Create school-based committees to review advanced coursework data
 - Encourage student voice to promote advanced courses to other students

Multilingual Learning Support

- #5 – Develop a visual tool that clarifies options and resources beyond EL services (complete)

Recognition and Feedback

- #6 – Implement consistent recognition of academic achievement by updating policy 510.03 (in progress)
- #7 - Create a comprehensive student communication plan that includes a district-wide mechanism for collecting experience data from students (in progress)

QUESTIONS/DISCUSSION:

- A board member noted that in gifted and talented, which is an identifier and not necessarily a choice, and in thinking about families trying to understand their options for their children across the board, there's still a lot of education that needs to be done around what G&T means, and he appreciates that it is included, because many parents may see that as an identifier for kids that are advanced in a way, and understanding how it is evaluated and explained to people it makes sense, but is not understood districtwide. That's important because it becomes a negative concept for a lot of families, or one they feel their child needs to have or else they won't receive that high rigor education. It is important to be clear about what it means, and the terminology. Response: One of the largest things that we talk about is thinking versus skills, and kids' experiences. Part of talent development is having a wider look in that aspect in terms of rigor and thinking, and how we scaffold skills that might not be there. Skills are highly variable, and we ask families to tell about child's thinking and talents and interests, and in many times it's starting with the student and carrying the conversation from there. We can also inform parents and families to schools that will match their child's interests and background, and those conversations and listening is educating about the options are so important. We are working with teachers to also so this with students in their classroom, and it moves away from a label, and more towards the human being moving forward on their journey.
 - It also aligns with the goals at a statewide level to be clear on achievement, and how to measure potential and to show support for it. Moving forward, how do we talk about our kids from the standpoint of the skills, thinking, and potential they all have outside of this narrow and maybe incorrect lens of the GT label; to get beyond the perception that's the only way they will get what their children will need. We have confidence that staff at the Placement Center will be able to have those conversations with families so that we start to incorporate all we understand what makes kids achieve and have conversations with parents and families.

- It's important to think that as we look at culturally relevant instruction – every kid has strengths. Some families may feel that the only way for their child's strengths to be recognized are through GT, which is not the case. In speaking with teachers, and seeing student strengths, but they're not feeling it everyday in every space. We need to do better as a system as a whole, and 3a gives that extra "scoop." All kids need to be recognized for their strengths and moving towards that.
 - In our honors celebrations, it would be interesting to know how many of the students recognized at the Celebration of Excellence who are going on to colleges across the country at every level, and how many of them went through a GT program; and the perceptions around that and breaking it that there is only one route for parents is important.
- A board member noted that staff will be meeting with Reflective Science, who student executive function, and a way of measuring and supporting that; for our kids, executive function will be as important as knowing reading and math, and adding that to the measures will be interesting.
- What is the process for how students are placed into advanced coursework? How do students with parents who may not know the system and not asking about advanced coursework access these classes? Response: It's common thinking to link advanced coursework with the identifier of a test in kindergarten; we identify about 10% of students, but there is much more than 10% in advanced classes. Part of it building a model that is "yes and", and the analogy of a bus, and some students are on that path, but we can also order another bus to also put them on that path. We are learning with EL students, if they are engaging in choosing, and how do we as a system support that. As kids get older and discover themselves and their strengths, it moves them to choosing rigor. As long as we are saying yes and supporting students to succeed in those classes, and that support in executive functioning. The move towards social-emotional learning has long been a component of GT pedagogy, in thinking and observing differently and cognition and executive function. This is a wonderful opportunity to bring that into a kid's self-awareness and the more opportunities for kids to learn that, we turn the decision to them, as opposed to keeping those buffers and trajectory. We are always scooping more and more kids, and those who may join later.
 - Wondering about kids not as self-aware, and how are we moving those kids with the capacity to advanced classes? Response: There's that constant struggle and discussion. It's where counseling fits in, teacher relationships, and parents. There's also system pieces to work on for the trajectory, including in math and language arts and the trajectory of those classes for students that start in those classes earlier in their high school career. Courses that are chosen earlier on may provide the trajectory for other coursework, and one of the things in the committee is how different entry points are addressed, and one is common language in advising, and course registration; how we talk about access and options for students and common language in describing them to students; also the supports offered to them to make a choice to stretch themselves to take a course. We're also looking at the personal learning plan, and CAMPUS as a tool to map out the 4-year plan, and courses available throughout, and giving them voice and choice, and supporting them along the way including intentional advising, knowledgeable about courses, professional development and coaching up to be choice into it, and a more counseling up model with supports and wraparound supports. Personal learning and intentional advising, and common language, and professional development for counselors to model what's working well in one school and learning from another. We've also looked at schools across the state and what they are doing well and providing to students and staff to investigate.
 - Board members noted that they appreciated hearing coaching up and encouraging students to take those courses. AVID and acceleration courses also help to bring awareness and provide coaching. Outside mentors and advising, and support networks, both internal and external, also provide that mentorship along the way for students.
- In talking about systems and the "extra bus" and being proactive, if our systems are aligning, and students are interested, what happens when classes are full, and provide opportunities for students, and how do we not say no to that? Response: We sometimes have mid-year adjustments, and schools are scheduling a grade level course and honors course at the same place. If one is full, kids need to have a class, and if we have capacity to do that, and 3b in the action plan has ways for the committee and initiative to help the system be flexible for those situations and the best interest in our kids, and considering that students will continue with those next courses the following year.

- When can we expect GT services for all students K-5 and that timeline? Response: Strategic 3b's timeline has finding barriers and identifying barriers in gaps in services, and making recommendation by the end of the summer. Incorporating this work with core service, and GT services on top of that.
- Is it a SY21 timeline? Response: Recommendation comes forward in Fall of 2019, and the goal is over the course of next school year to do implement plan of the recommendations, and happen for kids in Fall of 2020. There will be milestones to get there. Regarding levels of service, there are services currently depending on building. The goal of 3b is the guaranteed baseline for all schools and all students, and how does each school personalize it for their community. All students have current access to differentiated instruction. Most schools are doing flexible grouping, and teachers can be responsive to needs, and instructional strategies to greater depth and strategy, and deeper thinking. We are building that base to build those differentiated services, and how we respond to the demonstrating. We need to build that capacity and understanding, and how we layer it on top of guaranteed access. The other part of 3b is capacity, and build capacity so that when implemented it works. A number of the schools have things going on that have not been articulated, and different programs, and it's not set up in away for all kids to have clear access. The model we have is levels of service, and articulated in the building and in websites and community nights, which is being wrapped up at the end of the school year. 3b with well-rounded will move us to another level of analysis of providing well-rounded education across the board. How we articulate and get tight at each site, and also engage students and families to access them. There's an intentional piece, and also an adaptive piece.
 - We have parents with a common misperception in order for students to be labeled GT or receive high rigor courses, they must enroll their students in 1-2 schools, whereas we know many schools across the district also offer this, and telling these details to elevate what we offer at different schools for high rigor education and enrichment and also how we talk about it. This is key and important to share more about the different schools about how they are challenging their student's rigor.
- In thinking about GT, and schools or situations that are teaching to comprehension, and in some ways, that idea it's different than GT but that they have the capacity to meet kids where they are, understand them, and move them up. Is some of that already evolving in what we do, or something that might be a pilot, or are we ahead of that in separating that approach? Is what we're doing now going to get us to teach to comprehension in a way that connects all kids and continues to move them up, or is it something that is a separate concept in a school or program? Response: In professional development, we are moving beyond comprehension. In read-aloud with students, teachers read above them; not what students will live up to, but what they will live into. In setting goals high and providing scaffolding and support, and teacher tools provide access to the language for all students, who all then have access to that thinking modeled by other students and the teacher. When we start from applying to real world situations, and where does your voice show up on stage, and building that stage, and why and how does your voice enter the space – it's building the inquiry and asking questions, and learning what we have discovered and its impacts on self. That's the enriched curriculum that gets us to a high level, and giving teachers tools to do that in the classroom with differentiated instruction. It's the collaboration with content, curriculum, and instructions where it all comes together
- In student voice and creating school-based committees, are those to review coursework data? Or are we talking about school-based committees around student voice? In talking about student voice, SEAB folks are clear they do not represent student voice – how do we get student voice, and onto those committees to participate? Response: We are working with schools, especially Johnson's and modeling that for authentic engagement; not looking to have one student represent on advanced coursework. Also, we want to re-engage some student voice, hopefully from SEAB or elsewhere, at the district level to have different views and perspective than staff. With student and family voice, and thinking about our families who may not experience advanced coursework, and the importance of advising and making calls home, and there's system changes, and also culture changed in how we communicate to families that we care and believe in their kids.
 - In adding student voice back to the committee, what does it mean to add it back? At each of the school-based committees, are there students involved in their local school community initiatives? It is important to use all methodologies to involve student voice, and engage students, and a group study at one school to another, and give input to each other. Response: That was part of the recommendation from SEAB, and what it looks like an amplifying student voice will be key.

- A board member noted that she does not like to categorize kids. If we call some students GT, it implies that it is a select few, where all our students are gifted and talented. Our instructional practices should be so exciting that every kid can excel, and be fun and engaging. The whole culture of what we do needs to change to be more fun and interesting and stimulating. Another board member noted that she also believes every student has gifts and talents, and how we bring those out is so important. Its also great to hear we are working across departments because we cannot operate in silos, and we do work in all areas and reaching to be aligned, and impactful in multiple areas.
- In recommendation 7, about the comprehension student communication plan, there are bits and pieces in different places, which is understandable because the plan encompassed different features. What connects it all together as a comprehensive plan, and how will students see it differently than what they see now? Response: Currently students receive personalized learning survey, or student engagement survey from their teachers on individual growth and development plan, internally from their school, etc. – there are lots of different ways to collect data. There is a saturation point where we will cease to get good data and really engage students in surveys that will lead to impactful and engaging data.
 - There is a whole subject of communication and engagement with students, that includes a communication and process. How are you going to knit it together across different areas? REA will be helping us in this work in this key priority, and implement it in a methodical way, and through REA and the initiative. It's bringing in the different pieces and putting them forth on prioritization, engagement, and evaluation. We're figuring out the puzzle pieces before putting it together.
 - Director Marchese also noted that our students have knowledge about how to best reach them and could give good insights, and encouraged staff to tap into that knowledge, because there might be parts missing where students can help us to think about that. Response: A couple of those places are Genius Squad, SEAB, AVID students, and out student leadership groups that are collecting information, as well as our principals, who collect data at the site level, and also district level. There are different strategies, including face-to-face contact, and what we need to ask, but also how.
- What is the timeline to look at the recommendation on recognizing student achievement? Response: It will be brought to the Policy Work Group at the end of the month with potential language. It would then follow the three-reading process once the language is confirmed.
- With participation in advanced courses, and strategies like counseling up, will that address the disparity of students of color in those classes? Response: Yes – that would be the charge to increase proportional representation. Also in counseling up, it's also up to the student and if they feel comfortable, so it's not only encouraging students to be there, but also how it feels, and how to support students once they are there. We need to keep supporting kids once they are there, and those layers that exist and need perspective to illuminate those.

D. FY20 Budget Update

Superintendent Gothard then introduced Chief Schrul to present the FY20 Budget Update, including the new format in looking at the budget as it relates to strategic plan initiatives.

Mission of SPSS

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

FY 2019-20 General Fund Budget | Preliminary Big Picture (as of 5/3/19)

	FY19 Adopted (in \$M)	FY20 Preliminary (in \$M)	Difference (in \$M)
Revenue (including LTFM)	\$560.8	\$574.1	\$13.3
Use of Fund Balance	0	0	0
Expenditures (including LTFM)	\$560.8	\$577.2	\$16.4
Projected FY20 Shortfall		(\$3.1)	

- Projected revenue assumptions are based on a 2% increase to per pupil formula
- Projected revenue amount includes Long Term Facilities Maintenance (LTFM) sources within the General Fund prior to any State UFARS required transfers to the Building Construction Fund

- Projected expenditures adjusted for inflation.

FY 2019-20 General Fund | Projected Revenue (as of 5/3/19)

Projected Revenue Changes:	Amount \$M
Referendum levy increase	\$17.3
State Aid increase (assumption of 2% increase on formula)	6.2
State Aid decrease (due to enrollment decline)	(6.9)
Compensatory Education decrease (based on 10/1/18 Free & Reduced lunch count)	(5.5)
Special Education	2.2
Total FY20 Projected Revenue Increase	\$13.3

Strategic Focus Areas

- Positive School and District Culture
 - Create a shared sense of community to build trust and collaboration within and outside our schools.
- Effective and Culturally Relevant Instruction
 - Provide instruction in ways that are relevant to each student so they stay engaged and feel valued in the classroom.
- Program Evaluation and Resource Allocation
 - Evaluate effectiveness of current programs and make informed adjustments and investments.
- College and Career Paths
 - Expose students to more college and career opportunities while in high school, including the ability to earn college credit, certifications and internships.
- Family and Community Engagement
 - Ensure equitable access to families so they can navigate the school system and the wealth of programs it offers.

Budget line items were then presented in a new format, which demonstrated to the Board and the community how the budget items are organized for FY and SY and the strategic plan. Tying resources to the strategic plan is no easy task, while implementing a new direction for the District after a successful referendum. There has been a history of discretionary funding for schools and has been great innovation at school and classroom levels. When that discretionary funding is no longer available though – that is the challenge is sustaining these great programs and innovations, and the key lies in prioritizing and budget guidelines to ensure predictability, priorities, and a sustainable effort in order to reach the goals we want for each and every student.

The 35 line items were then reviewed, and questions answered throughout the presentation. Proposed budget recommendations can be found within the presentation.

QUESTIONS/DISCUSSION:

- In looking at budget recommendation 2, which is dedicated to providing PD to paraprofessionals, are they able to earn college credit within that training? Response: They can earn in-service credit for SPPS which offers lane changes. Earning of college credit would require collaboration with a higher education institute to offer in-house (similar to SUTR), and would involve working with accredited partners and finding the right partner to create a program long-term, with a strategic application and investment.
 - Board members encouraged administration to look into this option as we work to “grow our own” and creating a cohort. We have talent in our buildings with our EAs and TAs, and moving them forward and how we can make that happen. Board members also noted that in conversations with EAs and TAs, they are pleased to see this strategic plan investment in PD for those roles because

- we want to be ensure our paraprofessional staff are equipped with training for the situations in buildings.
- Further details were provided on the dollar amount, which is specific to this initiative and funds the hourly rate of pay to attend these trainings or earn in-service credit to further the pay scale. Another option is if principals are having PD at the building for licensed staff, and are encouraged to invite EAs and TAs at their hourly rate of pay if they choose to join.
 - In budget recommendation 5, is that technology for a vendor? Response: In the initiative to reach out with surveys, it would include technology and usage.
 - Superintendent Gothard reminded the Board and community that there will not be 28 new positions for Learning Leads, but those roles that are currently in buildings will be wrapped into this. It is about how we use Title I and ESSA for those positions. The training and guidance for the Learning Leads was then reviewed, with the main summer coaching institute in the summer, and cognitive coaching and adaptive schools training, as well as intensive focus on their school, program, and strategic initiatives based on programming in which they will be working. There will be should-to-shoulder coaching and supporting teachers in the building, and learning and leading from within, including professional learning communities, and how to build capacity and how they are aligned with school improvement strategies. Learning leads and principals will also work together and learn together, to dive deeper into pieces that can be grown into both individually and as a team.
 - There will also be reflective practices included for staff.
 - It was noted these are PreK-12 positions. A board members noted that early childhood coaching is very different in that it needs to be child-directed, environmental and less instruction-oriented. Specialists and Learning Leads will be able to help to support and deepen the support for all teachers. The importance of these positions at sites, as opposed to district-wide support was also noted, for those folks to understand and support in better ways.
 - The partnership of Learning Leads and principals were also noted, with principals looking at foundational elements and leadership for change, and aligning those to the Learning Leads role, and some side-by-side work together. Principals are the key education leaders, and Learning Leads are the addition supports to principals in identified areas of their plan, and align to SPPS Achieves that will be facilitated at those sites. The principal role in 2019 is very different than it has been historically, and with school improvement plans and growth, the Learning Lead will be a role that will work together with the principal to deeply know their plan and how to approach it.
 - Within the well-rounded education budget recommendations, is service to the community included within that initiative? Response: It is a part of the programming, within content, curriculum, and programs that are well-rounded. There is also an ecological service item included, and the science team is able to provide more insight into that aspect and where it appears in the curriculum. We want to first ensure that all requirements for World's Best Workforce are met and closing those gaps, and then to expand out and how we define a well-rounded education; first step is to identify those gaps, and provide the essential opportunities for students. Within the College and Career Readiness focus area, there are service-learning opportunities included in that and in other different initiatives as well. Board members encouraged staff to look at ways to do both.
 - A board member notes that in the arts, and how they fit into our plan and what we say, and believe in our different schools how students have access to the arts, and how they manifest in elementary schools and different areas, what SPPS believes is a well-rounded education is critical in our branding and in explaining that to students, parents, and the community.
 - Another board member noted that in speaking with a student who lives in her neighborhood, that he was inspired and motivated to go to school because of an upcoming field trip, so those experiences can be powerful motivators for students.
 - Regarding budget proposal 13, are K-8 sites included in the middle school model? Response: Yes, their schedules will change, if they already have not. K-8 sites will have counselors, and include schools such as AIMS, Capitol Hill, and OWL.
 - Regarding budget proposal 18 and the 7.0 Work Based Learning Coordinator FTEs, how will they work? Response: Some will be split positions, and others will be half time positions at some schools. ALCs also need support with internships, service-learning. This role will be assigned to coordinating internships, directing students and staff to resources, coordinating community-wide and school-wide career fairs in buildings, and school specific student services. These are things that students and

families are looking and what will set us a part in the kinds of investments that will allow us to maximize opportunities in the community. We know there are gaps in skills required, and these folks will give students an increase in their opportunities in college and career – we can be the first step in ensuring employment success for students, and that's a great aspect of this work.

- How can we market this work and inform the community about these opportunities? Response: Anna Morawiecki, from the Office of College and Career Readiness, happens to have experience in graphic design and will be helping to market these opportunities from OCCR directly, and it is aligning the district staff in their capacity and outward facing rebranding that will be critical. An example is the Academy of Finance, and the entire team that helped the student who spoke at the previous board meeting, and we need to be telling those stories, and marketing our capacity, team, and experiences across all high schools.
- A board member noted that many students, especially those at the Celebration of Excellence, already have enough credits for a two-year degree, and ways to do that. Response: Superintendent Gothard noted that the trend is absolutely worth looking into and the job marketing and understanding those jobs and stories in the community. Two-year degrees are incredibly valuable in today's market and in the community, and finding ways for students to earn those degrees in high school will be very valuable for them. Board members also noted that as many students go to colleges and universities such as Harvard and Stanford, that they will be able to save money if those colleges accept those credits. The previous statistic of high number of students who graduate with at least one class of college credit was noted, as well as students in ALCs who are able to earn associates degrees in high school. There are also conversations about hybrid courses, such as IB and concurrence, where students are able to take classes over a course of a year to make it happen.
- With some of our partners, such as the Children's Collaborative, and other programs with focus on specific groups, all of those partners have overhead costs, such as administration and facilities. Would there be ways to partner in different ways with those organizations to provide what they do in our schools rather than have them somewhere else, or make those programs available to more kids? Response: In resource-sharing agreements, we do bring them into our schools for educational and extra enrichment. For out of time school partners, and those partnerships, we have explored those options and sometimes they are not a great fit in our schools, where families may want to go to another affinity space and be more comfortable versus in a school. The structure of the Children's Collaborative helps to problem solve where we can bring something to the table – whether transportation, materials, or other items. One example is that we are working with HeadStart as partners to leverage our facility space to offer additional programming to families. While they are not enrolled as students in SPPS, we do share resources, in PD, space, materials, supplies, and experiences. Ultimately, the goal is to have them enroll in Kindergarten with SPPS, and articulation to K.
- There has been talk about a Karen immersion school – is that reachable within the next few years, or how are we thinking about that? Our dual immersion schools are successful – are we thinking beyond our current programs? Response: Right now, it is important to focus on creating the foundation for the plan and what it is set to do, and with 39 line items, there is a lot of work currently happening in new and different ways. With ongoing resource struggles and thinking about the challenge to sustain, efforts will be very real, especially in a culture of scarcity, even with the successful referendum and with the state legislature where it currently is. While it is early to think about committing to new programs, we will learn from these and opportunities, and through efforts of engagement and use for information going-forward, including what is successful and how to replicate those programs. We need to measure our capacity and the strengths we have in the District, and the possibility of those future items is important.
- A board member also noted that it seems in each school, there is a group of rabble-rousers in schools, and a small group of students who create negative energy or are not participating, and creating distractions. Can we think about a place where these students can go to help them figure out what their behavior means for them, and understand a new way of being? It was mentioned that Face to Face is a day treatment program, where there could be some more intense and different interventions, but would cost money and require creative thinking that could help? Response: In thinking about past experiences and places for kids, we find that there needs to be ways to change and differentiate based on student need; schools need to be flexible enough to serve the continuum of needs, and there are systems in place to address that. Board members noted that maybe in each school there needs to be some interventions and provide real support, instead of the occasional conference, for those students

whose lives need some redirection. Behavior specialists are able to assist, and the Facilities Master Plan is also helping to design spaces where those conversations and support can happen. Superintendent Gothard went on to note that we need to intervene before the point of rabble-rousing, and find ways to do that sooner, to allow students access to their education in a new way before it turns negative.

- PAR coaches and their support was discussed. Their focus is on first, second, and third year teachers, and give supports in areas of expertise, and listening to one another. After a review, teachers have opportunities to improve, which is the role of the PAR coach in helping to support them. In the first year, teachers have a mentor, who is the first line of support. In the second year, they may need support and also starting to grow into their role and PAR support in their confidence to be an effective teacher, and that second year is key. In the third year, there is gradual increase in other coaches and PD.
- The tentative reduction in substitute teachers was reviewed.
- It was noted that this will be an ongoing way to track what we do, measurements of success, and roadmap for the District. There will be metrics on how we are doing, and measure progress. These recommendations are a way to conceptualize each initiative and tie in the why, and measurements for success.
- There are ten initiatives in Phase 1; each will have a cost associated.
- The reallocation of funding from the assistant director of communications to project management in the program budget details was discussed. There have been a few positions that have been vacant, and in conversations, there are ways to still support those departments and still move forward without those FTEs.
- The Board and Superintendent noted that they are hoping the State will come through in the end.
- The Board also noted that communications to the community are critical to change the narrative and accuracy of the great things in the District, and appreciated the focus of Mr. Burns and his team, and their plan and support to ensure we communicate SPPS.

III. ADJOURNMENT

Director Foster noted that it is Teacher Appreciation Day, and that we so appreciate our teachers and their great work in the District.

Director Schumacher also noted that it is Nurses Appreciation Week, and thanked all nurses and school nurses for their very important work.

Director Foster motioned, seconded by Director Schumacher, to adjourn the meeting at 7:23 p.m. The motion passed by acclamation.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk



2018 Senior Survey Results

May 21, 2019
Board of Education Meeting
Dr. Theresa Battle, Assistant Director Darren Ginther,
High School Counselors Jevita Baheriy, Kia Thao and
Samina Ali

Senior Survey

- SPPS created
- Perceptions from our SPPS seniors
 - High school experiences
 - Learning
 - Relationships and support for post-secondary
- 68 questions
- Process
 - Seniors at the end of the year
 - Online via Naviance
- Results
 - District-wide: with student group disaggregation
 - School level: no student group disaggregation

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College and Career Paths

Expose students to more college and career opportunities, including the ability to earn college credit, certifications and internships.

Strategic Focus Area

College and Career Paths

Objective 6

Increase opportunities for students to envision their future, explore careers and prepare for college

Strategic Initiatives

6a. Create career-related curriculum and personal learning plans for all PreK-12 students **(Phase 1)**

Objective 7

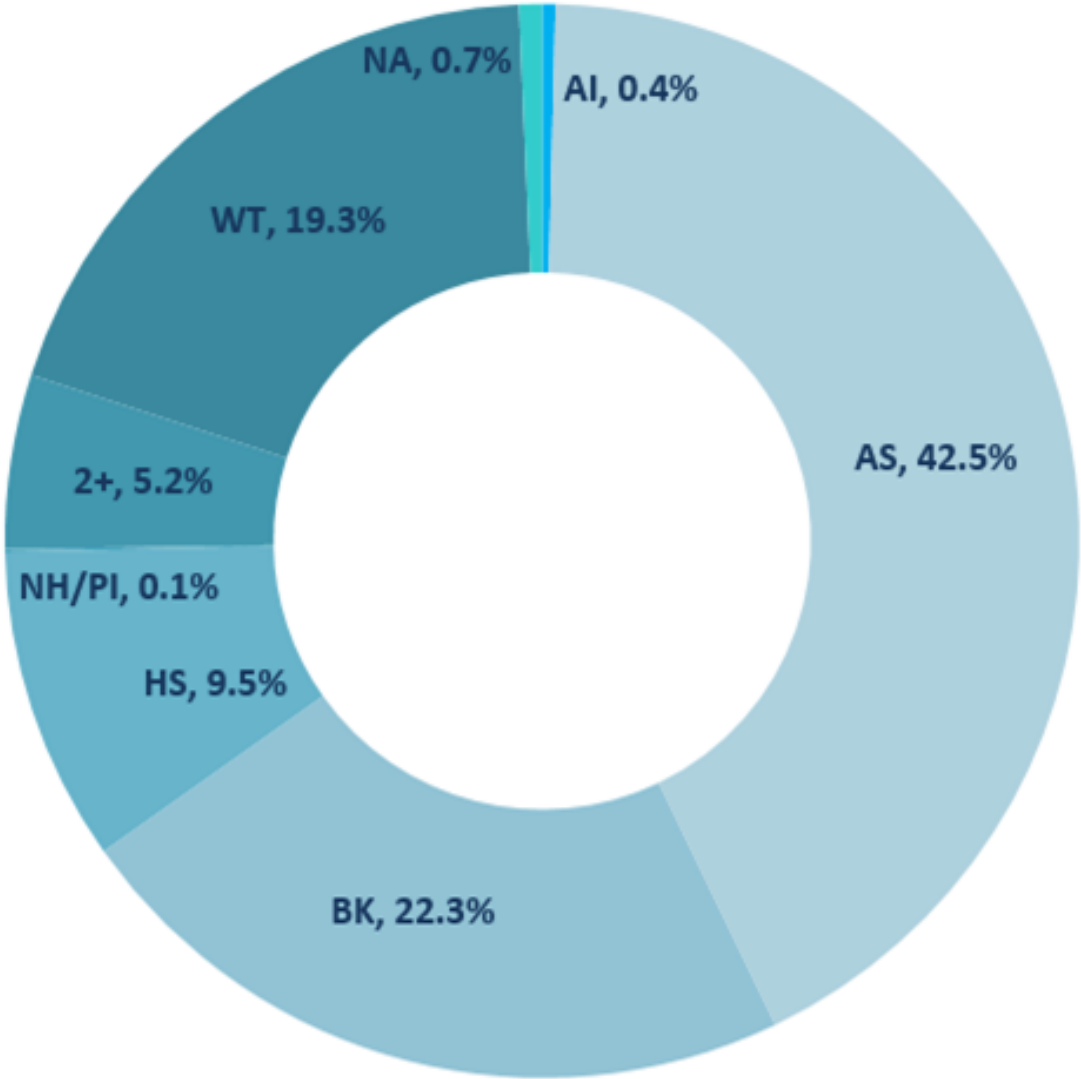
Provide career-focused, hands-on opportunities for all middle and high school students.

Strategic Initiatives

7a. Strengthen partnerships that provide college credit, industry certification and job experience to secondary students **(Phase 1)**

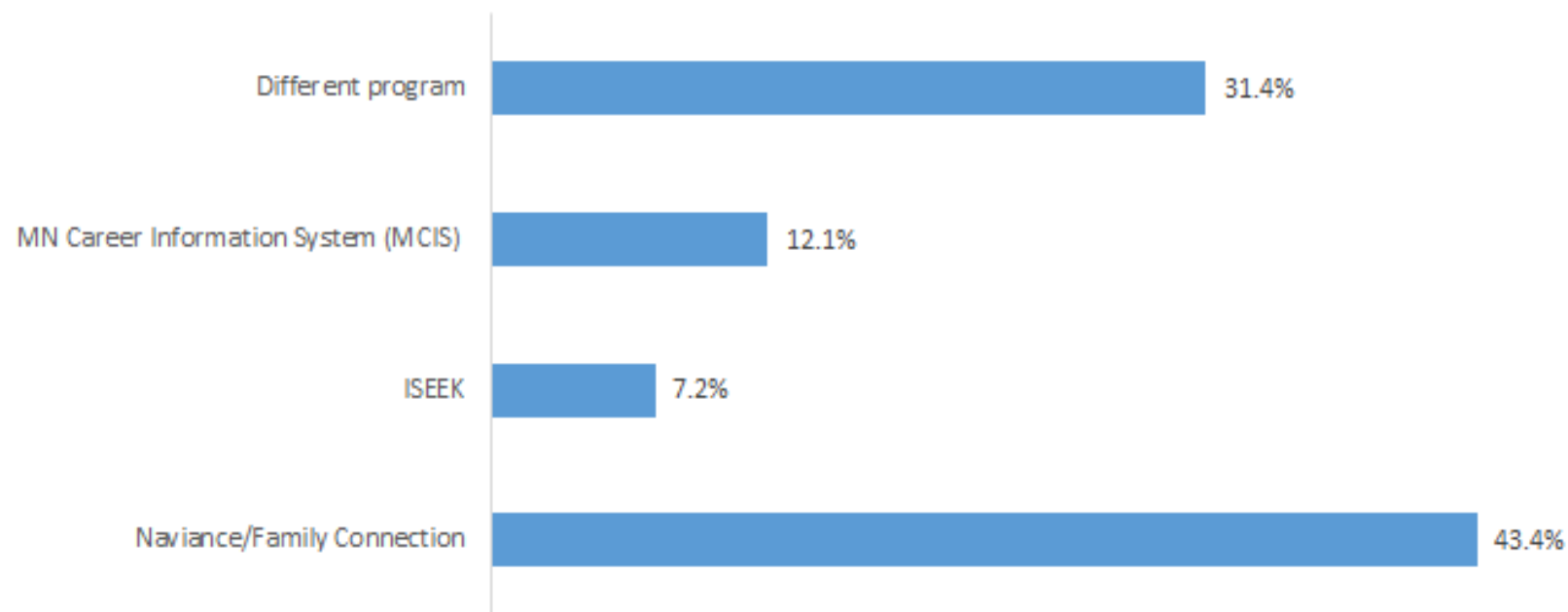
7b. Expand high-quality instruction in targeted career fields*

80% Response Rate



Post-secondary Plan Data (2017 data)

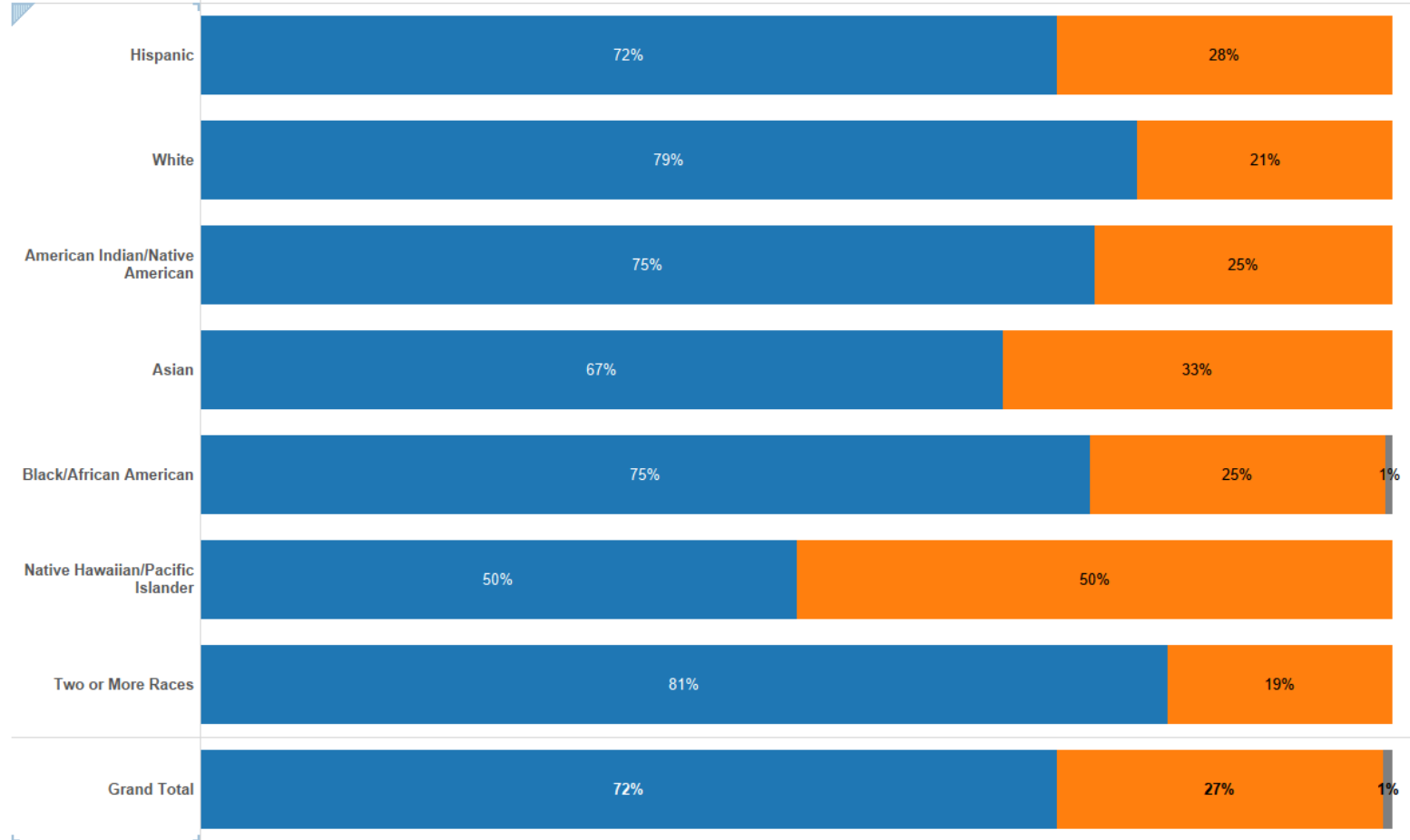
44.8% of Seniors developed a career or post-secondary education plan while in school



2018 Results

Did you have a post-secondary plan?

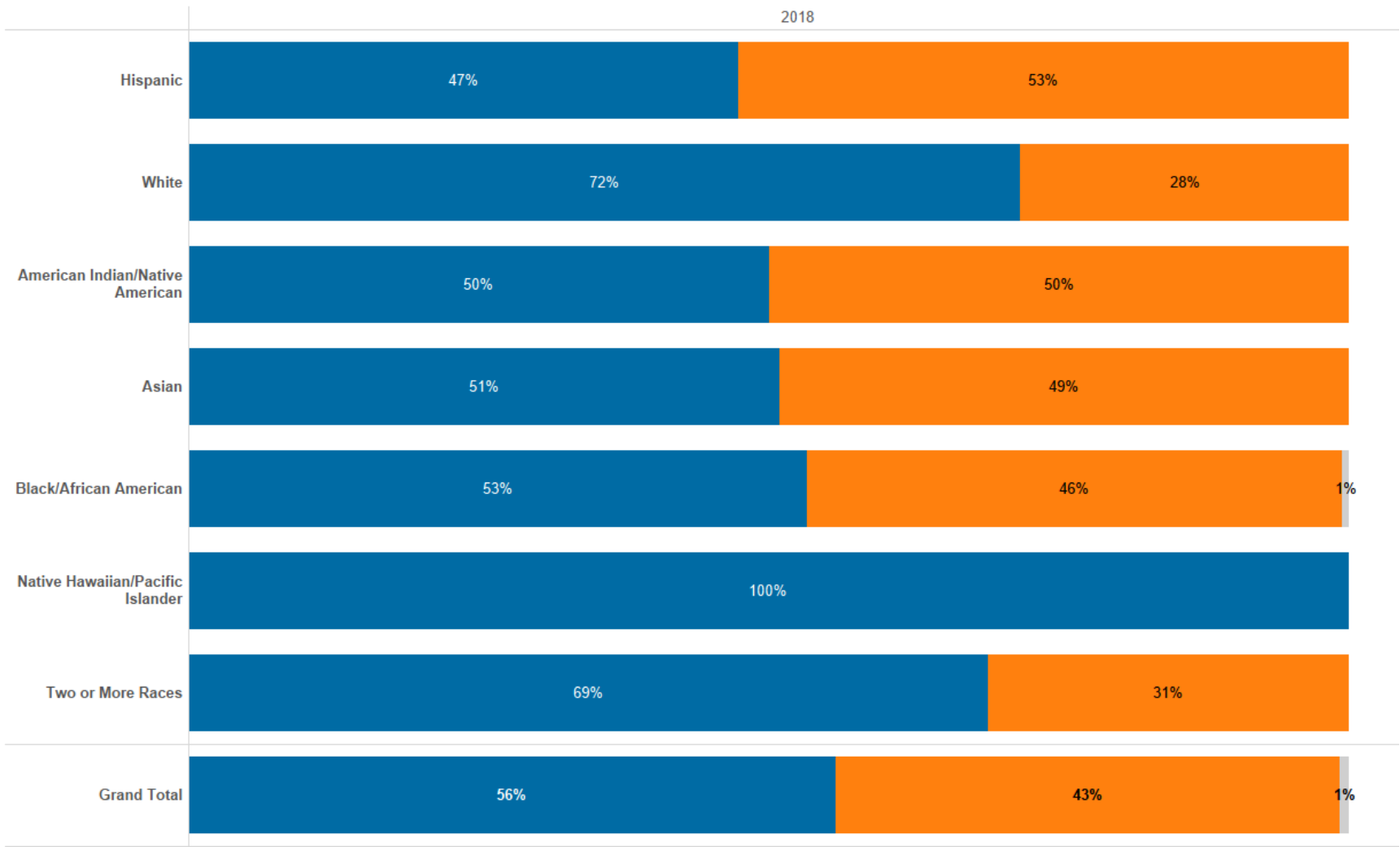
2018



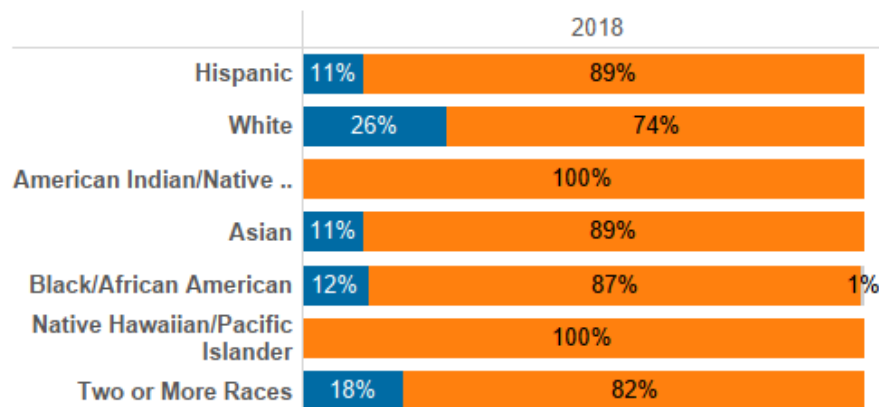
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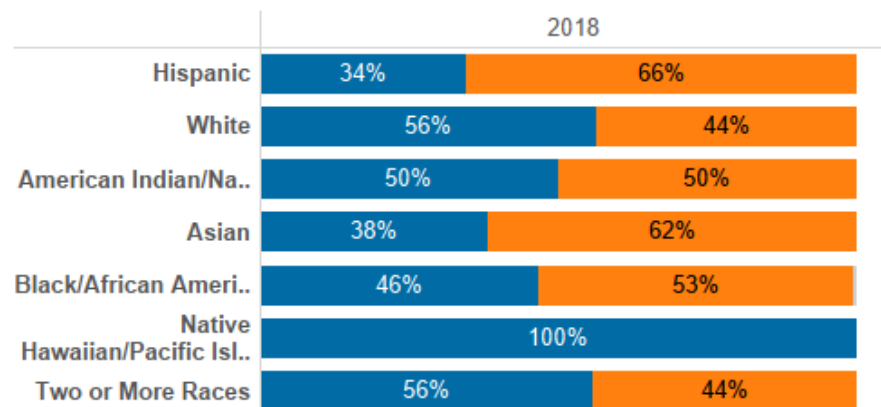
Did you participate in any extracurricular activities this year?



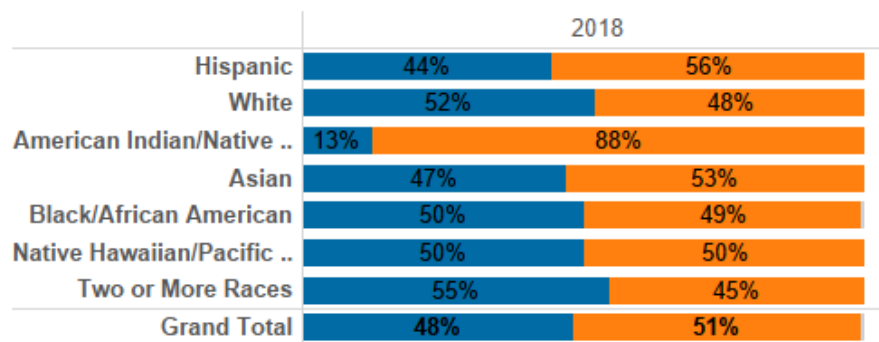
Did you participate in an Academic Club?



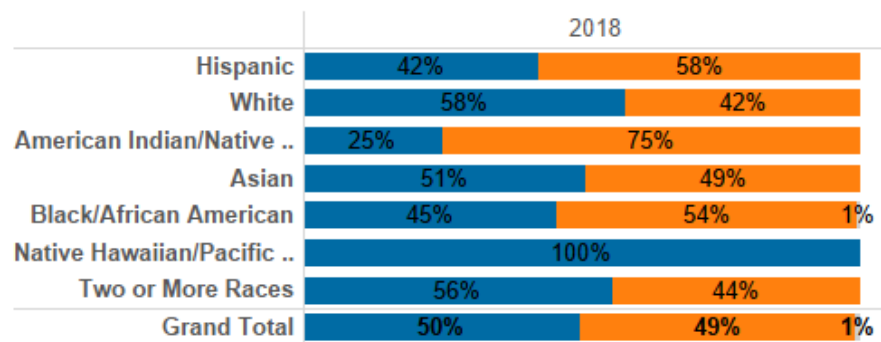
Did you participate in Athletics?



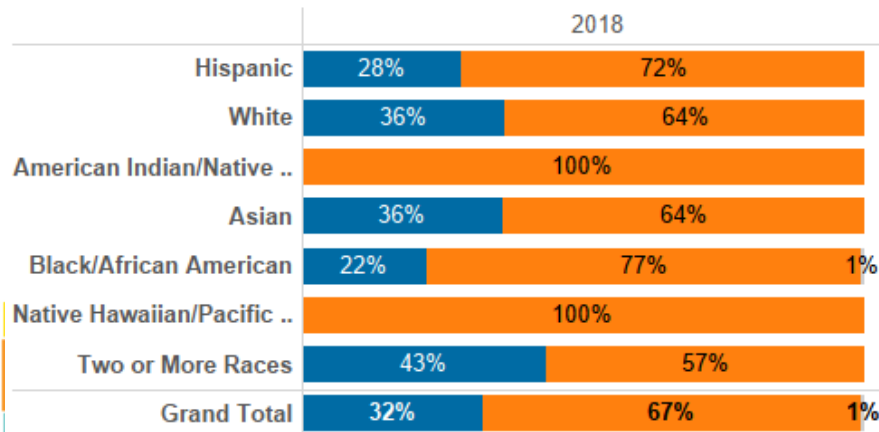
Did you participate in a Community Service Organization?



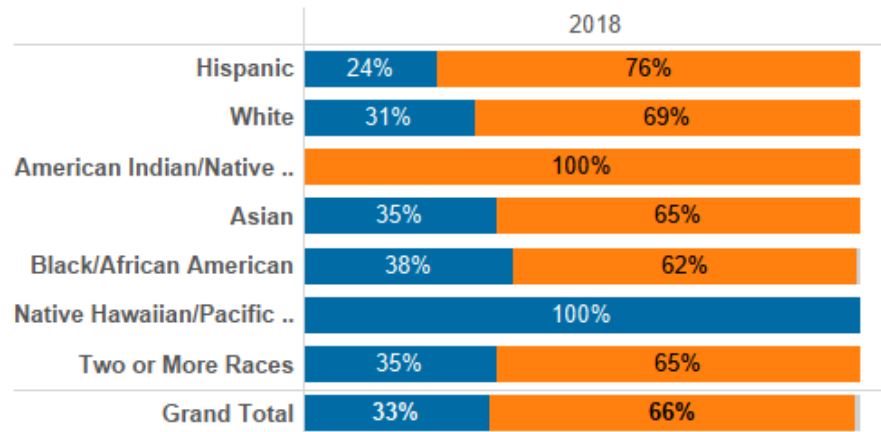
Did you participate in other extracurricular activities this year?



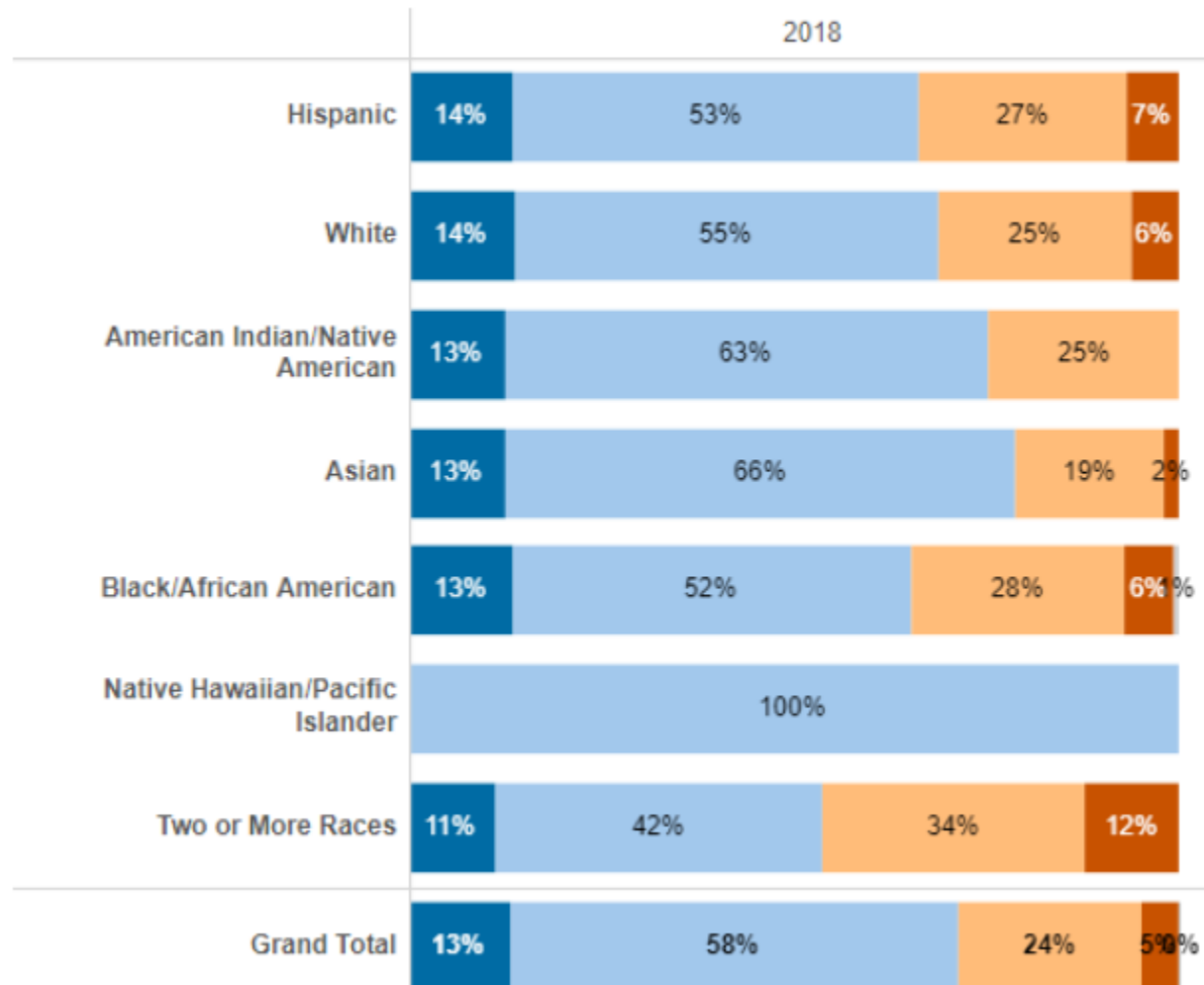
Did you participate in Music?



Did you participate in a Leadership Group?

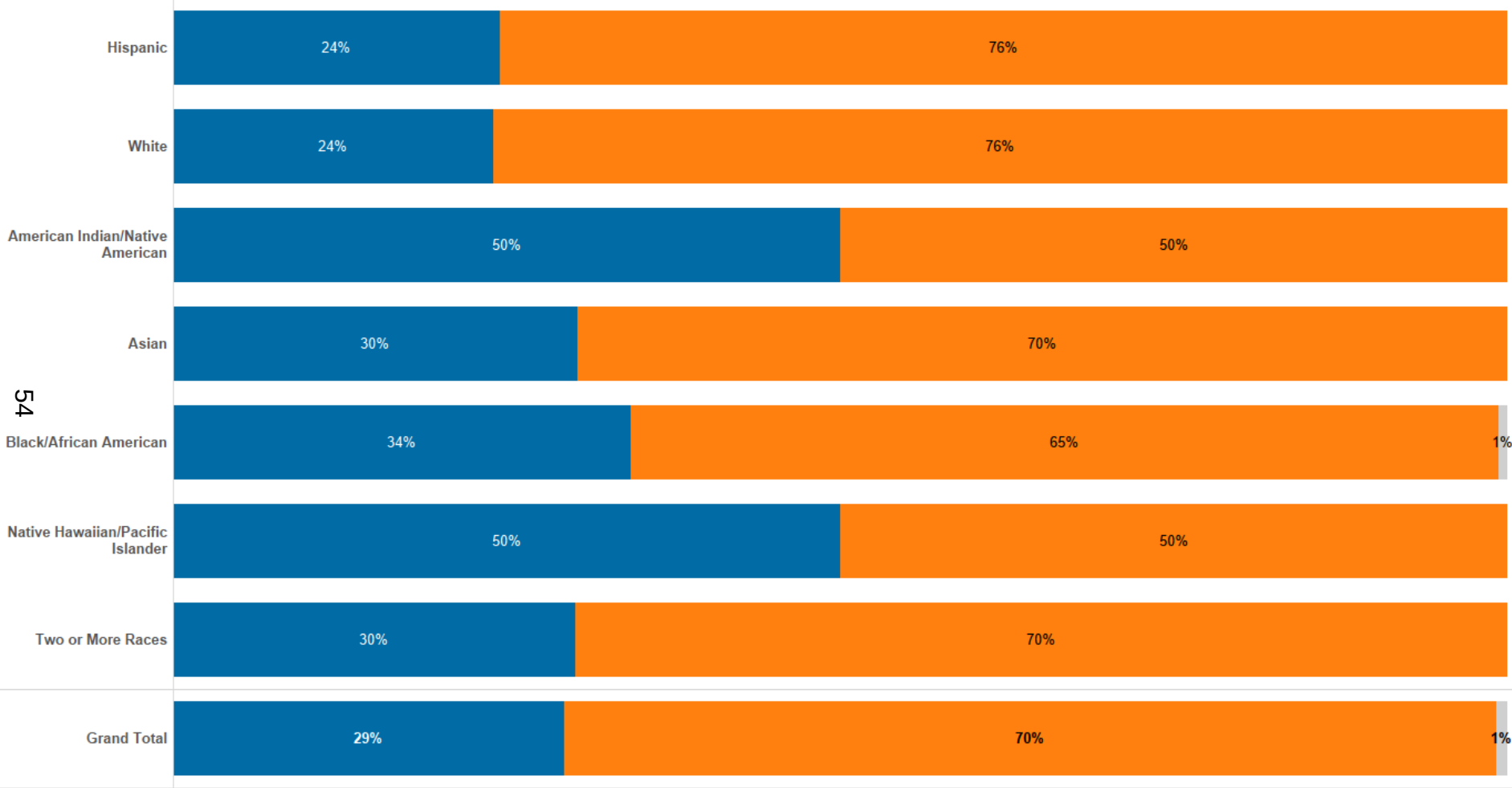


My courses were related to my future plans.



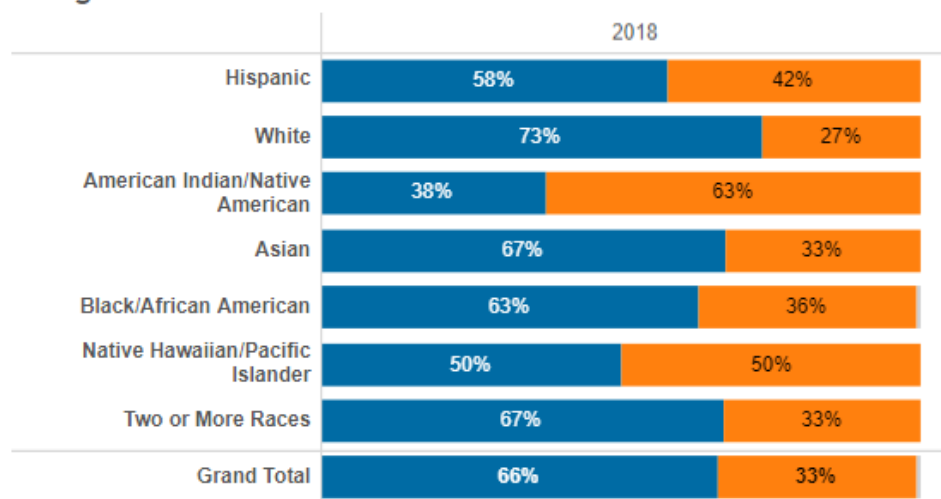
Did you participate in (paid or unpaid) work-based experiences while in high school?

2018

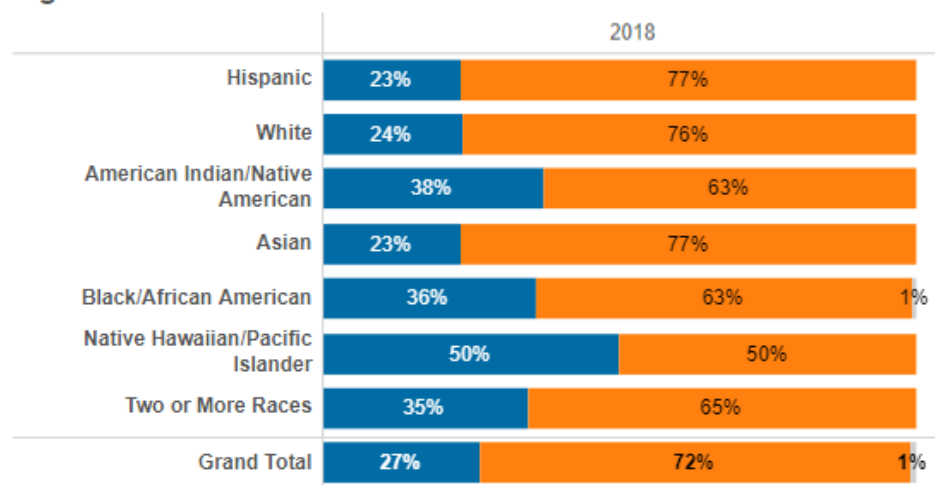


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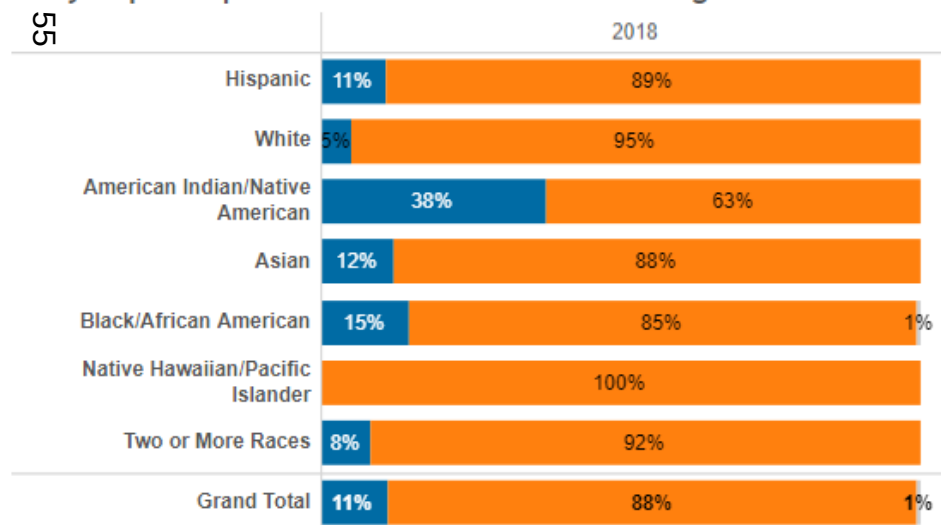
Did you participate in Community Service/Volunteer Work while in high school?



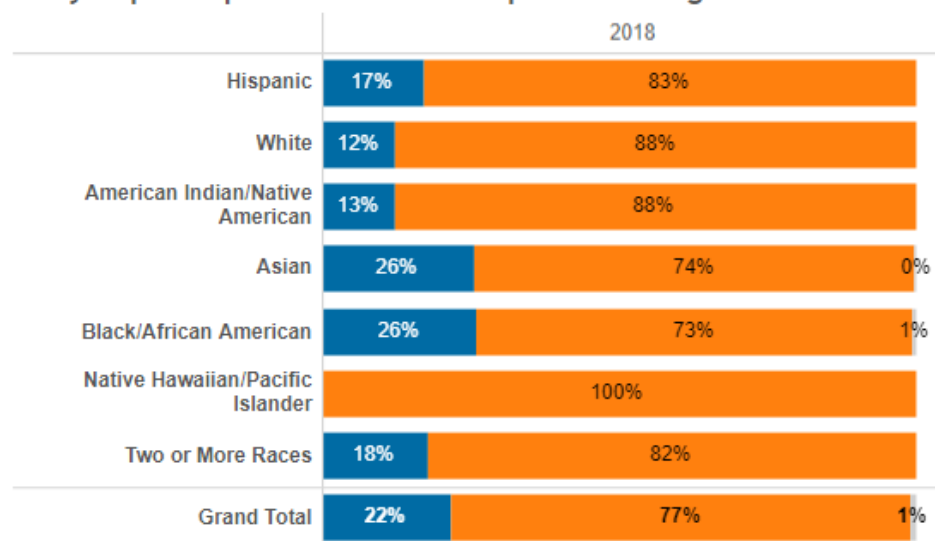
Did you participate in other work-based experiences while in high school?



Did you participate in a Job Shadow while in high school?

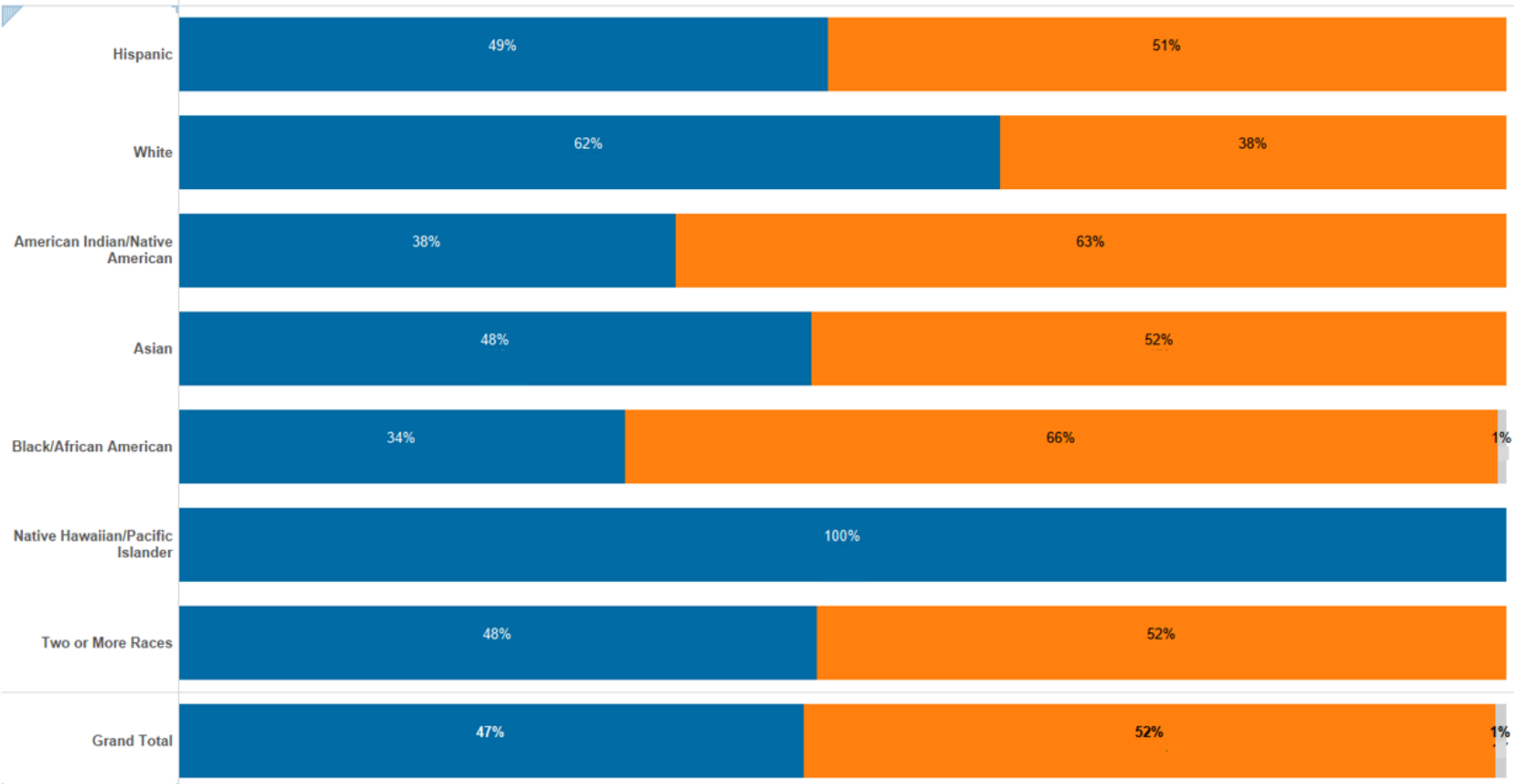


Did you participate in an Internship while in high school?



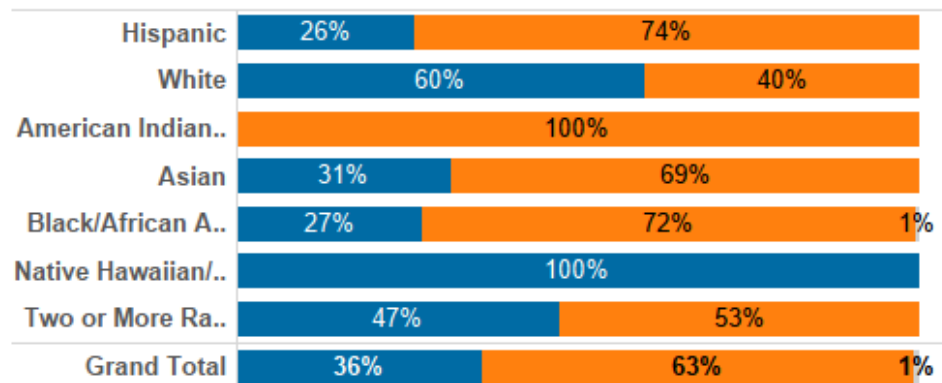
Did you earn any college credits while you were in high school?

2018

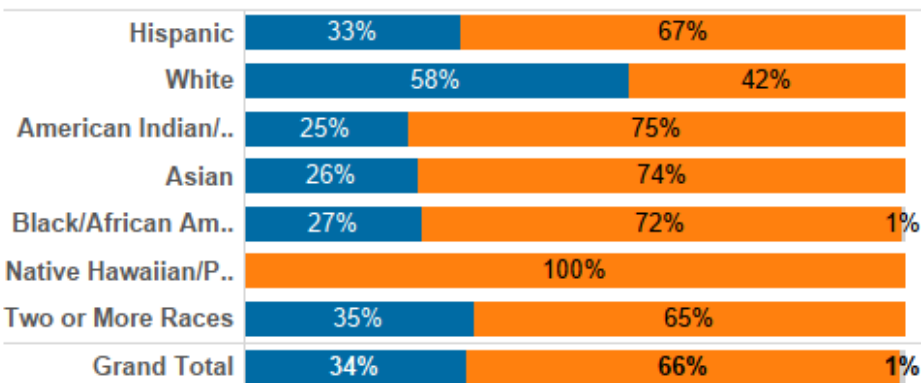


Saint Paul
PUBLIC SCHOOLS

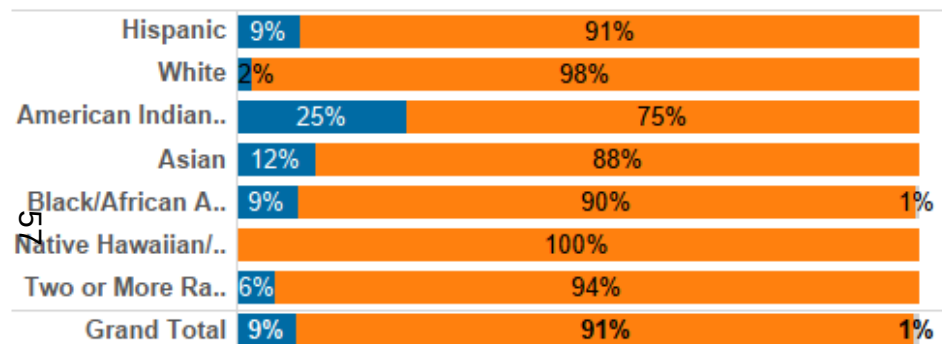
Advanced Placement (AP)



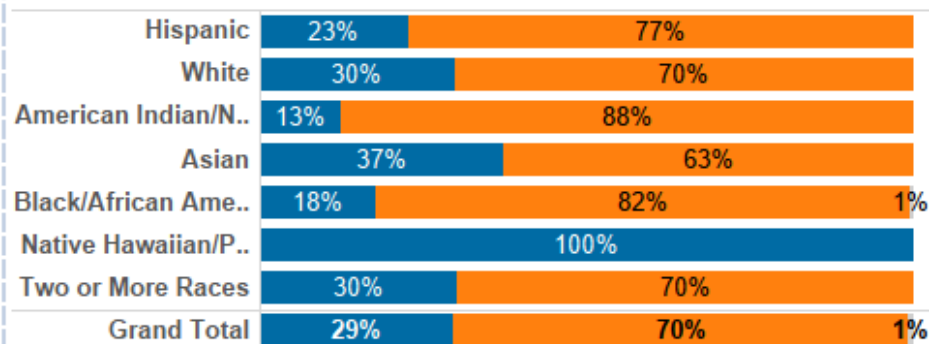
International Baccalaureate (IB)



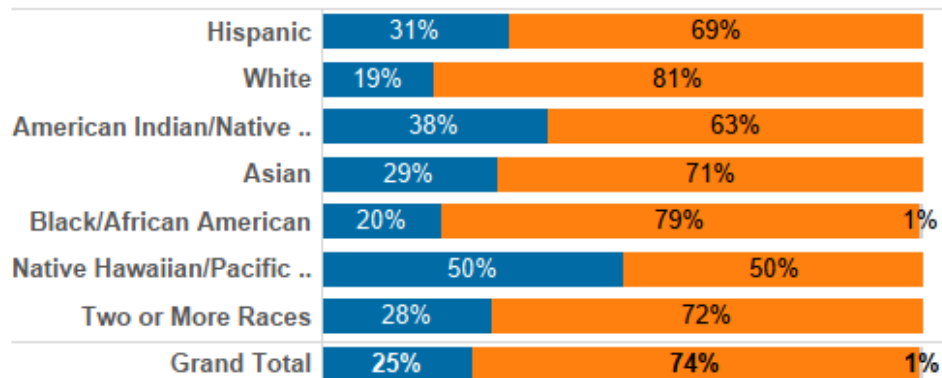
Career Pathways Academy (CPA)



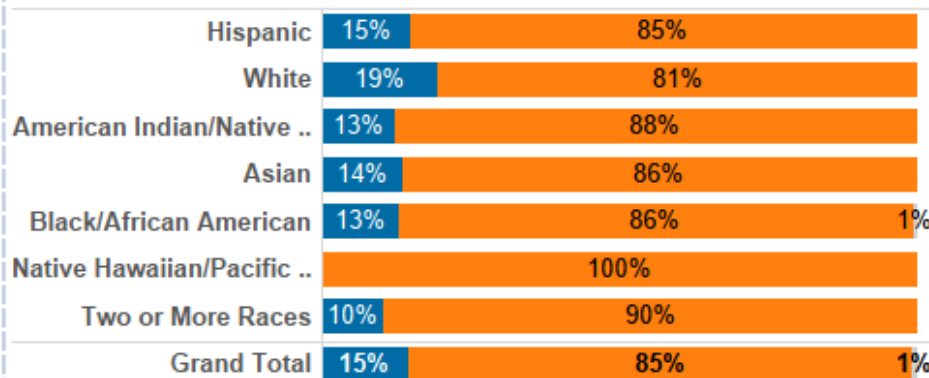
College in the Schools (CIS)



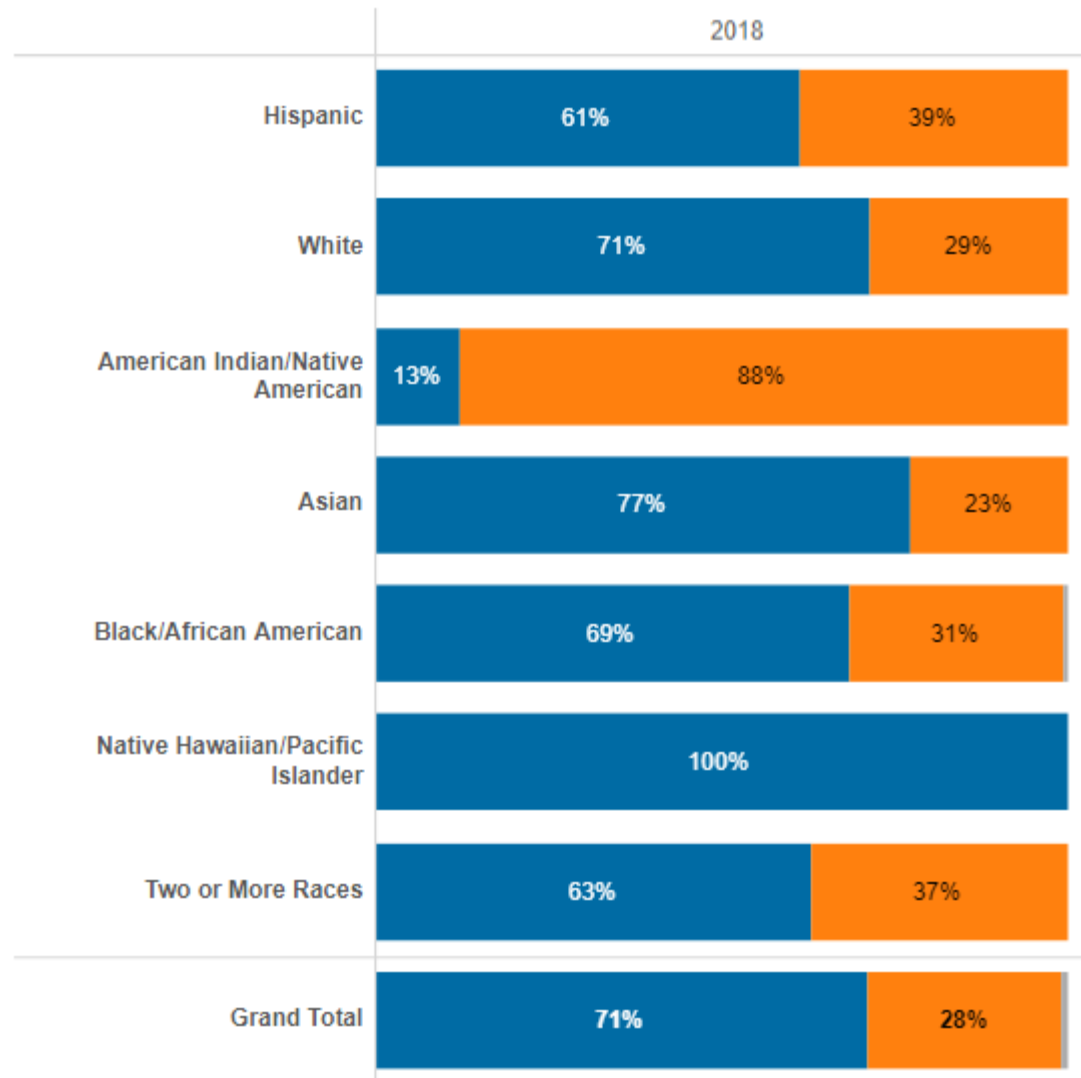
Career and Technical Education (CTE)



Post-Secondary Enrollment Option (PSEO)



Have you applied for the FAFSA (Free Application for Federal Student Aid)?



Measuring Our Success



There have been many data points discussed tonight. Two key measurements from SPPS Achieves...

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College and Career Paths

Expose students to more college and career opportunities, including the ability to earn college credit, certifications and internships.

- 4 Year Graduation Rate
- Enrolling in College after Graduating



Thank You



Saint Paul Public School District

Senior Survey Executive Summary

September 2018

Prepared By:

Department of Research, Evaluation & Assessment



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Please note that all results on the Senior Survey are self-reported data based on the numbers of Seniors as of June 1, 2018.

Introduction

The Office of College and Career Readiness prepared this annual Senior Survey report to gain an overview of Saint Paul Public Schools seniors' educational experience.

Survey Administration

The survey was conducted at the end of the 2017-2018 school year. Each student took the survey online using Naviance. It is assumed that seniors who were not able to graduate took the survey along with the seniors who did. The strong response indicates that we can be confident that the results accurately represent the majority of senior's views. A summary of the response rates for the District and specific site is as follows:

Table 1 Response rate

	Number of Seniors as of June 1, 2018	Number of Senior Survey Responses
SPPS District	2523	2025

The majority of questions in the surveys asked respondents to rate their satisfaction with various aspects of school on a scale of 1 to 4 on the following scale:

- 1 = Strongly Agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly Disagree

Small sample sizes may produce greater variety in results at some sites. This method allowed respondents to provide degrees of opinion; therefore, quantitative data was obtained and can be analyzed. Some questions called for Yes/No answers; others invited more detailed or "other" responses. To analyze the data, response numbers and percentage scores were calculated.

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Selected Survey Results

Q4. What do you plan to do after you graduate from high school?

School Name	2 year college	4 year college	College outside of the US	Apprenticeship Program	I am undecided/I have no plans	Join the Military	Work Full Time	Other	Grand Total
A.G.A.P.E. Teen Parent	304	76			38			152	57
Central High School	1,691	4,218	57	38	342	38	266	456	
Como Park High School	1,482	2,147		19	152	171	399	171	
Creative Arts School	228	171					38	19	
Gateway to College	456	171			95	19		57	
Gordon Parks High School	342	114			38		95	76	
Harding High School	2,546	3,059		38	171	247	475	247	
Highland Park High School	1,292	3,097		38	171	95	114	152	
Humboldt Secondary School	1,159	722		57	114	38	228	152	
Johnson High School	1,767	1,729			114	114	190	114	
LEAP School	209	57		38	95		57	19	
Open World Learning Secondary School	399	418							
Washington Technology Secondary School	1,767	1,843				57	228	361	209

Q9. Have you applied for the FAFSA (Free Application for Federal Student Aid) or the Minnesota Dream Act?

School Name	Aware of Financial Aid		Have you applied for the FAFSA or the Minnesota Dream Act?		Have you applied for scholarships/grants?		Have you applied for student loans?	
A.G.A.P.E. Teen Parent	n=33	100%	n=20	61%	n=19	58%		
Central High School	n=352	94%	n=276	74%	n=202	54%	n=80	21%
Como Park High School	n=212	88%	n=167	69%	n=119	49%	n=43	18%
Creative Arts School	n=19	79%	n=17	71%	n=13	54%	n=1	4%
Gateway to College	n=39	89%	n=22	50%	n=10	23%	n=1	2%
Gordon Parks High School	n=31	89%	n=12	34%	n=5	14%	n=1	3%
Harding High School	n=318	89%	n=254	71%	n=167	47%	n=34	9%
Highland Park High School	n=246	94%	n=186	71%	n=149	57%	n=71	27%
Humboldt Secondary School	n=105	79%	n=92	69%	n=58	44%	n=13	10%
Johnson High School	n=188	87%	n=159	74%	n=105	49%	n=12	6%
LEAP School	n=21	84%	n=16	64%	n=5	20%	n=2	8%
Open World Learning Secondary School	n=42	95%	n=32	73%	n=24	55%	n=7	16%
Washington Technology Secondary School	n=212	89%	n=188	79%	n=118	50%	n=32	14%
Total	n=1,818	90%	n=1,441	71%	n=994	49%	n=297	15%

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Q14. Do you have a post-secondary plan?

School Name	Do you have a post-secondary plan?		Did you receive help developing your post-secondary plan?	
A.G.A.P.E. Teen Parent	n=32	2%	n=33	2%
Central High School	n=265	13%	n=206	10%
Como Park High School	n=167	8%	n=105	5%
Creative Arts School	n=14	1%	n=13	1%
Gateway to College	n=32	2%	n=26	1%
Gordon Parks High School	n=20	1%	n=10	0%
Harding High School	n=262	13%	n=186	9%
Highland Park High School	n=195	10%	n=126	6%
Humboldt Secondary School	n=81	4%	n=72	4%
Johnson High School	n=166	8%	n=125	6%
LEAP School	n=9	0%	n=10	0%
Open World Learning Secondary School	n=38	2%	n=32	2%
Washington Technology Secondary School	n=173	9%	n=141	7%
Total	n=1,454	72%	n=1,085	54%

Q17. Apart from yourself, who was the person who helped you the most to decide which high school classes to take?

School Name	College Access Program Coach (College Possible, ETS, Upward Bound, etc.)		Friend		Other		Parent or Guardian		School Counselor		Teacher	
A.G.A.P.E. Teen Parent							n=1	3%	n=32	97%		
Central High School	n=42	11%	n=55	15%	n=46	12%	n=124	33%	n=72	19%	n=35	9%
Como Park High School	n=23	10%	n=21	9%	n=29	12%	n=56	23%	n=73	30%	n=37	15%
Creative Arts School			n=2	8%	n=2	8%	n=8	33%	n=9	38%	n=3	13%
Gateway to College	n=2	5%	n=2	5%	n=1	2%	n=5	11%	n=25	57%	n=8	18%
Gordon Parks High School	n=1	3%	n=2	6%	n=3	9%	n=10	29%	n=15	43%	n=4	11%
Harding High School	n=50	14%	n=44	12%	n=41	11%	n=84	23%	n=68	19%	n=69	19%
Highland Park High School	n=18	7%	n=35	13%	n=29	11%	n=102	39%	n=55	21%	n=22	8%
Humboldt Secondary School	n=19	14%	n=13	10%	n=19	14%	n=20	15%	n=40	30%	n=18	14%
Johnson High School	n=14	6%	n=34	16%	n=37	17%	n=47	22%	n=61	28%	n=19	9%
LEAP School	n=2	8%			n=2	8%	n=7	28%	n=13	52%	n=1	4%
Open World Learning Secondary School			n=6	14%	n=1	2%	n=7	16%	n=13	30%	n=16	36%
Washington Technology Secondary School	n=43	18%	n=27	11%	n=20	8%	n=34	14%	n=77	32%	n=33	14%
Grand Total	n=214	11%	n=241	12%	n=230	11%	n=505	25%	n=553	27%	n=265	13%

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Q25. Did you participate in (paid or unpaid) work-based programs (for example: Genesys Works, 3M STEP, Job Shadowing, Internship) while in high school?

Q25-Q29. Please select the community or work-based experiences you participate in:

School Name	Work Experience (Any)		Community Service/Volunteer		Internship		Job Shadow		Other Work Experience	
A.G.A.P.E. Teen Parent	n=8	15%	n=18	34%	n=4	8%	n=7	13%	n=16	30%
Central High School	n=109	20%	n=235	44%	n=71	13%	n=27	5%	n=90	17%
Como Park High School	n=69	15%	n=160	36%	n=74	17%	n=65	15%	n=79	18%
Creative Arts School	n=7	30%	n=8	35%	n=1	4%	n=1	4%	n=6	26%
Gateway to College	n=14	23%	n=19	32%	n=6	10%	n=7	12%	n=14	23%
Gordon Parks High School	n=13	31%	n=14	33%	n=4	10%	n=2	5%	n=9	21%
Harding High School	n=121	18%	n=322	49%	n=76	12%	n=31	5%	n=110	17%
Highland Park High School	n=63	17%	n=180	49%	n=43	12%	n=17	5%	n=64	17%
Humboldt Secondary School	n=31	20%	n=54	35%	n=25	16%	n=15	10%	n=28	18%
Johnson High School	n=63	19%	n=131	40%	n=56	17%	n=26	8%	n=50	15%
LEAP School	n=5	14%	n=12	32%	n=5	14%	n=8	22%	n=7	19%
Open World Learning Secondary School	n=11	17%	n=36	55%	n=6	9%	n=1	2%	n=11	17%
Washington Technology Secondary School	n=80	21%	n=149	40%	n=69	18%	n=19	5%	n=59	16%
Total	n=594	19%	n=1,338	43%	n=440	14%	n=226	7%	n=543	17%

Q30. Did you earn any college credits while you were in high school?

School Name	College Credit in High School		Advanced Placement (AP)		Career and Technical Education (CTE)		Career Pathways Academy (CPA)		College in the Schools (CIS)		International Baccalaureate (IB)		Post-Secondary Enrollment Option (PSEO)	
A.G.A.P.E. Teen Parent	n=20	22%	n=5	5%	n=32	35%	n=10	11%	n=17	19%	n=3	3%	n=4	4%
Central High School	n=168	19%	n=247	28%	n=54	6%	n=18	2%	n=81	9%	n=249	28%	n=65	7%
Como Park High School	n=116	30%	n=112	29%	n=48	13%	n=15	4%	n=55	14%	n=6	2%	n=30	8%
Creative Arts School	n=7	21%	n=15	44%	n=1	3%	n=1	3%	n=2	6%	n=3	9%	n=5	15%
Gateway to College	n=39	39%	n=14	14%	n=6	6%	n=3	3%	n=8	8%	n=7	7%	n=22	22%
Gordon Parks High School	n=6	22%	n=7	26%	n=9	33%	n=1	4%	n=2	7%	n=2	7%		
Harding High School	n=138	22%	n=40	6%	n=81	13%	n=32	5%	n=94	15%	n=217	34%	n=31	5%
Highland Park High School	n=116	26%	n=24	5%	n=59	13%	n=11	2%	n=21	5%	n=182	40%	n=37	8%
Humboldt Secondary School	n=61	27%	n=49	21%	n=41	18%	n=9	4%	n=50	22%	n=3	1%	n=15	7%
Johnson High School	n=118	26%	n=107	24%	n=66	15%	n=8	2%	n=115	26%	n=5	1%	n=29	6%
LEAP School	n=3	10%	n=2	7%	n=8	28%	n=9	31%	n=3	10%			n=4	14%
Open World Learning Secondary School	n=18	19%	n=27	28%	n=23	24%	n=1	1%	n=19	20%			n=9	9%
Washington Technology Secondary School	n=144	27%	n=80	15%	n=80	15%	n=57	11%	n=129	24%	n=2	0%	n=43	8%
Total	n=954	24%	n=729	19%	n=508	13%	n=175	4%	n=596	15%	n=679	17%	n=294	7%

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Learning/Equity/Relationships & Support

Questions about student satisfaction were organized into three areas (learning, equity, relationships & support). Answers were on a four-point scale. Several questions were selected to represent the overall feedback students provided within each category.

Learning

Q42. I took classes that challenged me.

School Name	Agree	Disagree	Strongly Agree	Strongly Disagree
A.G.A.P.E. Teen Parent	11 33%		22 67%	
Central High School	212 57%	23 6%	133 36%	6 2%
Como Park High School	133 55%	22 9%	78 32%	6 2%
Creative Arts School	14 58%	2 8%	7 29%	1 4%
Gateway to College	28 64%	3 7%	12 27%	
Gordon Parks High School	23 66%	1 3%	11 31%	
Harding High School	154 43%	27 8%	170 47%	5 1%
Highland Park High School	145 56%	28 11%	85 33%	3 1%
Humboldt Secondary School	69 52%	21 16%	34 26%	5 4%
Johnson High School	103 48%	32 15%	77 36%	
LEAP School	19 76%	1 4%	5 20%	
Open World Learning Secondary School	20 45%	4 9%	19 43%	
Washington Technology Secondary School	130 55%	30 13%	70 30%	3 1%
Grand Total	1,061 52%	194 10%	723 36%	29 1%

Q45. My teachers stimulated my thinking and my interest in learning.

School Name	Agree	Disagree	Strongly Agree	Strongly Disagree
A.G.A.P.E. Teen Parent	12 36%		21 64%	
Central High School	247 66%	40 11%	78 21%	9 2%
Como Park High School	166 69%	27 11%	42 17%	4 2%
Creative Arts School	14 58%	3 13%	6 25%	1 4%
Gateway to College	31 70%	2 5%	10 23%	
Gordon Parks High School	22 63%	2 6%	10 29%	1 3%
Harding High School	223 62%	27 8%	104 29%	2 1%
Highland Park High School	169 65%	33 13%	56 21%	3 1%
Humboldt Secondary School	96 72%	9 7%	19 14%	5 4%
Johnson High School	150 69%	20 9%	39 18%	3 1%
LEAP School	17 68%	1 4%	7 28%	
Open World Learning Secondary School	21 48%	8 18%	11 25%	3 7%
Washington Technology Secondary School	169 71%	29 12%	34 14%	2 1%
Grand Total	1,337 66%	201 10%	437 22%	33 2%

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Equity

Q46. The teachers at this school believe all students can do well.

School Name	Agree	Disagree	Strongly Agree	Strongly Disagree
A.G.A.P.E. Teen Parent	5 15%		28 85%	
Central High School	219 59%	52 14%	96 26%	7 2%
Como Park High School	135 56%	24 10%	73 30%	7 3%
Creative Arts School	12 50%	1 4%	11 46%	
Gateway to College	19 43%		24 55%	
Gordon Parks High School	20 57%		14 40%	1 3%
Harding High School	171 48%	13 4%	169 47%	3 1%
Highland Park High School	157 60%	33 13%	64 25%	7 3%
Humboldt Secondary School	77 58%	11 8%	37 28%	4 3%
Johnson High School	124 57%	13 6%	75 35%	
LEAP School	15 60%	1 4%	9 36%	
Open World Learning Secondary School	28 64%	1 2%	13 30%	1 2%
Washington Technology Secondary School	146 62%	14 6%	72 30%	2 1%
Grand Total	1,128 56%	163 8%	685 34%	32 2%

Q48. The teachers at this school believe that all students can graduate and go on to attend a post-secondary institution.

School Name	Agree	Disagree	Strongly Agree	Strongly Disagree
A.G.A.P.E. Teen Parent	6 18%		27 82%	
Central High School	219 59%	47 13%	101 27%	7 2%
Como Park High School	141 59%	19 8%	75 31%	4 2%
Creative Arts School	12 50%		12 50%	
Gateway to College	18 41%	1 2%	24 55%	
Gordon Parks High School	25 71%		9 26%	1 3%
Harding High School	185 52%	20 6%	147 41%	4 1%
Highland Park High School	149 57%	33 13%	70 27%	9 3%
Humboldt Secondary School	80 60%	9 7%	37 28%	3 2%
Johnson High School	131 61%	16 7%	64 30%	1 0%
LEAP School	19 76%		6 24%	
Open World Learning Secondary School	23 52%		19 43%	1 2%
Washington Technology Secondary School	160 68%	17 7%	57 24%	
Grand Total	1,168 58%	162 8%	648 32%	30 1%

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Relationships & Support

Q39. I received assistance concerning my specific career and educational plans after high school.

School Name	Agree	Disagree	Strongly Agree	Strongly Disagree
A.G.A.P.E. Teen Parent	17 52%	1 3%	15 45%	
Central High School	196 52%	114 30%	40 11%	24 6%
Como Park High School	141 59%	53 22%	37 15%	8 3%
Creative Arts School	17 71%	5 21%	2 8%	
Gateway to College	27 61%	6 14%	10 23%	
Gordon Parks High School	13 37%	7 20%	10 29%	5 14%
Harding High School	227 63%	46 13%	76 21%	7 2%
Highland Park High School	135 52%	81 31%	32 12%	13 5%
Humboldt Secondary School	89 67%	22 17%	13 10%	5 4%
Johnson High School	134 62%	41 19%	31 14%	6 3%
LEAP School	23 92%	1 4%	1 4%	
Open World Learning Secondary School	25 57%	10 23%	8 18%	
Washington Technology Secondary School	156 66%	37 16%	39 16%	2 1%
Grand Total	1,200 59%	424 21%	314 16%	70 3%

Q52. There is at least one adult in this school that I can talk to, that knows me well.

School Name	Agree	Disagree	Strongly Agree	Strongly Disagree
A.G.A.P.E. Teen Parent	7 21%		26 79%	
Central High School	189 51%	34 9%	138 37%	13 3%
Como Park High School	115 48%	21 9%	95 39%	8 3%
Creative Arts School	7 29%	4 17%	13 54%	
Gateway to College	19 43%	1 2%	23 52%	
Gordon Parks High School	18 51%	2 6%	14 40%	1 3%
Harding High School	148 41%	19 5%	184 51%	5 1%
Highland Park High School	120 46%	22 8%	110 42%	9 3%
Humboldt Secondary School	74 56%	7 5%	42 32%	6 5%
Johnson High School	109 50%	21 10%	73 34%	9 4%
LEAP School	17 68%	1 4%	7 28%	
Open World Learning Secondary School	21 48%	4 9%	16 36%	2 5%
Washington Technology Secondary School	138 58%	16 7%	77 32%	3 1%
Grand Total	982 48%	152 8%	818 40%	56 3%

Please note that all results on the Senior Survey are self-reported data based on the numbers of Seniors as of June 1, 2018.

Q54. I feel that I am a part of this school.

School Name	Agree	Disagree	Strongly Agree	Strongly Disagree
A.G.A.P.E. Teen Parent	4 12%		29 88%	
Central High School	231 62%	48 13%	80 21%	15 4%
Como Park High School	146 61%	22 9%	64 27%	7 3%
Creative Arts School	12 50%	1 4%	10 42%	1 4%
Gateway to College	21 48%	5 11%	17 39%	
Gordon Parks High School	20 57%	5 14%	10 29%	
Harding High School	191 53%	28 8%	131 37%	6 2%
Highland Park High School	146 56%	35 13%	69 26%	11 4%
Humboldt Secondary School	73 55%	10 8%	41 31%	5 4%
Johnson High School	122 56%	19 9%	67 31%	4 2%
LEAP School	14 56%		11 44%	
Open World Learning Secondary School	23 52%	4 9%	13 30%	3 7%
Washington Technology Secondary School	160 68%	24 10%	43 18%	7 3%
Grand Total	1,163 57%	201 10%	585 29%	59 3%

Q58. I feel safe in my school.

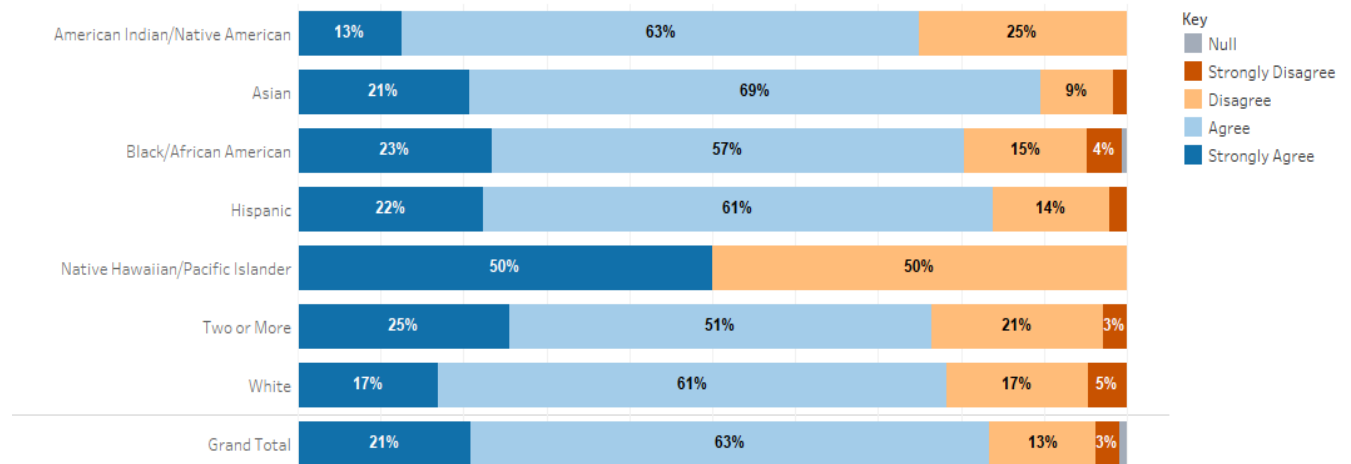
School Name	Agree	Disagree	Strongly Agree	Strongly Disagree
A.G.A.P.E. Teen Parent	5 15%		28 85%	
Central High School	248 66%	39 10%	79 21%	8 2%
Como Park High School	157 65%	17 7%	60 25%	5 2%
Creative Arts School	18 75%	1 4%	5 21%	
Gateway to College	20 45%	2 5%	21 48%	
Gordon Parks High School	22 63%	1 3%	12 34%	
Harding High School	218 61%	11 3%	126 35%	1 0%
Highland Park High School	172 66%	16 6%	70 27%	3 1%
Humboldt Secondary School	82 62%	6 5%	39 29%	2 2%
Johnson High School	149 69%	9 4%	53 25%	1 0%
LEAP School	15 60%		10 40%	
Open World Learning Secondary School	31 70%	3 7%	9 20%	
Washington Technology Secondary School	166 70%	16 7%	50 21%	2 1%
Grand Total	1,303 64%	121 6%	562 28%	22 1%

Please note that all results on the Senior Survey are self-reported data based on the numbers of Seniors as of June 1, 2018.

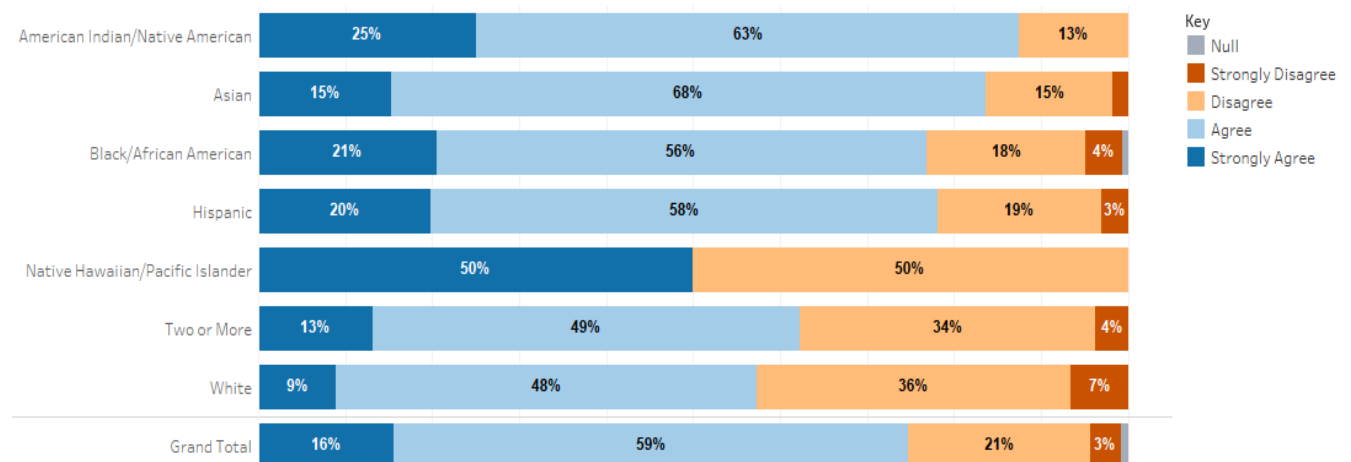
Disaggregated Data by Ethnic Group (District)

Q38-Q39. I received assistance concerning my specific career and educational plans after high school.

I received assistance concerning my specific educational plans after high school.

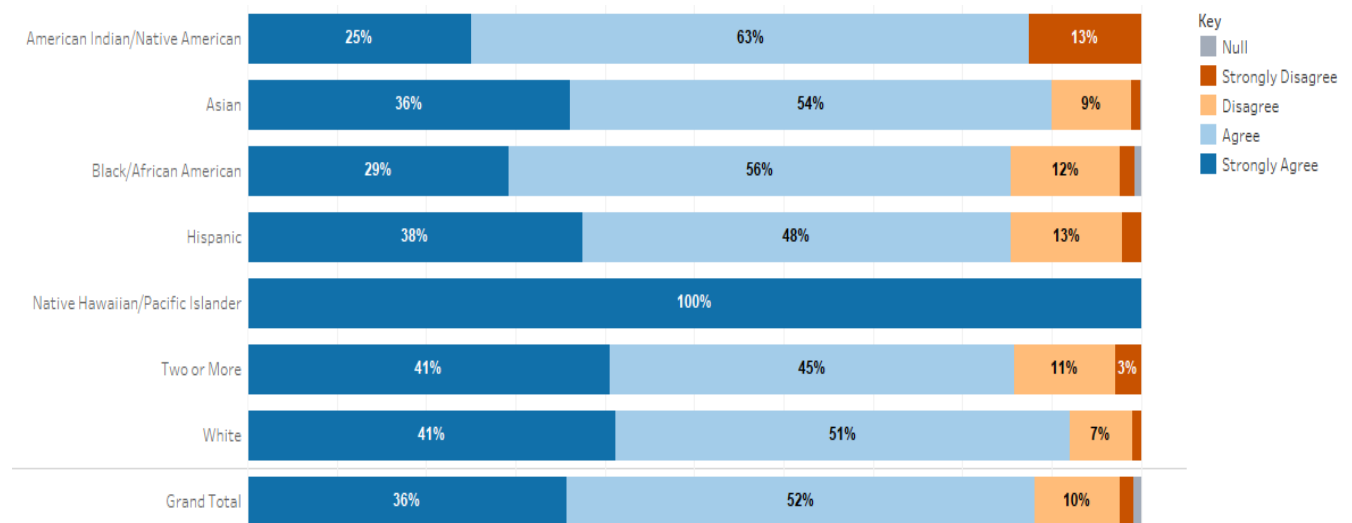


I received assistance concerning my specific career plans after high school.

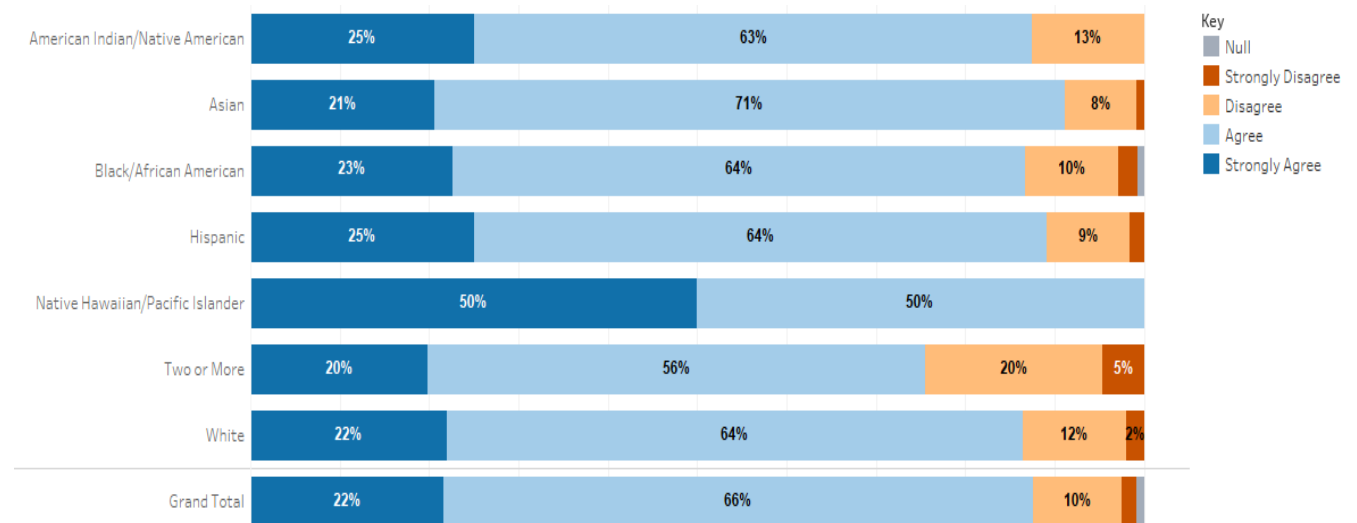


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Q42. I took classes that challenged me.

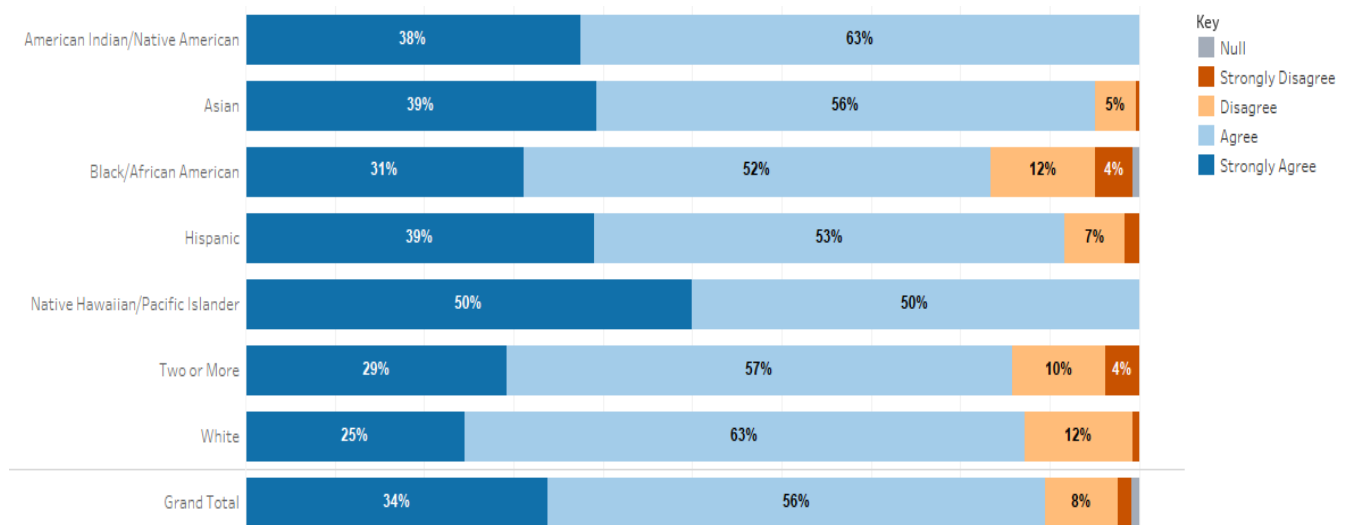


Q45. My teachers stimulated my thinking and my interest in learning.

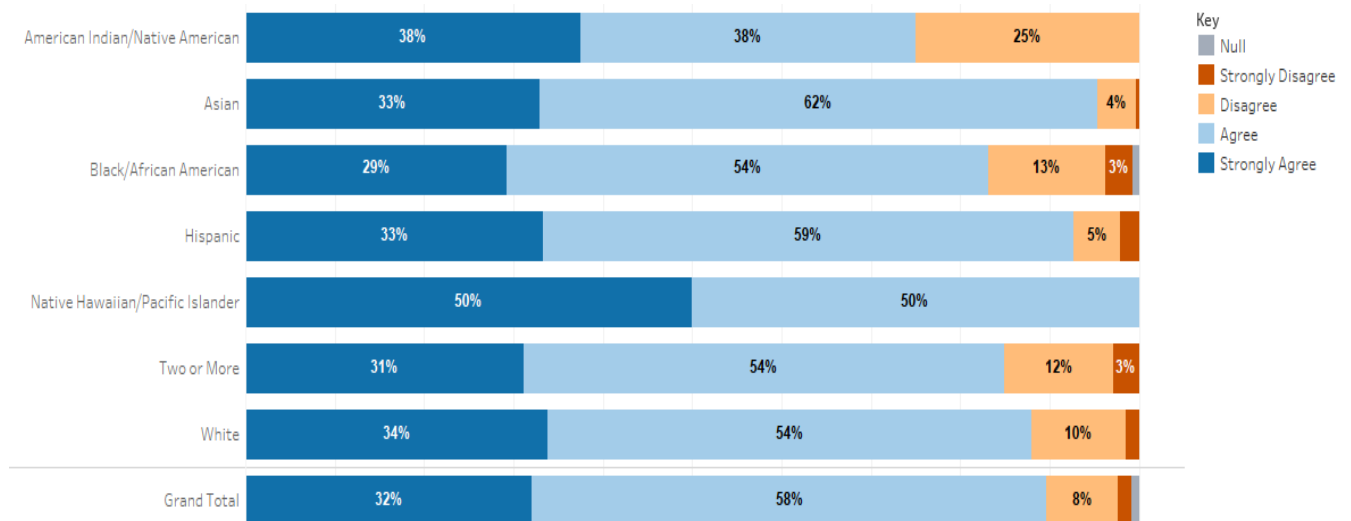


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Q46. The teachers at this school believe that all students can do well.

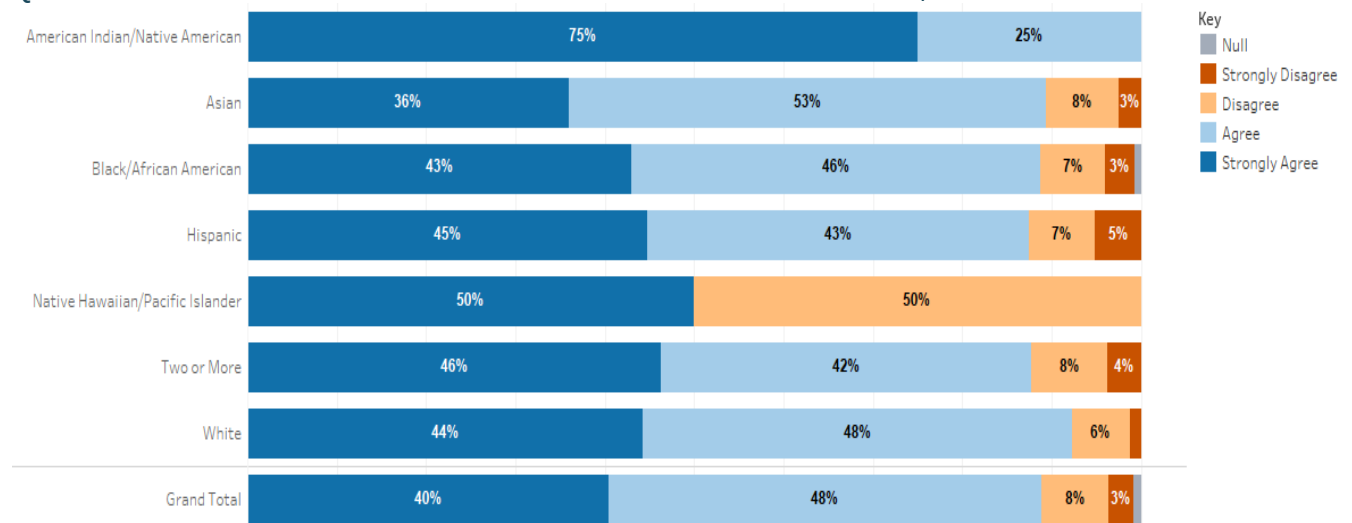


Q48. The teachers at this school believe that all students can graduate and go on to attend a post-secondary institution.

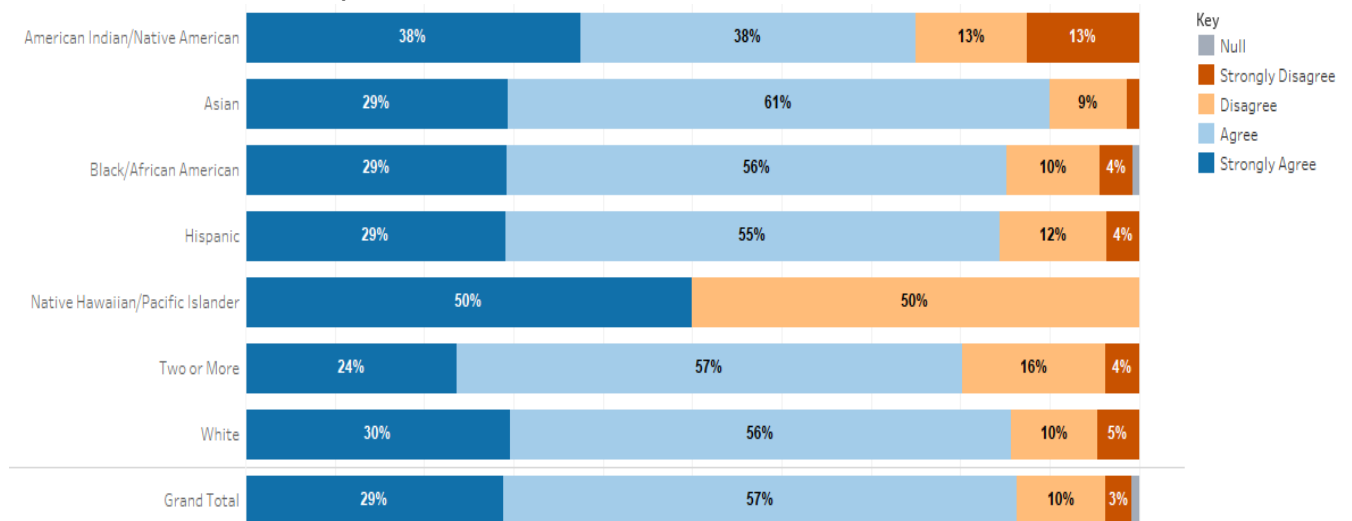


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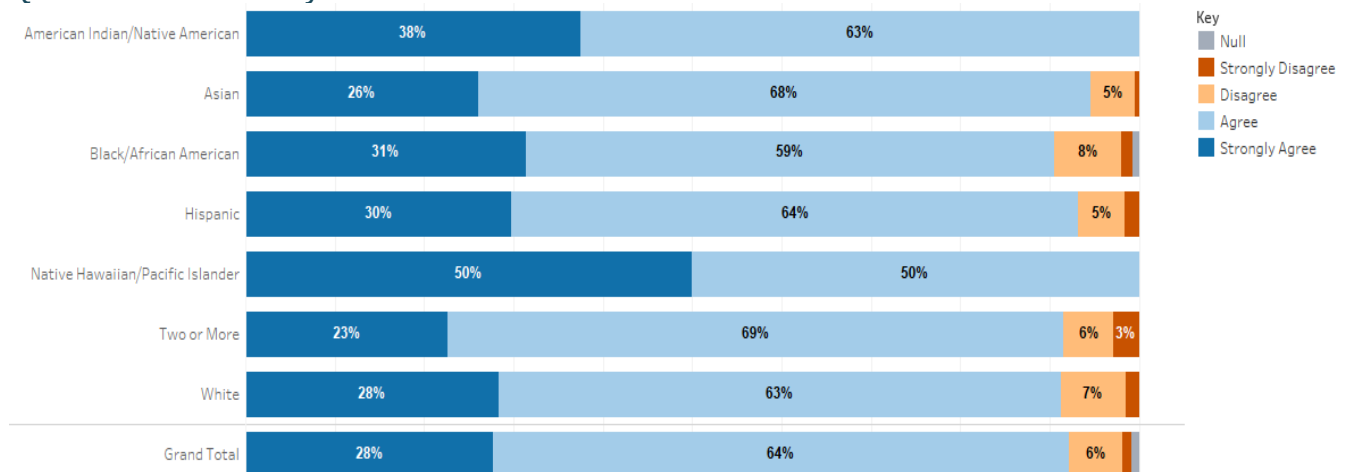
Q52. There is at least one adult in this school that I can talk to, that knows me well.



Q54. I feel that I am a part of this school.



Q58. I feel safe in my school.



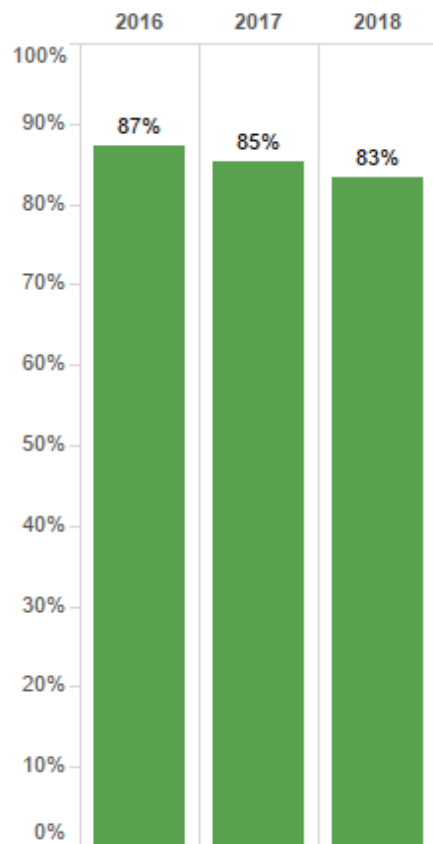
Please note that all results on the Senior Survey are self-reported data based on the numbers of Seniors as of June 1, 2018.

Selected Historical Data

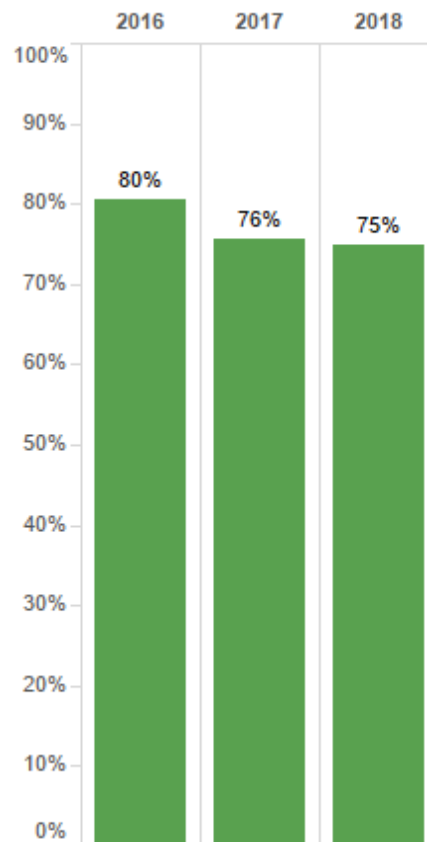
Not all of the questions have been asked throughout the years.

Q38-39. I received assistance concerning my specific plans after high school.

I received assistance concerning my specific educational plans after high school.

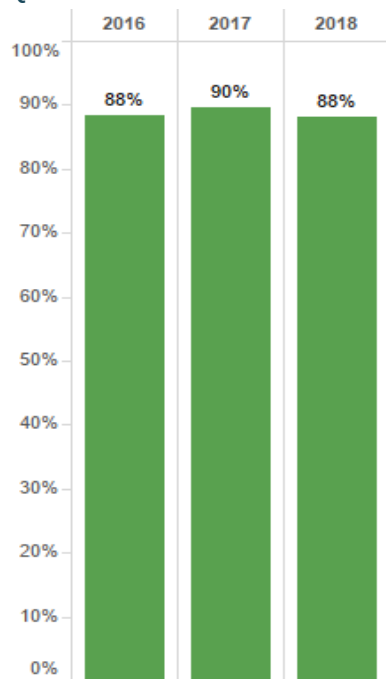


I received assistance concerning my specific career plans after high school.

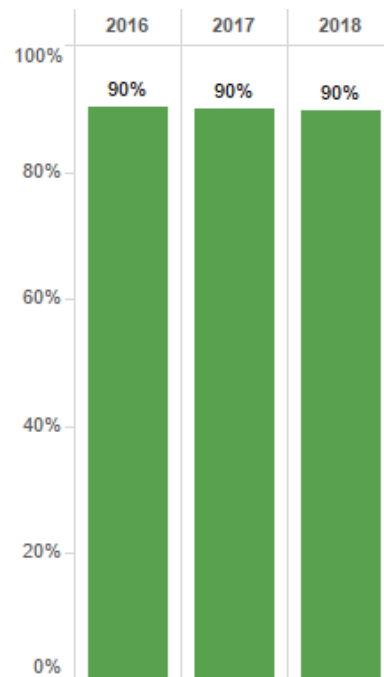


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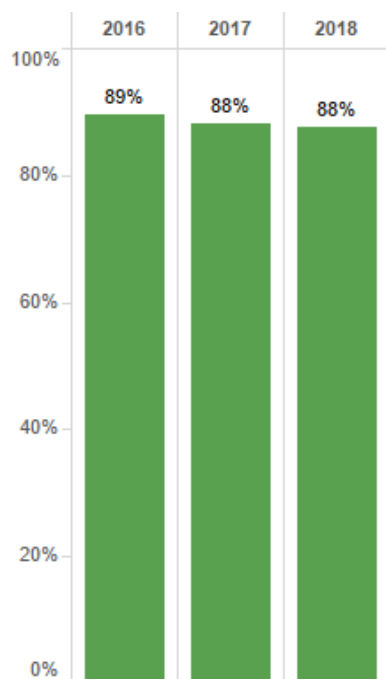
Q42. I took classes that challenged me.



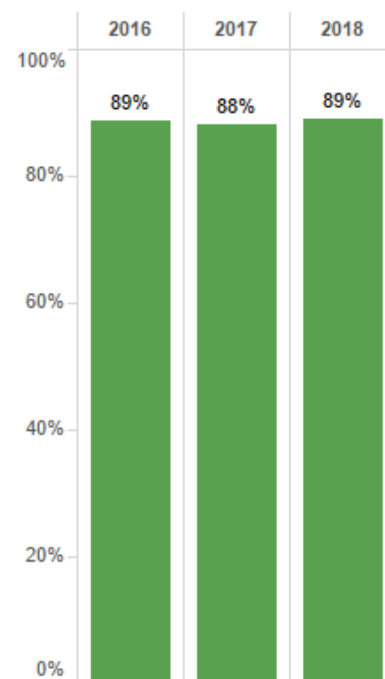
Q46. The teachers at this school believe that all students can do well.



Q45. My teachers stimulated my thinking and my interest in learning.

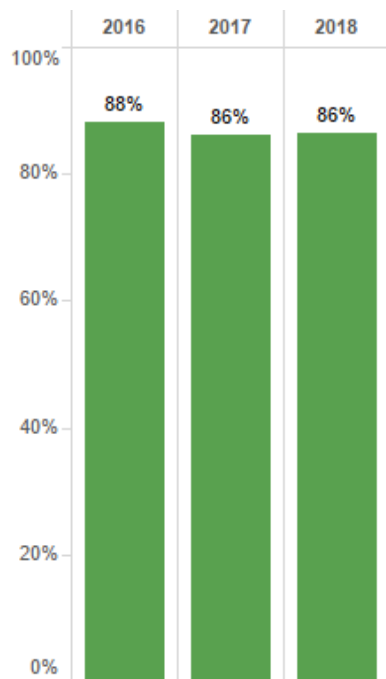


Q52. There is at least one adult in this school that I can talk to, that knows me well.

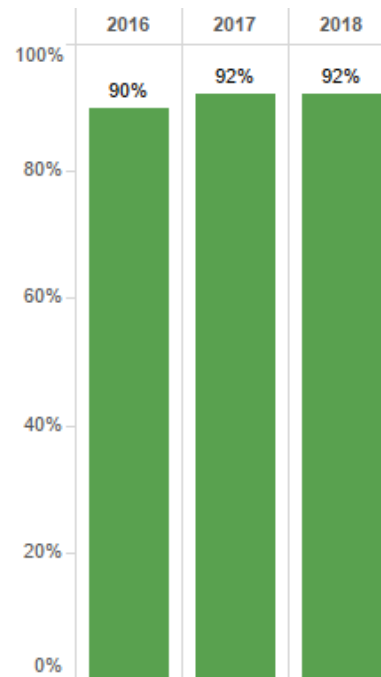


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Q54. I feel that I am a part of this school.



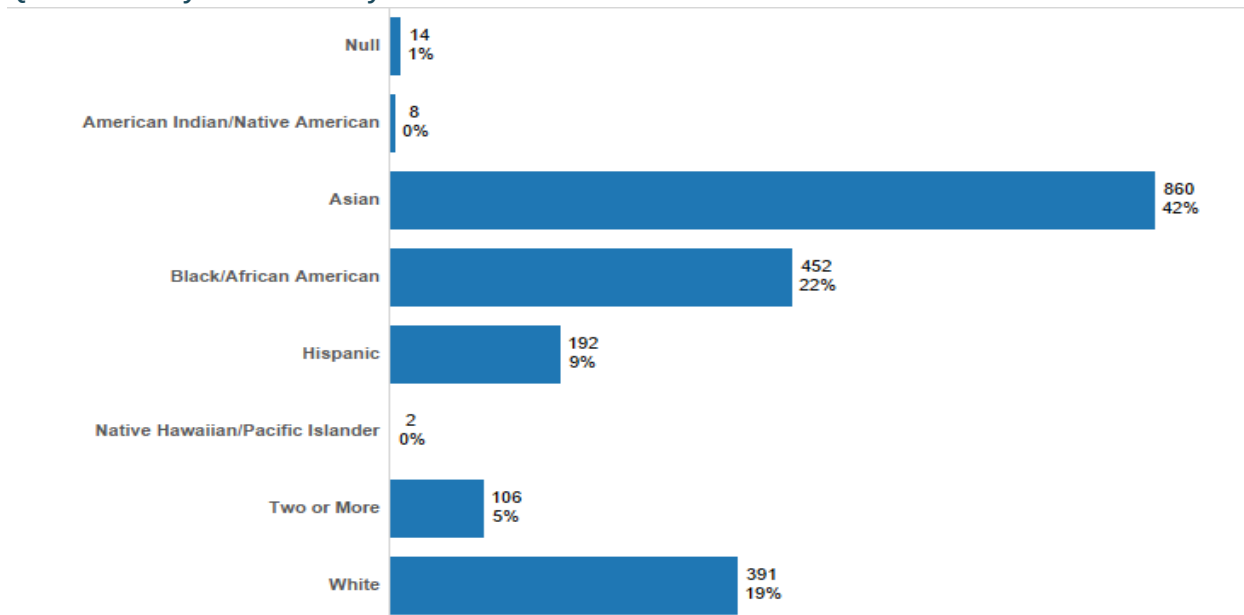
Q58. I feel safe in my school.



District Comparisons

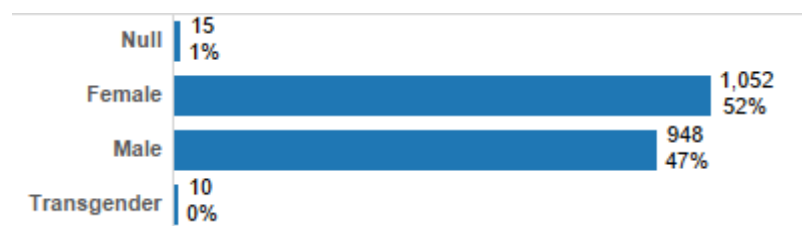
Survey Participants

Q2. What is your ethnicity?

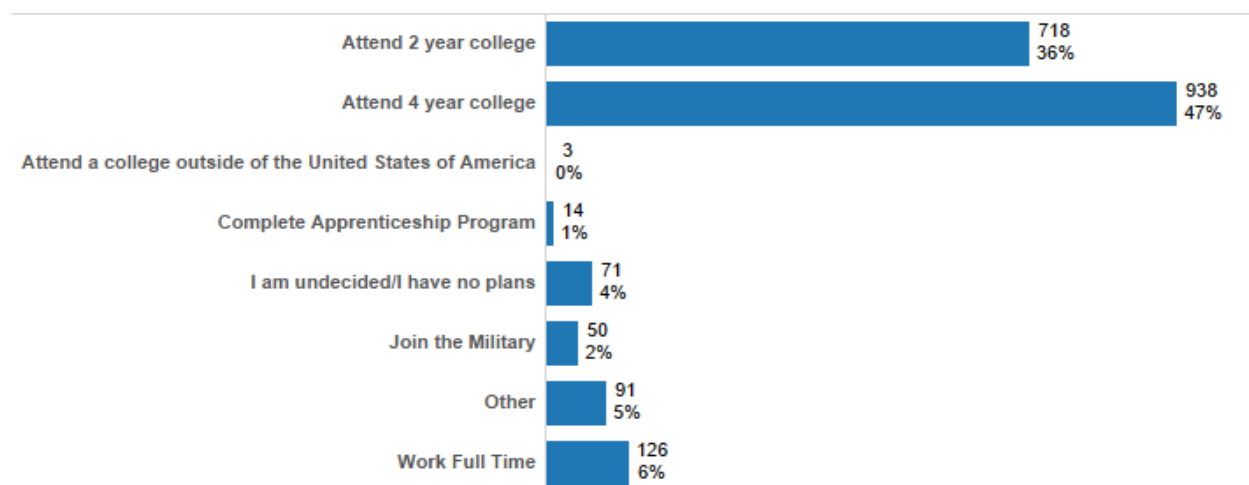


Please note that all results on the Senior Survey are self-reported data based on the numbers of Seniors as of June 1, 2018.

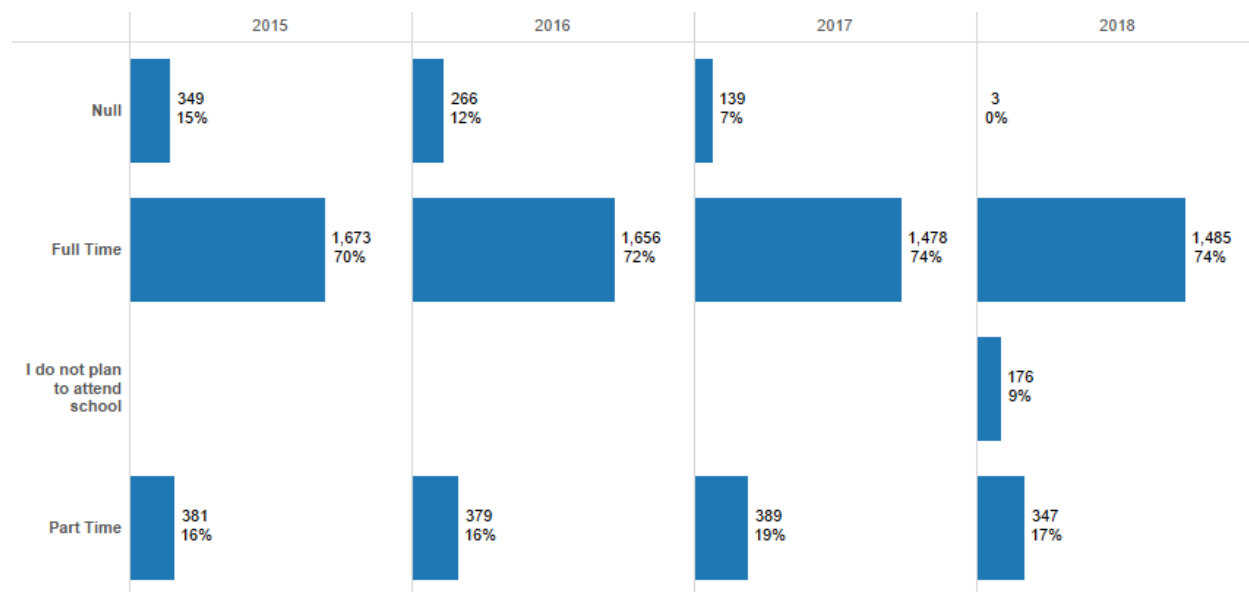
Q3. What is your gender?



Q4. What do you plan to do after you graduate high school?

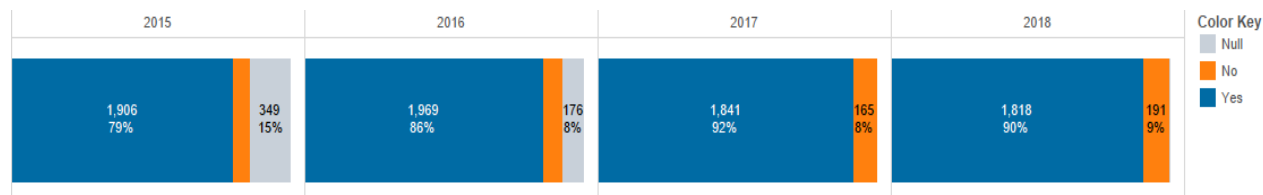


Q. If you plan to attend school, please indicate if it will be full or part time?

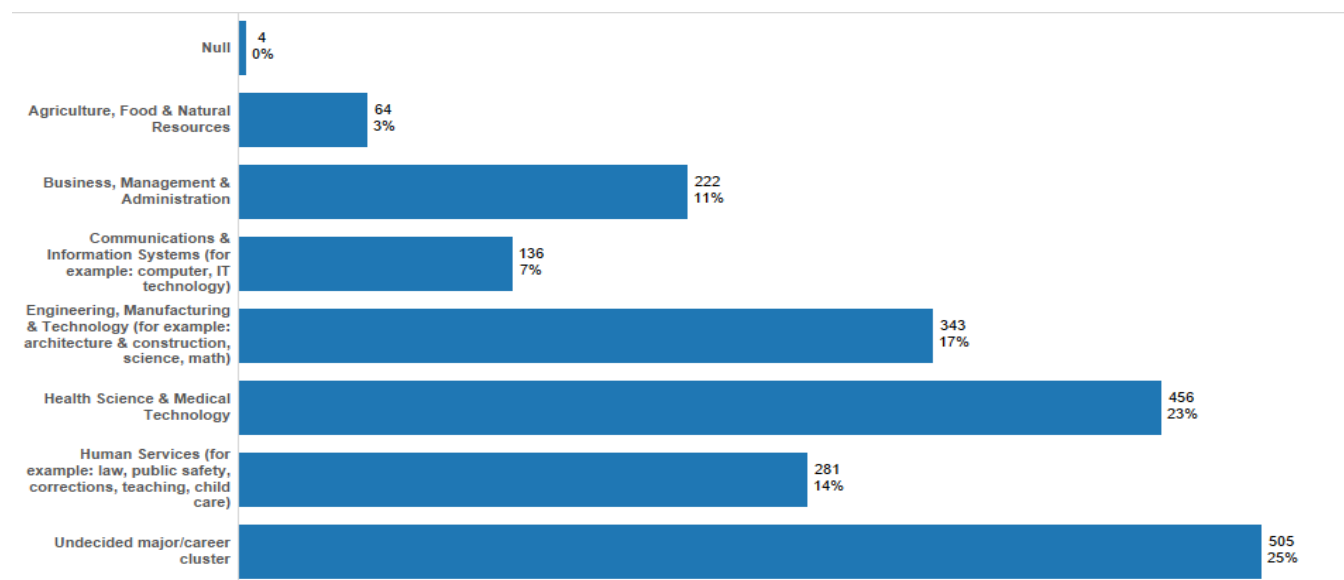


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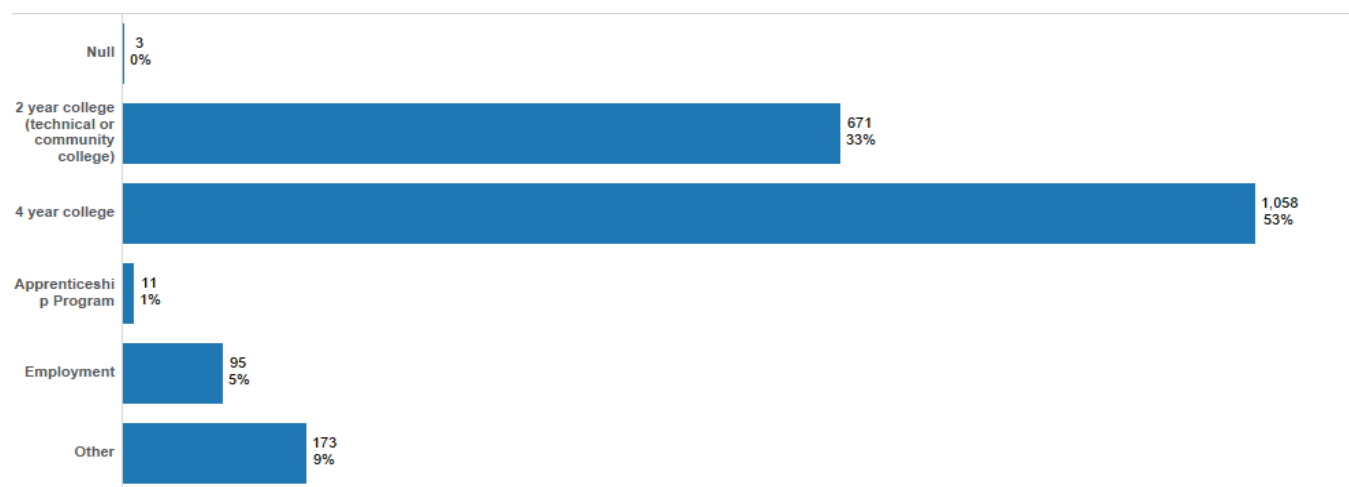
Q3. Are you aware of how financial aid can help you pay for your post-secondary education?



Q13. Please select the career cluster that fits your major.

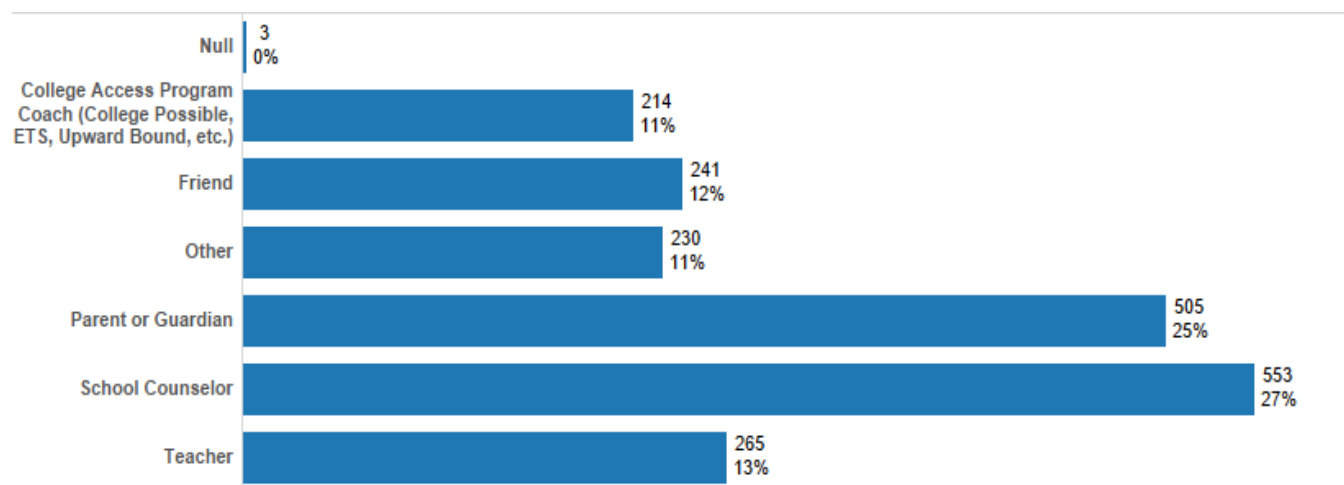


Q16. The classes I selected in high school primarily prepared me for:

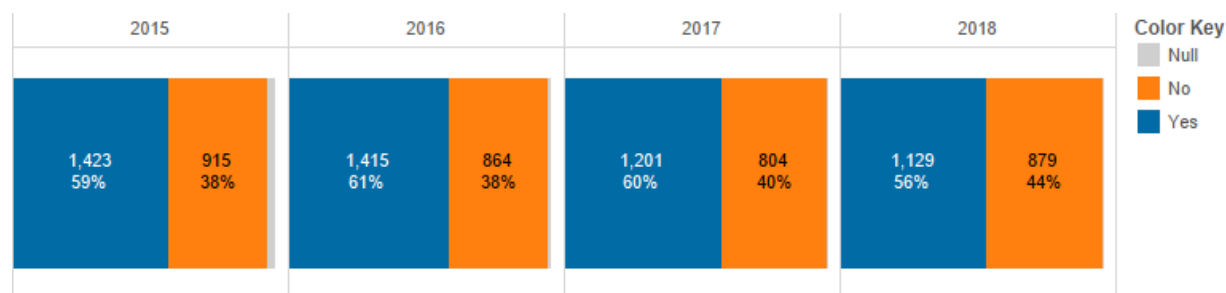


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Q17. Apart from yourself, who was the person who helped you the most to decide which high school classes to take?

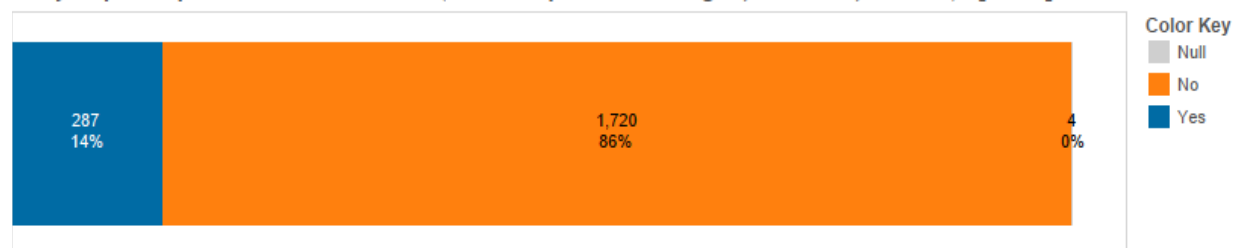


Q18. Did you participate in any extracurricular activities this year, such as: Math League, Debate, Band, Team Sport, Robotics, FFA, Student Council, etc.?

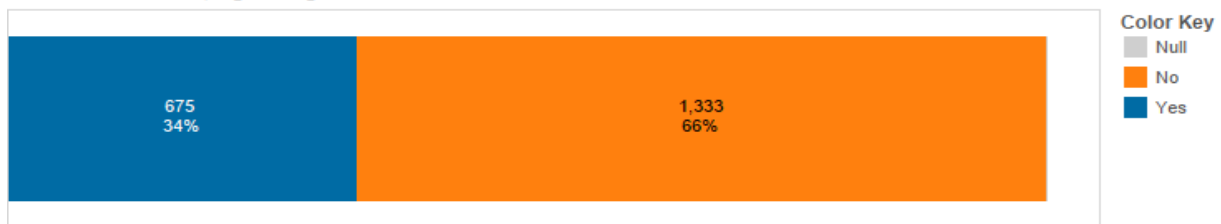
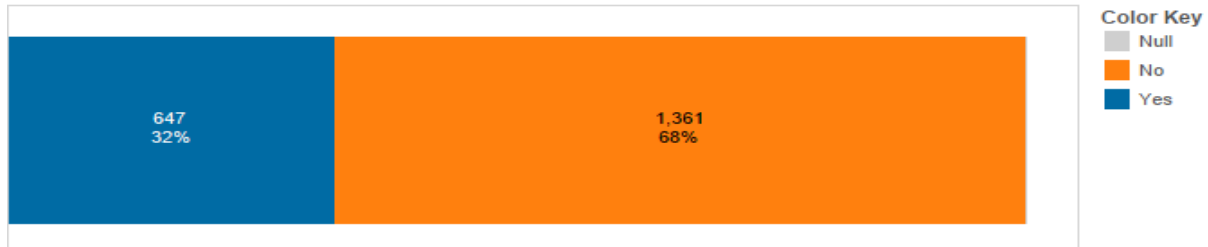


Q19-Q24. Please select the extracurricular activities you participated in.

Did you participate in Academic Club (for example: Math League, Robotics, Debate)? [2018]

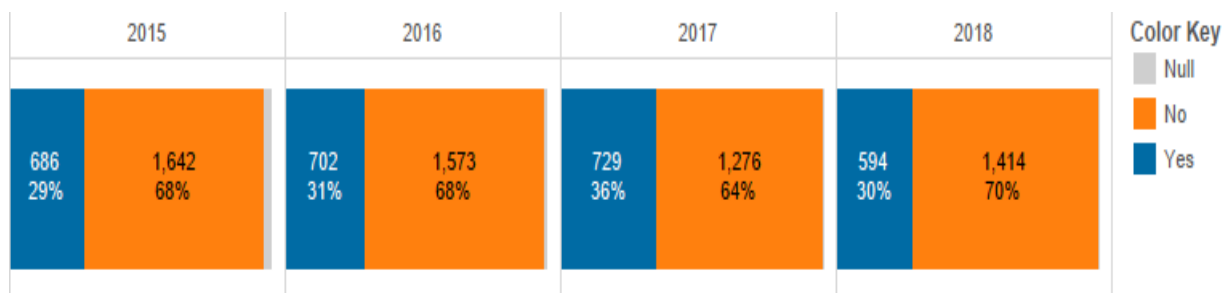


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Did you participate in Athletics (for example: basketball team, track team)? [2018]**Did you participate in a Community Service Organization (for example: Church, Community Center)? [2018]****Did you participate in a Leadership Group (for example: Boy Scouts, Girl Scouts, FFA, Student Council)? [2018]****Did you participate in Music (for example: band, choir)? [2018]****Did you participate in other extracurricular activities this year? [2018]**

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Q25. Did you participate in (paid or unpaid) work-based experiences (for example Genesys Works, 3M STEP, Job Shadowing, Internship), while in high school?

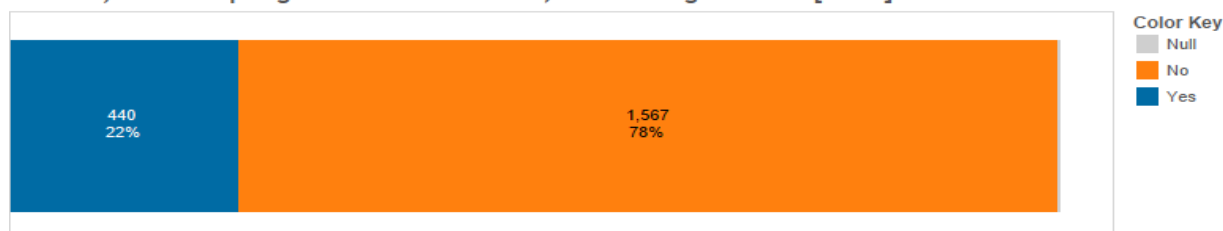


Q26-Q29. Please select the community or work-based experiences you participate in.

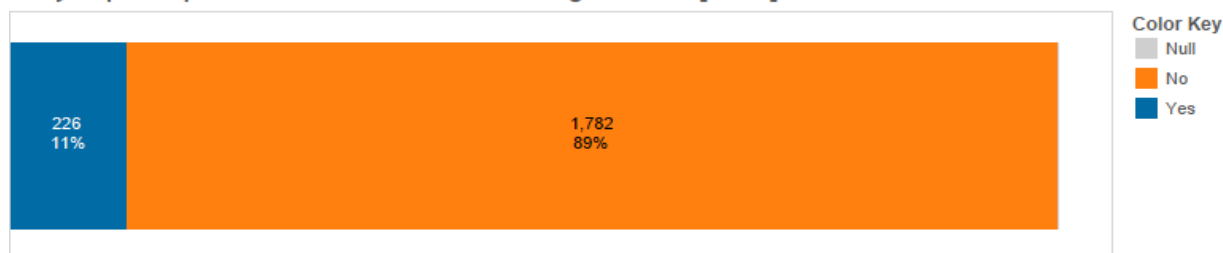
Did you participate in Community Service/Volunteer Work while in high school? [2018]



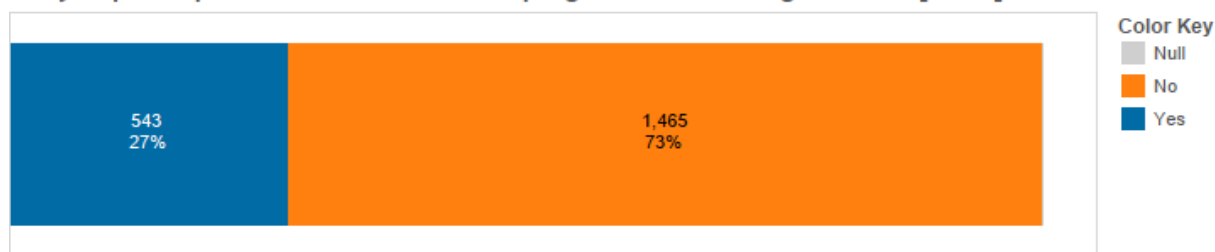
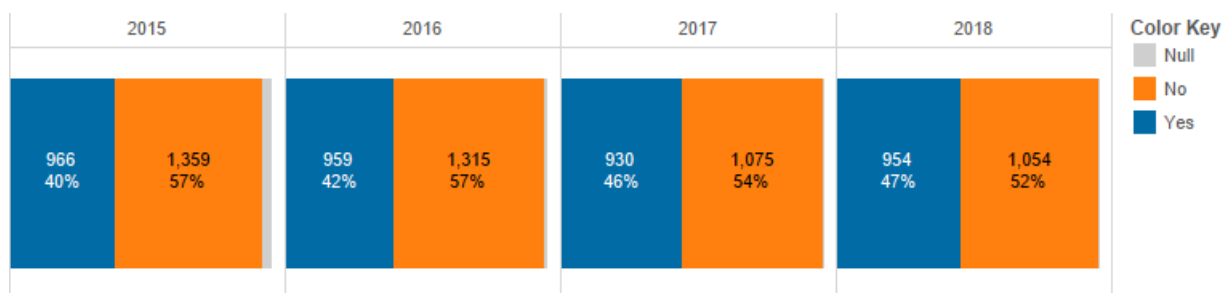
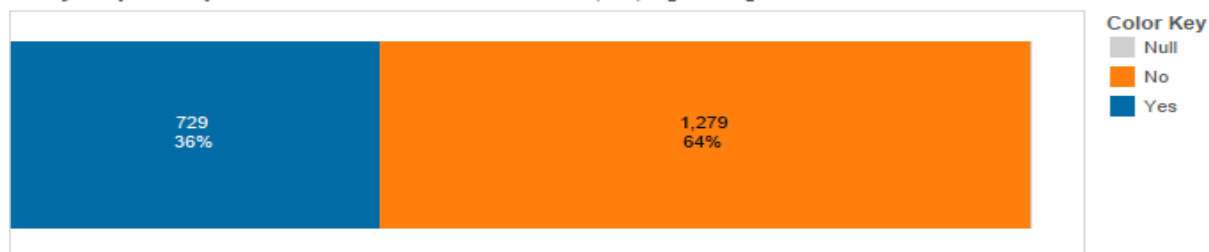
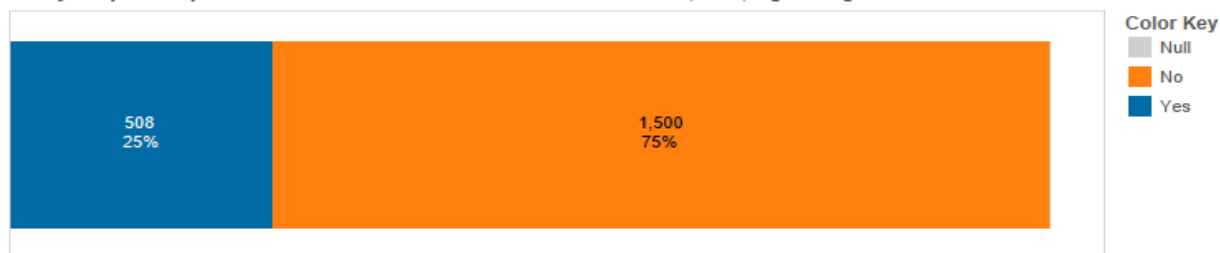
Did you participate in an internship (for example: Genesys Works, 3M STEP, Academy of Finance, YouthCorp/Right Track Summer Job) while in high school? [2018]



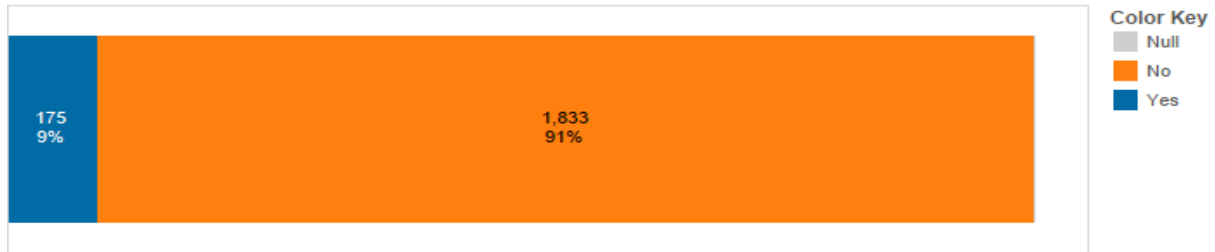
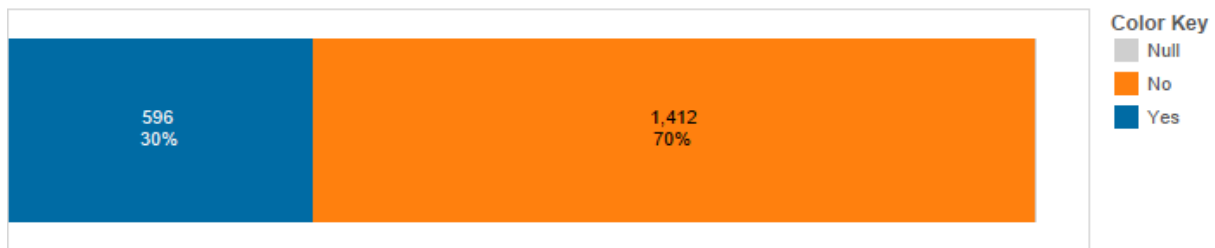
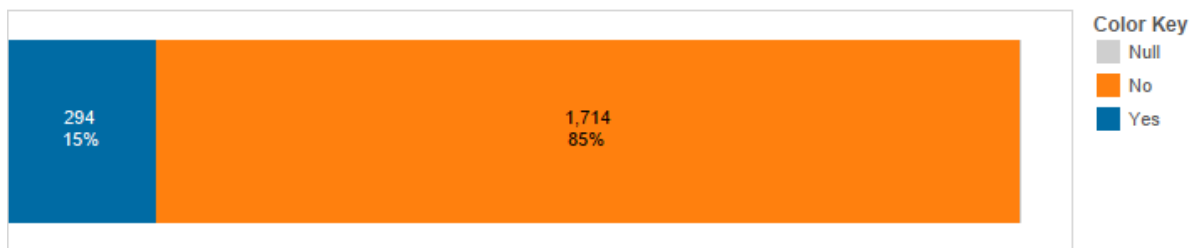
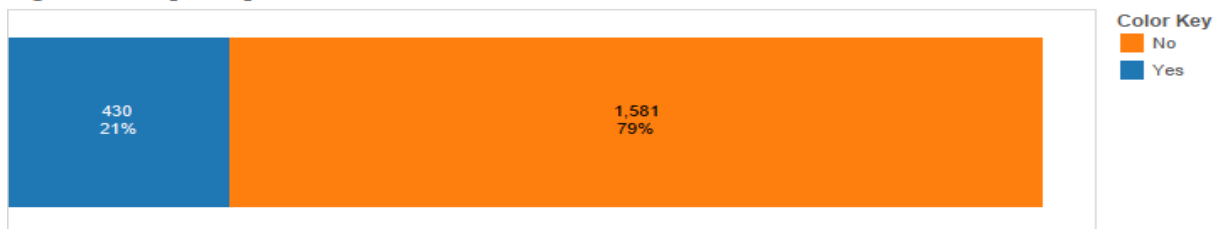
Did you participate in a Job Shadow while in high school? [2018]



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Did you participate in other work-based programs while in high school? [2018]**Q37. Did you earn any college credits while you were in high school?****Q31-Q37. The programs I participated in:****Did you participate in Advanced Placement (AP)? [2018]****Did you participate in Career and Technical Education (CTE)? [2018]**

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Did you participate in Career Pathways Academy (CPA)? [2018]**Did you participate in College in the Schools (CIS)? [2018]****Did you participate in Post-Secondary Enrollment Options (PSEO)? [2018]****Did you earn any other college credits by participating in other programs while in high school? [2018]**

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College Applications

Post-Secondary Type and Name	# of Responses
NA	341
2Year	5
University of St Andrews	5
4Year	5
Durham University	1
St. Thomas University	1
The American University of Rome	1
University of King's College	1
University of Westminster	1
NA	331
Allied Medical Training	2
Bethlehem College & Seminary	1
Bournemouth University	1
Bryant & Stratton College - Glendale	1
California College of Music	1
Cambrian College Sudbury	1
College Prep Year	167
Conestoga College	1
Doshisha University - Kyotanabe	1
Dougherty Family College at University of St. Thomas	33
Duke Kunshan University	3
Duplicate College - IPR	1
Guildhall School of Music & Drama	2
Hennepin Technical College	6
Hult International Business School - London	1
Hult International Business School - San Francisco	1
Imperial College London	1
Institute of Technical Education	1
IPR College of Creative Arts	1
King's College London	1
Los Angeles College of Music	1
Middlesex University	1
Minnesota Cosmetology Education Center	2
Minnesota School of Cosmetology	1
Minnesota State College - Southeast Technical (Red Wing)	1
Minnesota State College - Southeast Technical (Winona)	1

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Minnesota State Community and Technical College, Perham	2
Minnesota West Community and Technical College - Granite Falls	
Campus	1
Monash University	1
NCAA Eligibility Center	1
New York Academy of Art	13
New York Institute of Photography	13
Northwestern Health Sciences University	1
NYU Abu Dhabi	2
NYU Shanghai	2
Qatar University	1
Regent's University London	1
Saint Louis University - Parks College	1
Saint Mary's University of Minnesota, Twin Cities	10
South Central College - Faribault	3
St. Thomas University	4
Sungkyunkwan University (SKKU)	1
The Theatre School at Depaul University	1
The University of Edinburgh	1
Tohono O'Odham Community College	1
Trinity College Dublin	2
U.S. Marine Corps	2
U.S. Navy	5
United States Air Force Recruiter	1
United States Army	7
United States National Guard Recruiter	2
United States Navy Recruiter	2
Universidad de Granada	1
Universidad Nacional Autonoma De Mexico (unam)	1
Universiteit Utrecht	1
Universiteit van Amsterdam	1
University of Cambridge	1
University of East London	1
University of Hong Kong, The	1
University of Illinois at Urbana-Champaign: College of ACES	1
University of Oxford	1
University of Saint Katherine	1
University of Southern California School of Music	1
University of West London	1
Virginia Commonwealth University Qatar	2

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Virginia University of Lynchburg	1
Walden University	1
private	5777
2Year	113
Academy College	2
American Academy of Dramatic Arts	1
Argosy University-Twin Cities	5
Bethany Lutheran College	17
Brown College	1
Dunwoody College of Technology	46
Herzing University	2
Hesston College	1
Lakeland Medical/Vç-Ä-ìDental Academy	1
MacCormac College	1
McNally Smith College of Music	1
Minneapolis Business College	13
Rasmussen College Eagan	1
St. Catherine University - Minneapolis	12
The American Musical and Dramatic Academy	4
The Art Institute of California - Los Angeles	1
The Art Institutes International Minnesota	4
4Year	5543
Adrian College	1
Alaska Pacific University	1
Allegheny College	1
Allen University	1
Alverno College	1
American University	17
Amherst College	14
Arcadia University	1
Augsburg University	394
Augustana College	3
Augustana University (South Dakota)	6
Aurora University	1
Azusa Pacific University	1
Babson College	1
Bard College	5
Bard College at Simon's Rock	1
Barnard College	4
Barry University	1

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Bates College	1
Baylor University	3
Beloit College	26
Benedict College	4
Bennett College	3
Berklee College of Music	2
Bethel University-MN	68
Bethune-Cookman University	8
Boston College	15
Boston University	41
Bowdoin College	16
Bradley University	2
Brandeis University	11
Brigham Young University, Idaho	1
Brown University	30
Bryant University	1
Bucknell University	2
Buena Vista University	1
Butler University	4
California College of the Arts (San Francisco)	1
California Institute of Technology	8
Calvin College	1
Carleton College	115
Carnegie Mellon University	11
Carroll University (Wisconsin)	1
Carthage College	16
Case Western Reserve University	10
Cedar Crest College	1
Centre College	2
Champlain College	1
Chapman University	2
Charles R. Drew University of Medicine and Science	3
Claremont McKenna College	4
Clark Atlanta University	21
Clark University	5
Coe College	18
Colby College	11
Colgate University	4
College of Mount Saint Vincent	1
College of Saint Benedict	105

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College of St. Scholastica	177
College of the Atlantic	1
Colorado College	16
Columbia College Chicago	20
Columbia College Hollywood	1
Columbia University	22
Concordia College - Moorhead	94
Concordia College - New York	5
Concordia University - Irvine	2
Concordia University at St. Paul	239
Concordia University Chicago	1
Concordia University Wisconsin	1
Connecticut College	3
Cornell College	10
Cornell University	24
Creighton University	9
Crown College	3
Dartmouth College	10
Davenport University	2
Davidson College	4
Denison University	2
DePaul University	53
DePauw University	2
Dickinson College	1
Dillard University	7
Dominican University of California	2
Drake University	35
Drexel University	5
Duke University	18
Earlham College	1
Eastern Nazarene College	2
Edgewood College	2
Edward Waters College	3
Elmhurst College	3
Elon University	3
Embry-Riddle Aeronautical University - Daytona Beach	2
Emerson College	3
Emory University	20
Fairleigh Dickinson University - Metropolitan Campus	1
Finlandia University	2

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Fisk University	8
Flagler College	1
Florida Institute of Technology	2
Florida Memorial University	1
Florida Southern College	1
Fordham University	18
Franklin University Switzerland	1
Gardner-Webb University	1
Georgetown University	6
Gonzaga University	1
Goshen College	2
Goucher College	3
Grand Canyon University	3
Grinnell College	29
Gustavus Adolphus College	287
Hamilton College - NY	4
Hamline University	461
Hampden-Sydney College	1
Hampshire College	2
Hampton University	13
Hartwick College	1
Harvard University	35
Harvey Mudd College	8
Hastings College	1
Haverford College	6
Hawaii Pacific University	2
High Point University	1
Hillsdale College	2
Hiram College	1
Hofstra University	16
Holy Names University	1
Houston Baptist University	1
Howard University	28
Huston-Tillotson University	2
Illinois Institute of Technology	5
Illinois Wesleyan University	3
Iona College	2
Ithaca College	3
Jacksonville University	1
Jarvis Christian College	2

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John Carroll University	2
Johns Hopkins University	20
Johnson & Wales University (Providence)	2
Johnson C. Smith University	3
Juniata College	1
Kalamazoo College	4
Kenyon College	8
Knox College	5
La Salle University	1
Lafayette College	1
Lake Erie College	1
Lake Forest College	5
Lane College	2
Lawrence University	41
Lebanon Valley College	1
Lehigh University	1
LeMoyne-Owen College	1
Lewis & Clark College	19
Liberty University	2
LIM College (Laboratory Institute of Merchandising)	1
Linfield College	1
Livingstone College	3
Long Island University, Brooklyn	2
Long Island University, Post	1
Loyola Marymount University	10
Loyola University Chicago	33
Loyola University New Orleans	3
Luther College	101
Lynchburg College	2
Macalester College	171
Manhattan College	2
Marian University	2
Marietta College	1
Marquette University	26
Marymount Manhattan College	4
Massachusetts Institute of Technology	17
McDaniel College	1
MCPHS - Massachusetts College of Pharmacy & Health Sciences	1
Merrimack College	1
Middlebury College	10

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Millikin University	1
Mills College	2
Milwaukee Institute of Art and Design	1
Milwaukee School of Engineering	8
Minneapolis College of Art and Design	19
Moore College of Art and Design	1
Morehouse College	5
Morningside College	9
Morris College	1
Mount Holyoke College	2
Mount Mary University	1
Mount Mercy University	3
Mount Saint Mary's University (Chalon)	1
Musicians Institute	1
National American University - St. Paul Campus	1
Nebraska Wesleyan University	1
New York Institute of Technology	1
New York University	35
Niagara University	2
North Central College	1
North Central University	11
North Park University	4
Northeastern University	19
Northland College	46
Northwestern University	44
Nova Southeastern University	1
Oakwood University	1
Oberlin College of Arts and Sciences	17
Occidental College	14
Ohio Wesleyan University	3
Oklahoma City University	1
Oregon College of Art & Craft	1
Otis College of Art and Design	4
Pace University, New York City	3
Pacific Lutheran University	1
Pacific University	2
Paine College	2
Paul Quinn College	2
Pepperdine University	4
Philander Smith College	3

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Pitzer College	5
Point Loma Nazarene University	1
Pomona College	15
Pratt Institute	3
Prescott College	1
Princeton University	20
Principia College	1
Quinnipiac University	1
Reed College	20
Regis University	4
Rensselaer Polytechnic Institute	4
Rhode Island School of Design	5
Rhodes College	1
Rice University	9
Ringling College of Art and Design	1
Ripon College	1
Roanoke College	1
Rochester Institute of Technology	1
Rockhurst University	1
Roger Williams University	1
Rose-Hulman Institute of Technology	1
Rust College	3
Saint Anselm College	1
Saint Augustine's University	4
Saint John's University (MN)	45
Saint Joseph's University	2
Saint Leo University	2
Saint Louis University	5
Saint Mary's College of California	2
Saint Mary's University of Minnesota	71
Saint Michael's College	2
Saint Xavier University	22
San Francisco Art Institute	1
Santa Clara University	9
Sarah Lawrence College	5
Savannah College of Art and Design	6
School of the Art Institute of Chicago	5
School of the Museum of Fine Arts	1
Scripps College	7
Seattle Pacific University	4

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Seattle University	15
Seton Hall University	1
Sewanee: The University of the South	1
Shaw University	5
Silver Lake College	15
Simmons College	4
Simpson College	6
Skidmore College	1
Smith College	5
Southern California Institute of Architecture	1
Southern University at New Orleans	1
Spelman College	21
St. Catherine University - St. Paul	267
St. Edward's University	1
St. Francis College	1
St. John's College	4
St. John's University - Queens Campus	2
St. Lawrence University	2
St. Norbert College	3
St. Olaf College	195
St. Thomas University	2
Stanford University	46
Stevens Institute of Technology	1
Stillman College	1
Stonehill College	1
Suffolk University	1
Swarthmore College	18
Sweet Briar College	2
Syracuse University	11
Talladega College	2
Texas Christian University	2
Texas College	1
The American University of Paris	3
The College of Wooster	4
The Cooper Union for the Advancement of Science & Art	1
The George Washington University	33
The Naropa University	1
The New School - All Divisions	11
The Peabody Institute of The Johns Hopkins University	1
The University of Scranton	1

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The University of Tampa	3
Tougaloo College	1
Trinity College	1
Trinity University	3
Trinity Washington University	1
Tufts University	22
Tulane University	26
Tuskegee University	6
University of Advancing Technology	1
University of Chicago	52
University of Dallas	3
University of Denver	39
University of Dubuque	3
University of Hartford	1
University of Jamestown	3
University of Mary	1
University of Miami	6
University of New England	2
University of New Haven	1
University of Northwestern	29
University of Notre Dame	6
University of Pennsylvania	15
University of Portland	12
University of Puget Sound	30
University of Redlands	3
University of Richmond	1
University of Rochester	8
University of San Diego	17
University of San Francisco	19
University of Sioux Falls	9
University of Southern California	43
University of St. Thomas	358
University of Tulsa	1
Upper Iowa University	18
Ursinus College	1
Valparaiso University	2
Vanderbilt University	13
Vassar College	5
Villanova University	3
Virginia Union University	5

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Viterbo University	14
Voorhees College	1
Wake Forest University	2
Wartburg College	14
Washington and Lee University	1
Washington University in St. Louis	24
Wellesley College	6
Wentworth Institute of Technology	2
Wesleyan College	1
Wesleyan University	7
Wheaton College IL	2
Whitman College	19
Whittier College	4
Wilberforce University	1
Wiley College	10
Willamette University	9
William Jewell College	1
William Penn University	2
Williams College	10
Wofford College	2
Woodbury University	1
Worcester Polytechnic Institute	1
Xavier University	7
Xavier University of Louisiana	8
Yale University	30
NA	121
AMDA College and Conservatory of the Performing Arts	2
American Academy of the Dramatic Arts	2
Arrupe College of Loyola University Chicago	1
Art Instruction Schools	2
Carleton University	1
Centennial College	1
Empire Beauty School	1
Le Cordon Bleu at Brown Institute	1
Oberlin Conservatory of Music	6
Oxford College of Emory University	1
Sciences Po - UC Berkeley Dual Degree	1
Soka University of America	2
University of Minnesota, Rochester	95
Yale-NUS College	2

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Yonsei University-Underwood	3
public	6572
2Year	1936
Alexandria Technical and Community College	4
Anoka Technical College	7
Anoka-Ramsey Community College	15
Blackhawk Technical College	2
Blinn College	1
Central Community College	1
Central Lakes College	2
Century College	581
Clinton Community College	1
Dakota County Technical College	50
Gogebic Community College	5
Hennepin Technical College	15
Hutchinson Community College	1
Inver Hills Community College	67
Iowa Central Community College	3
Iowa Lakes Community College	1
Iowa Western Community College	1
Itasca Community College	5
Lake Area Technical Institute	1
Lake Superior College	10
Lewis and Clark Community College	1
Los Angeles City College	1
Milwaukee Area Technical College	1
Minneapolis Community and Technical College	87
Minnesota State Community & Technical College - Fergus Falls	2
Montana State University College of Technology	1
Normandale Community College	28
North Dakota State College of Science	8
North Hennepin Community College	10
North Iowa Area Community College	1
Northland Community and Technical College	3
Owens Community College - Toledo	1
Pine Technical College	1
Ridgewater College	4
Riverland Community College	6
Rochester Community and Technical College	20
Saint Paul College	941

Please note that all results on the Senior Survey are self-reported data based on the numbers of Seniors as of June 1, 2018.

Salt Lake Community College	2
Santa Fe College	2
Santa Monica College	1
South Central College	2
Southern University at Shreveport-Bossier Cty	1
St. Cloud Technical & Community College	26
University of North Dakota, Williston	1
University of Wisconsin, Marathon County	1
Vermilion Community College	11
4Year	4598
Alabama A&M University	7
Alabama State University	7
Albany State University	2
Alcorn State University	3
Appalachian State University	1
Arizona State University	7
Armstrong State University	1
Ball State University	7
Baruch College of the CUNY	1
Bemidji State University	39
Binghamton University	2
Black Hills State University	2
Boise State University	1
Bowie State University	1
Brooklyn College of the CUNY	1
California Polytechnic State University, San Luis Obispo	4
California State Polytechnic University - Pomona	1
California State University, Fullerton	1
California State University, Long Beach	3
California State University, Sacramento	2
California State University, San Bernardino	1
Central Michigan University	1
Central State University	3
Cheyney University of Pennsylvania	2
Chicago State University	5
Clemson University	1
College of William and Mary	5
Colorado Mesa University	1
Colorado School of Mines	1
Colorado State University	20

Please note that all results on the Senior Survey are self-reported data based on the numbers of Seniors as of June 1, 2018.

Coppin State University	2
Dakota State University	2
Delaware State University	1
Delta State University	1
East Stroudsburg University of Pennsylvania	1
Eastern Kentucky University	1
Eastern Michigan University	2
Fashion Institute of Technology	11
Fayetteville State University	1
Ferris State University	2
Florida A&M University	7
Florida Atlantic University	1
Florida State University	2
Fort Lewis College	1
Fort Valley State University	3
George Mason University	4
Georgia College	2
Georgia Institute of Technology	9
Georgia State University	7
Grambling State University	8
Harris-Stowe State University	2
Indiana State University	1
Indiana University at Bloomington	9
Indiana University-Purdue University Indianapolis	3
Iowa State University	34
Jackson State University	6
Kent State University	1
Kentucky State University	2
Lake Superior State University	1
Langston University	4
Lincoln University	3
Louisiana State University	1
Massachusetts College of Art and Design	2
Mayville State University	2
McGill University	8
Medgar Evers College of the CUNY	1
Metropolitan State University	446
Michigan State University	7
Michigan Technological University	10
Minnesota State University, Mankato	448

Please note that all results on the Senior Survey are self-reported data based on the numbers of Seniors as of June 1, 2018.

Minnesota State University, Moorhead	75
Mississippi State University	1
Mississippi Valley State University	6
Montana State University, Billings	1
Montana State University, Bozeman	22
Morehead State University	1
Morgan State University	2
New Jersey City University	1
New Mexico Institute of Mining and Technology	1
Norfolk State University	4
North Carolina A&T State University	4
North Carolina State University	2
North Dakota State University	57
Northern Illinois University	1
Northern Michigan University	6
Ohio University	1
Oregon Institute of Technology	1
Oregon State University	2
Pennsylvania State University	3
Prairie View A&M University	8
Purchase College State University of New York	2
Purdue University	11
Rutgers University - Camden	1
Rutgers University-New Brunswick	1
San Diego State University	2
San Francisco State University	2
San Jose State University	3
Savannah State University	1
Shawnee State University	1
South Carolina State University	2
South Dakota School of Mines and Technology	1
South Dakota State University	16
Southern Illinois University, Carbondale	1
Southern University and A&M College	3
Southern Utah University	1
Southwest Minnesota State University	93
St. Cloud State University	509
St. Mary's College of Maryland	1
State University of New York at Albany	1
State University of New York at New Paltz	2

Please note that all results on the Senior Survey are self-reported data based on the numbers of Seniors as of June 1, 2018.

Stony Brook University	2
Temple University	3
Tennessee State University	1
Texas A&M University	1
Texas A&M University, Texarkana	1
Texas Southern University	8
Texas State University	4
The College of New Jersey	1
The Evergreen State College	3
The Ohio State University	12
The University of Alabama	2
The University of Arizona	8
The University of Iowa	21
The University of Montana, Missoula	3
The University of North Carolina at Chapel Hill	10
The University of Oklahoma	1
The University of Texas, Austin	1
The University of West Alabama	1
University at Buffalo The State University of New York	2
University of Alabama at Birmingham (UAB)	3
University of Arkansas at Pine Bluff	2
University of California, Berkeley	17
University of California, Davis	2
University of California, Irvine	3
University of California, Los Angeles	28
University of California, Riverside	1
University of California, San Diego	7
University of California, Santa Barbara	7
University of California, Santa Cruz	3
University of Central Florida	5
University of Central Missouri	2
University of Cincinnati	1
University of Colorado at Boulder	37
University of Colorado at Denver	2
University of Colorado Colorado Springs	3
University of Florida	2
University of Georgia	1
University of Hawaii at Manoa	2
University of Houston	7
University of Houston, Downtown	1

Please note that all results on the Senior Survey are self-reported data based on the numbers of Seniors as of June 1, 2018.

University of Illinois at Chicago	15
University of Illinois at Urbana-Champaign	4
University of Kansas	3
University of Maine at Farmington	1
University of Maine at Machias	1
University of Maryland, Baltimore County	3
University of Maryland, College Park	5
University of Maryland, Eastern Shore	1
University of Massachusetts Dartmouth	1
University of Massachusetts, Amherst	5
University of Massachusetts, Boston	5
University of Michigan	34
University of Minnesota, Crookston	21
University of Minnesota, Duluth	330
University of Minnesota, Morris	104
University of Minnesota, Twin Cities	892
University of Missouri Columbia	4
University of Missouri Kansas City	1
University of Missouri St. Louis	3
University of Nebraska at Lincoln	9
University of Nebraska at Omaha	2
University of Nevada, Las Vegas	2
University of Nevada, Reno	1
University of New Hampshire at Durham	1
University of New Mexico	1
University of New Orleans	1
University of North Dakota	33
University of North Texas	5
University of Northern Colorado	1
University of Northern Iowa	22
University of Oregon	14
University of Pittsburgh	3
University of South Alabama	2
University of South Dakota	6
University of the Virgin Islands	2
University of Utah	3
University of Vermont	11
University of Virginia	6
University of Washington	24
University of Winnipeg	6

Please note that all results on the Senior Survey are self-reported data based on the numbers of Seniors as of June 1, 2018.

University of Wisconsin, Eau Claire	56
University of Wisconsin, Green Bay	5
University of Wisconsin, La Crosse	29
University of Wisconsin, Madison	190
University of Wisconsin, Milwaukee	12
University of Wisconsin, Oshkosh	2
University of Wisconsin, Parkside	1
University of Wisconsin, River Falls	135
University of Wisconsin, Stevens Point	12
University of Wisconsin, Stout	44
University of Wisconsin, Superior	6
University of Wisconsin, Whitewater	1
University of Wyoming	1
Valley City State University	3
Virginia Commonwealth University	1
Virginia State University	2
Washington State University	1
Wayne State University	2
Western Michigan University	4
Western State Colorado University	2
Western Washington University	6
Winona State University	227
Winthrop University	1
York College of the CUNY	1
NA	38
Anoka-Ramsey Community College - Cambridge Campus	7
Central Lakes College	1
Concordia University - Montreal	2
Dalhousie University	1
Florida State University College of Motion Picture Arts	1
Lindenwood University - Belleville Campus	2
Minnesota State Community and Technical College - Detroit Lakes	1
Minnesota West Community and Technical College - Jackson Campus	1
Ohio Technical College	1
Queen's University	1
Texas A&M University-San Antonio	1
University of British Columbia	6
University of California, San Francisco	1
University of Manitoba	5
University of Toronto Undergraduate Only	5

Please note that all results on the Senior Survey are self-reported data based on the numbers of Seniors as of June 1, 2018.

University of Victoria	1
University of Washington, Tacoma	1
Grand Total	12690

Please note that all results on the Senior Survey are self-reported data based on the numbers of Seniors as of June 1, 2018.

Senior Survey Questions

- * 1. What school do you attend?
- * 2. What is your ethnicity?
- * 3. What is your gender?
- * 4. What do you plan to do after you graduate from high school?
- * 5. Please update your college applications, indicating name of college, type of application, and final decision. Check ONE college you will be attending and check to request your final transcript for that ONE college you are attending. If you applied to colleges not already listed here, please enter them below.

College	Type	Waitlisted	Deferred	Final Decision	Attending	Send Final Transcript
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- * 6. Where would you like your final transcript sent?
- * 7. If you plan to attend school, please indicate if it will be full time or part time.
- * 8. Are you aware of how financial aid can help you pay for your post-secondary education?

Yes/No

- * 9. Have you applied for the FAFSA (Free Application for Federal Student Aid) or the Minnesota Dream Act?

Yes/No

- * 10. Have you applied for scholarships/grants?

Yes/No

- * 11. Have you applied for student loans?

Yes/No

- * 12. How many scholarship applications have you submitted to post-secondary institutions?

- * 13. Please select the career cluster that fits your Major.

Please note that all results on the Senior Survey are self-reported data based on the numbers of Seniors as of June 1, 2018.

* 14. Do you have a post-secondary plan?

Yes/No

* 15. Did you receive help developing your post-secondary plan?

Yes/No

* 16. The classes I selected in high school primarily prepared me for:

* 17. Apart from yourself, who was the person who helped you the most to decide which high school classes to take?

* 18. Did you participate in any extracurricular activities this year, such as: Math League, Debate, Band, Team Sport, Robotics, FFA, Student Council, etc.?

Yes/No

* 19. Did you participate in an Academic Club (for example: Math League, Robotics, Debate)?

Yes/No

* 20. Did you participate in Athletics (for example: basketball team, track team)?

Yes/No

* 21. Did you participate in a Community Service Organization (for example: Church, Community Center)?

Yes/No

* 22. Did you participate in a Leadership Group (for example: Boy Scouts, Girl Scouts, FFA, Student Council)?

Yes/No

* 23. Did you participate in Music (for example: band, choir)?

Yes/No

* 24. Did you participate in other extracurricular activities this year?

Yes/No

Please note that all results on the Senior Survey are self-reported data based on the numbers of Seniors as of June 1, 2018.

* 25. Did you participate in (paid or unpaid) work-based programs (for example: Genesys Works, 3M STEP, Job Shadowing, Internship), while in high school?

Yes/No

* 26. Did you participate in Community Service/Volunteer Work while in high school?

Yes/No

* 27. Did you participate in an Internship (for example: Genesys Works, 3M STEP, Academy of Finance, YouthCorp/Right Track Summer Job) while in high school?

Yes/No

* 28. Did you participate in a Job Shadow while in high school?

Yes/No

* 29. Did you participate in other work-based programs while in high school?

Yes/No

* 30. Did you earn any college credits while you were in high school?

Yes/No

* 31. Did you participate in Advanced Placement (AP)?

Yes/No

* 32. Did you participate in Career and Technical Education (CTE)? CTE courses are elective courses such as Automotive, Aviation, Agriculture, Business, Construction, FACS, Medical, Engineering, Welding and Work Experience.

Yes/No

* 33. Did you participate in Career Pathways Academy (CPA)?

Yes/No

* 34. Did you participate in College in the Schools (CIS)?

Yes/No

Please note that all results on the Senior Survey are self-reported data based on the numbers of Seniors as of June 1, 2018.

* 35. Did you participate in International Baccalaureate (IB)?

Yes/No

* 36. Did you participate in Post-Secondary Enrollment Option (PSEO)?

Yes/No

* 37. Did you earn any college credits by participating in other programs while in high school?

Yes/No

* 38. I received assistance concerning my specific educational plans after high school.

* 39. I received assistance concerning my specific career plans after high school.

* 40. My classes were related to my future plans.

* 41. I was taught how my different classes related to each other.

* 42. I took classes that challenged me.

* 43. I was given opportunities to learn with other students through group projects and teamwork.

* 44. My teachers knew their subjects well.

* 45. My teachers stimulated my thinking and my interest in learning.

* 46. The teachers at this school believe that all students can do well.

* 47. I received personal attention from my teachers.

* 48. The teachers at this school believe that all students can graduate and go on to attend a post-secondary institution.

* 49. The teachers at this school have high expectations for all students.

* 50. I received adequate access to the school's computers, software, and the internet.

* 51. My parents and family were given the opportunity to become involved in my learning through conferences, projects, assignments, or other activities.

* 52. There is at least one adult in this school that I can talk to, that knows me well.

Please note that all results on the Senior Survey are self-reported data based on the numbers of Seniors as of June 1, 2018.

- * 53. The adults in this school care about students.
- * 54. I feel that I am a part of this school.
- * 55. Students at this school show respect for students who work hard and do well.
- * 56. I am satisfied with the quality of the education I received at this school.
- * 57. My extracurricular activities added to my skills, knowledge and personal development.
- * 58. I feel safe in my school.
- * 59. I am hopeful about my future.
- * 60. I have accomplished many things for which to be proud.

Please note that all results on the Senior Survey are self-reported data based on the numbers of Seniors as of June 1, 2018.

HUMAN RESOURCE TRANSACTIONS
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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Cates, S. C.	Teaching Assistant	04/08/2019	\$15.00	Harding Senior High
Bennett, T. J.	Carpenter	04/27/2019	\$37.08	Como Service Center
Gural, S. L.	Clerical	04/13/2019	\$19.73	Four Seasons A+
Hang, J. C.	Clerical	04/15/2019	\$21.89	Crosswinds Bldg
Darrell, T. J.	Custodian	04/22/2019	\$25.45	Central Senior High
Fang, M.	Nutrition Services	04/11/2019	\$12.13	The Heights
Frimpong, D. A.	Nutrition Services	04/11/2019	\$10.12	Highland Park Elementary
Gordon, D. T.	Nutrition Services	04/11/2019	\$10.12	Jackson Preparatory
Lundgren, C. R.	Nutrition Services	04/11/2019	\$12.13	Crossroads Science
Tahiro, S.	Nutrition Services	04/11/2019	\$12.13	Jie Ming Mandarin Immr
Wareberg, T. D.	Nutrition Services	04/11/2019	\$12.13	Johnson Senior High
Wooten, C. M.	Nutrition Services	04/11/2019	\$12.13	Harding Senior High
Darsow, J. A.	Supervisory	04/15/2019	\$36.58	Como Service Center
Flotterud, B. N.	Supervisory	04/15/2019	\$54.99	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lochungvu, M. X.	Central Administrator Career Progression	04/08/2019	\$58.14	Crosswinds Bldg
Xie, N.	Classroom Teacher From: Teaching Assistant	02/19/2019	\$27.18	Jie Ming Mandarin Immr
Dillon, A. A.	Nutrition Services Career Progression	03/02/2019	\$19.26	Creative Arts Secondary
Freeman, L. R.	Nutrition Services Career Progression	04/13/2019	\$15.56	Jie Ming Mandarin Immr
Jubran, S.	Nutrition Services Career Progression	02/19/2019	\$23.24	Hazel Park Preparatory
Woller, L. M.	Nutrition Services Career Progression	02/19/2019	\$18.82	Farnsworth Aerospace Lwr

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Beach, A. S.	Classroom Teacher	04/20/2019	Ramsey Middle School
Beese, D. J.	Classroom Teacher	03/28/2019	Riverview School

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Buzicky, C. W.	Classroom Teacher	04/26/2019	Johnson Senior High
Larson, D. A.	Classroom Teacher	05/02/2019	Nokomis Montessori South
Lowry, M. K.	Classroom Teacher	05/18/2019	Battle Creek Middle School
Lowther, L. M.	Classroom Teacher	05/23/2019	Crosswinds Bldg
McGee, K. W.	Classroom Teacher	05/06/2019	Linwood Monroe Arts Upr
Polga, X. L.	Classroom Teacher	04/23/2019	Jie Ming Mandarin Immr
Rennerfeldt, M. E.	Classroom Teacher	05/02/2019	St. Paul Music Academy
Richardson, C.	Classroom Teacher	05/15/2019	271 Belvidere Bldg
Campbell, L. G.	Classroom Teacher	04/18/2019	Washington Tech
Sinakhone, K. S.	Classroom Teacher	03/29/2019	Phalen Lake Hmong Studies
Flaten, C. L.	Classroom Teacher	04/08/2019	Benjamin Mays/Museum
Groves, N. M.	Classroom Teacher	04/06/2019	271 Belvidere Bldg
Hout, W. M.	Classroom Teacher	04/11/2019	Washington Tech
Zuke, G. K.	Classroom Teacher	04/22/2019	Benjamin Mays/Museum
Amborn, D. L.	Classroom Teacher	04/20/2019	Parkway Montessori/Middle
Johansen, S. M.	Classroom Teacher	04/21/2019	The Heights
Renn, T.	Education Assistant	03/21/2019	1780 W 7th Street
Barnes, K. L.	Teaching Assistant	03/22/2019	Bridge View
Gould, A. P.	Teaching Assistant	02/01/2019	Central Senior High
McConnell, K. M.	Teaching Assistant	04/15/2019	Battle Creek Elementary
Sandbeck, S.	Teaching Assistant	05/13/2019	Humboldt Secondary School
Vang, K.	Teaching Assistant	03/27/2019	Mississippi Creative Arts
White, C.	Teaching Assistant	03/21/2019	Harding Senior High
Alberto, B. S.	Clerical	04/03/2019	1780 W. 7th Street

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
D., M. J.	Classroom Teacher	03/29/2019
C., D.	Education Assistant	04/27/2019

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ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
J., A.	Education Assistant	05/01/2019
S., S. L.	Education Assistant	03/26/2019
P., T. D.	Teaching Assistant	04/27/2019

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Walker, K. L.	Education Assistant	04/13/2019	\$23.86	1780 W 7th Street

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Eide, D. L.	Classroom Teacher	03/27/2019	Adams Spanish Immersion
Mattlin, A. D.	Classroom Teacher	04/08/2019	Wellstone Elementary
Moulton, S. J.	Classroom Teacher	04/08/2019	Maxfield Elementary
Pantoja, L. P.	Classroom Teacher	04/22/2019	Wellstone Elementary
Sinakhone, K. S.	Classroom Teacher	04/08/2019	Phalen Lake Hmong Studies
Lilja, L. A.	Classroom Teacher	04/09/2019	Maxfield Elementary
Hren, N. A.	Classroom Teacher	03/18/2019	Capitol Hill Magnet
Larson, K. D.	Classroom Teacher	04/08/2019	RiverEast Elem/Secondary
Matson, J. R.	Classroom Teacher	04/08/2019	Creative Arts Secondary
Holle, D. M.	School/Community Professional	04/01/2019	Ramsey Middle School
Randall, R. A.	Education Assistant	04/22/2019	Bridge View
Yang, Z.	Education Assistant	04/10/2019	Phalen Lake Hmong Studies
Gould, A. P.	Teaching Assistant	04/24/2019	Central Senior High
Johnson, K. J.	Teaching Assistant	04/08/2019	Benjamin Mays/Museum
Ortiz, A.	Teaching Assistant	04/23/2019	Crossroads Montessori
Ross, L. S.	Teaching Assistant	04/15/2019	Farnsworth Aerospace Lwr
Alberto, B. S.	Clerical	04/08/2019	1780 W. 7th Street
Flaherty, E. R.	Clerical	04/16/2019	Como Service Center
Kuczaboski, M. P.	Custodian	03/18/2019	Washington Tech
Nelson-Thiele, M.	Nutrition Services	04/10/2019	Farnsworth Aerospace Lwr

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VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Yang, S. S.	Professional Employee	04/27/2019	\$33.01	Colborne Admin Offices

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., N. M.	Classroom Teacher	04/05/2019
R., A. L.	Classroom Teacher	04/01/2019
R., L. M.	Clerical	04/03/2019
L., D. M.	Custodian	04/03/2019
C., L. C.	Nutrition Services	04/10/2019
S., C.	Nutrition Services	04/15/2019

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Anibal-Turgeon, B.	Classroom Teacher	08/17/2019	Crossroads Montessori
Craig, D.	Classroom Teacher	07/12/2019	American Indian Magnet
Larson, S. J.	Classroom Teacher	08/03/2019	Como Park Senior High
Mergens, D. J.	Classroom Teacher	08/03/2019	Humboldt Secondary School
Nelson, R. A.	Classroom Teacher	08/03/2019	271 Belvidere Bldg
Wendt, S.	Classroom Teacher	08/03/2019	Gordon Parks High School
deSamLazaro, K.	Classroom Teacher	07/02/2019	American Indian Magnet
Dodge, J.	Classroom Teacher	06/11/2019	Riverview School
Keys, P.	Classroom Teacher	06/11/2019	Como Park Elementary
Carlson-Kortebein, S.	Classroom Teacher	08/03/2019	Mississippi Creative Arts
Morris, N.	Classroom Teacher	04/16/2019	Battle Creek Middle School
Hall, S.	Classroom Teacher	06/11/2019	Como Park Elementary
Schultz, N. R.	Classroom Teacher	07/27/2019	271 Belvidere Bldg
Bryan, P.	Principal	07/01/2019	Capitol Hill Magnet
Feisel, E.	Education Assistant	09/01/2019	Bruce F Vento Elementary
Scroggins, S. L.	Education Assistant	06/08/2019	Central Senior High
Olson, M. J.	Teaching Assistant	06/08/2019	Bridge View
Hoffman, M. D.	Custodian	07/01/2019	The Heights

HUMAN RESOURCE TRANSACTIONS
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RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Freemire, A. C.	Nutrition Services	04/13/2019	Ramsey Middle School
Krejce, E. A.	Nutrition Services	08/21/2019	Murray Middle School

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Brilowski, W. K.	Classroom Teacher	05/10/2019	Highland Park Middle School
Davenport, K. L.	Classroom Teacher	06/12/2019	Expo for Excellence
Emerson, K.	Classroom Teacher	08/01/2019	Como Park Elementary
Keeler, L.	Classroom Teacher	06/12/2019	Washington Tech
Macias, A.	Classroom Teacher	06/12/2019	Riverview School
Ogren, B. L.	Classroom Teacher	06/11/2019	Washington Tech
Peterson, E. B.	Classroom Teacher	06/09/2019	Como Park Senior High
Schutjer, P.	Classroom Teacher	06/11/2019	Int'l Academy - LEAP
Xiong, C.	Classroom Teacher	06/11/2019	Mississippi Creative Arts
Lucas, C.	Classroom Teacher	06/11/2019	Como Park Elementary
Pinckney, W. G.	Classroom Teacher	04/08/2019	Humboldt Secondary School
Shannon, D. L.	Classroom Teacher	03/26/2019	RiverEast Elem/Secondary
Sherrow, D. L.	Classroom Teacher	06/11/2019	Eastern Heights Elementary
Bendickson, K. E.	School/Community Professional	05/11/2019	Creative Arts Secondary
Roberson, A. K.	School/Community Professional	04/25/2019	Battle Creek Middle School
Yang, C. V.	School/Community Professional	06/11/2019	Nokomis Montessori North
Harrington, E.	Education Assistant	06/07/2019	L'Etoile du Nord Upper
Marshall, M. D.	Education Assistant	03/02/2019	Expo for Excellence
Xiong, P.	Education Assistant	02/21/2019	1780 W 7th Street
Bauer, S. B.	Teaching Assistant	06/08/2019	St. Paul Music Academy
Froehle, J. B.	Teaching Assistant	07/12/2019	Washington Tech
Hemming, J. T.	Teaching Assistant	03/30/2019	Central Senior High

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Ledesma, J.	Teaching Assistant	06/08/2019	Four Seasons A+
Mastny, A. M.	Teaching Assistant	06/08/2019	Eastern Heights Elementary
Morgan, L. Y.	Teaching Assistant	06/11/2019	Groveland Park Elementary
Moua, Y.	Teaching Assistant	03/16/2019	Como Park Elementary
Thao, P.	Teaching Assistant	06/08/2019	Bruce F Vento Elementary
Tirado, B. E.	Teaching Assistant	06/08/2019	Frost Lake Elementary
Tolentino, J. B.	Teaching Assistant	04/27/2019	Humboldt Secondary School
Withrow, K. M.	Teaching Assistant	06/08/2019	Bridge View
Ator, S.	Clerical	04/09/2019	Colborne Admin Offices
Lee, A.	Clerical	05/04/2019	Expo for Excellence
Ouellette, K. L.	Clerical	05/24/2019	Colborne Admin Offices
Casper, T. L.	Custodian	04/02/2019	Murray Middle School
Leibel, M. J.	Custodian	03/08/2019	Como Park Senior High
Meehan, W. J.	Custodian	04/13/2019	Phalen Lake Hmong Studies
Thompson, J.	Machinists	04/22/2019	Como Service Center
Applewhite, S. T.	Nutrition Services	03/30/2019	Washington Tech
Farrankop, W. A.	Nutrition Services	04/16/2019	Washington Tech
Green, L. D.	Nutrition Services	03/30/2019	Bruce F Vento Elementary
Schmaus, J. A.	Nutrition Services	08/08/2019	Como Service Center
Courville, A. R.	Professional Employee	06/15/2019	Colborne Admin Offices
Krueger, H. R.	Technical	04/13/2019	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
L., M. A.	Teaching Assistant	04/09/2019
G., T. L.	Nutrition Services	03/21/2019

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hoffman, Z. W.	Classroom Teacher	04/06/2019	Wellstone Elementary

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

DATE: May 21, 2019

TOPIC: Gift Acceptance from the Olga B. Hart Education Foundation

A. PERTINENT FACTS:

1. Office of College and Career Readiness, Department of Graduation Progress and Acceleration would like to accept a monetary gift of \$11,000 from the Olga B. Hart Education Foundation.
2. The gift is to be used for the Olga B. Hart Education Foundation scholarships.
3. This project will meet the District strategic plan focus area of College and Career Paths.
4. This item is submitted by Darren Ginther, Assistant Director, Office of College and Career Readiness and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: May 21, 2019

TOPIC: Acceptance of Gift from Rosemary Johnson

A. PERTINENT FACTS:

1. Rosemary Johnson has gifted \$10,000 to Chelsea Heights Elementary for the 2018-2019 school year.
2. These funds are to be added to 19-425-291-000-5096-0000.
3. Chelsea Heights will use these funds to enhance the playground area for all students.
4. This gift will meet the Strategic Plan focus areas of Positive School and District Culture, Program Evaluation and Resource Allocation, and Family and Community Engagement.
5. This item is submitted by Jill Gebeke, Principal, Chelsea 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 gift from Rosemary Johnson to be used to enhance the playground at Chelsea Heights Elementary School.

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

DATE: May 21, 2019

TOPIC: Twin Cities Dunkers Donation

A. PERTINENT FACTS:

1. A gift of \$6,650 was received at Humboldt High School.
2. The gift was received from Twin Cities Dunkers to purchase sports equipment for basketball, tennis, baseball, softball and golf athletics.
3. This project will meet the District strategic focus area of Program Evaluation and Resource Allocation.
4. This item is submitted by Michael Sodomka, Principal, Humboldt High School; Theresa Battle, Assistant Superintendent; and David Watkins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the \$6,650 from the Twin Cities Dunkers and provide a letter of expressing appreciation for the gift.

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

DATE: May 21, 2019

TOPIC: Acceptance of Monetary Gift to Open World Learning Community

A. PERTINENT FACTS

1. Monetary gift of \$5,000 was presented to Open World Learning Community from Open World Learning Community PTO.
2. Budget code 19-250-291-000-5096-F051.
3. This will meet the District strategic plan focus area of Program Evaluation and Resource Allocation by offering scholarships for Spring Interim field trips for our students who cannot afford to pay.
4. During Spring Interim, all of our students participate in field trips:

6th grade students spend four nights at Deep Portage
17 students spend seven nights in Hurricane Island, ME, for Outward Bound
17 students spend seven nights in Colorado for Outward Bound
Remaining students participate in various field trips and projects locally
5. This item is submitted by David Gundale, Principal, Open World Learning Community; and Theresa Battle, Assistant Superintendent; David Watkins, Chief of Schools.

B. RECOMMENDATION:

That the Board of Education approves the acceptance of the monetary gift of \$5,000.00 presented to Open World Learning Community from Open World Learning Community PTO.

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

DATE: May 21, 2019

TOPIC: Request for Permission to Accept a Grant from the Amherst H. Wilder Foundation (Saint Paul Promise Neighborhood - SPPN)

A. PERTINENT FACTS:

1. With funding from the Saint Paul Children's Collaborative, the Amherst H. Wilder Foundation provides subgrants to programs that promote the social welfare of persons resident or located in the greater Saint Paul metropolitan area.
2. The Department of Alternative Education received a grant for funds to finance staffing expenses to support families and children at the Rondo Freedom School site for the six weeks it is in session. The goals of this project include:
 - Improve readiness for K
 - Improve grade 3 reading scores
 - Improve school mobility rates
 - Improve school attendance
 - Increase parent engagement in the educational process of children
 - Increase housing stability
 - Increase healthy eating and access to healthy food
 - Increase engagement of parents in public decision making processes
 - Increase engagement of SPPN Partners in public decision making processesStaff 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 \$75,000.
4. This project will meet the District strategic plan goal of College and Career Paths by engaging in a cross-sector collaboration that paves pathways of opportunity leading to college and career success so that all children succeed in school and in life.
5. This is a recurring grant-funded opportunity. The duration of the project is May 1, 2019 to December 31, 2019. Amherst H. Wilder Foundation has funded this project since June 1, 2015. Freedom Schools outcomes have included:
 - Average Daily Attendance Rate of 83%. Measured by Attendance files
 - 83% of students maintain or improve on reading from beginning to end of Freedom School, as measured by the BRI
 - 95% of scholars will report positive self-esteem, social and behavior skills, and pride in cultural heritage from beginning to end of program, as measured by parent and student surveys
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Elizabeth Putnam, Assistant Director, Department of Alternative Education; Hans Ott; Assistant Superintendent, Office of Teaching and Learning; Kate Wilcox-Harris, Chief Academic Officer; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a subgrant from the Amherst H. Wilder Foundation to support families and children at Freedom Schools in SPPS; and to implement the project as specified in the award documents.

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

DATE: May 21, 2019

TOPIC: Request for Permission to Accept Two Grants from the Amherst H. Wilder Foundation

A. PERTINENT FACTS:

1. The Amherst H. Wilder Foundation provides grants to programs that promote the social welfare of persons resident or located in the greater Saint Paul metropolitan area.
2. The Department of Alternative Education received two grants for funds to finance staffing expenses to support the Bell Power Scholar's summer academy program at Maxfield Elementary School and the Hmong and Karen Youth Pride summer program at Jackson Elementary School; both schools are part of the Saint Paul Promise Neighborhood. The goal of these projects is to provide summer programming to 250 students during S-Term 1. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. These grants are for approximately \$40,663.
4. This project will meet the District strategic plan goal of College and Career Paths by engaging in a cross-sector collaboration that paves pathways of opportunity leading to college and career success so that all children succeed in school and in life.
5. These are new grant-funded opportunities.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Elizabeth Putnam, Assistant Director, Department of Alternative Education; Hans Ott; Assistant Superintendent, Office of Teaching and Learning; Kate Wilcox-Harris, Chief Academic Officer; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept two grants from the Amherst H. Wilder Foundation to support the Bell Power Scholar's summer academy program at Maxfield Elementary School and the Hmong and Karen Youth Pride summer program at Jackson Elementary School; and to implement the projects as specified in the award documents.

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

DATE: May 21, 2019

TOPIC: Request for Permission to Submit a Grant to 3M Gives

A. PERTINENT FACTS:

1. 3M Gives is currently accepting grant applications for projects that build interest and achievement in STEM among underrepresented populations.
2. Saint Paul Public Schools Office of Teaching and Learning, Office of College and Career Readiness, Office of Family Engagement and Community Partnerships, and Office of Research, Evaluation and Assessment have prepared an application for funds to support 2019-20 school year and summer programs funded by 3M Gives. These programs include: FIRST Lego League, FIRST Tech Challenge, FIRST Robotics, Junior High Math League and MathCounts, science field trips, STEM Summer Camp, and STEP. The goals of these programs are to build interest and engagement in STEM for students across the K-12 continuum. 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 \$500,000. The project will affect approximately 14,000 students in grades K-12.
4. This project aligns with the District strategic plan focus area of Effective and Culturally Relevant Instruction by ensuring all students have access to a well-rounded education.
5. This is a recurring grant-funded project. The project period is 12 months. 3M has funded STEM-related projects in SPPS for over 45 years. Last year, 3M-funded programs served 13,772 students in grades K-12.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Stacey Gray-Akyea, Director, Office of Research, Evaluation and Assessment; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Darren Ginther, Director, Office of College and Career Readiness; Hans Ott, Assistant Superintendent, Office of Teaching and Learning; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M Gives for funds to support 2019-20 school year and summer programs funded by 3M Gives; 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: May 21, 2019

TOPIC: Request for Permission to Submit a Grant to the Best Buy Foundation

A. PERTINENT FACTS:

1. The Best Buy Foundation is currently accepting grant applications from local nonprofits, schools and libraries to support technology education programs for underserved teens.
2. Saint Paul Public Schools Office of Career and College Readiness has prepared an application for funds to support the Academy of Information Technology (AOIT), a learning community that offers students the opportunity to study computer networking systems and programming in preparation for College and the Information Technology Industry. The goals of this project are: 1) provide job readiness training to all AOIT students; 2) secure internships for at least 15 AOIT students; 3) conduct career exploration activities with all AOIT students; 4) provide field trips to local IT businesses and colleges; and, 5) conduct mock interviews with all AOIT students. 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 \$25,000. The project will affect 100 students in the AOIT program.
4. This project will meet the District strategic plan focus area of College and Career Paths by providing career-focused, hands-on opportunities for high school students.
5. This is a recurring grant-funded project. The project period is one year. AOIT received an award from the Foundation last year for approximately the same amount, with similar activities and goals.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Darren Ginther, Assistant Director, Office of College and Career Readiness; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Dr. Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Best Buy Foundation for the funds to support the Academy of Information Technology; 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: May 21, 2019

TOPIC: Request for Permission to Submit a Grant Application to the Fischer Foundation

A. PERTINENT FACTS:

1. The Fischer Foundation is currently accepting grant applications for projects that provide greater access to Nordic skiing.
2. Saint Paul Public Schools Highland Park Senior High School has prepared an application for equipment donation or the funds to purchase Nordic Ski equipment (skis, boots, bindings, poles) for the team's ski rental program. The goal of this project is to sustain and grow the team's ski rental program, which eliminates economic barriers to participation. 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 or equipment valued at \$5,000. Approximately 100 youth in grades 7-12 participate in Highland's Nordic Ski program each year and approximately 40 youth utilize the ski rental program.
4. This project aligns with the District strategic plan focus area of College and Career Paths by creating a team culture that celebrates academics and creates an expectation that student athletes will prioritize academics and family before athletics. The boys and the girls team have earned academic gold (>3.75 GPA) or silver (>3.5 GPA) for each the last 15 years.
5. This is a new grant-funded project.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Winston Tucker, Principal, Highland Senior High School; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Dr. Theresa Battle, 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 Fischer Foundation for ski equipment and/or the funds to purchase nordic ski equipment; to accept equipment or 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: May 21, 2019

TOPIC: Request for Permission to Submit a Grant Application to the Max and Victoria Dreyfus Foundation

A. PERTINENT FACTS:

1. The Max and Victoria Dreyfus Foundation awards grants to organizations for whom a small amount of money can make a big difference.
2. Saint Paul Public Schools Crossroads Elementary School has prepared an application for funds to update the library with new furniture and maker-space materials. The goal of this project is to craft a space with soft seating, learning stations, and flexible furniture to allow for student collaboration as well as individual exploration. 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 \$15,000.
4. This grant aligns with the District strategic focus are of Effective and Culturally Relevant Instruction by increasing our capacity to meet the instructional needs of each learner.
5. This is a new grant funded project.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Celeste Carty, Principal, Crossroads Elementary School; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Tom Parent, Director, Facilities; Andrew Collins, Assistant Superintendent; Dave Watkins, Chief of Schools; Jackie Turner, Chief Operations Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Max and Victoria Dreyfus Foundation for funds to update the Crossroads Elementary School library with new furniture and maker-space materials; 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: May 21, 2019

TOPIC: Request for Permission to Submit a Grant to the Medica Foundation

A. PERTINENT FACTS:

1. The Medica Foundation is currently accepting grant applications for projects that focus on developing healthy families to foster optimal growth and development of young children.
2. Saint Paul Public Schools Early Childhood Special Education and Student Health and Wellness have prepared an application for funds to purchase more hearing screening equipment. The goals of this project is to increase the efficiency, accuracy and number of early childhood hearing screenings completed annually. 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 \$25,000. The project will affect four early childhood screening teams, which will no longer have to share hearing testing equipment.
4. This project aligns with the District strategic plan focus area of Program Evaluation and Resource Allocation by sustaining effective practices, which align with the long-term outcome of improving kindergarten readiness.
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; Brenda Natala, Supervisor, Early Childhood Special Education; Mary Yackley, Supervisor, Student Health and Wellness; Marcy Doud, Director, Specialized Services; Heather Kilgore, Director, Family Engagement and Community Partnerships; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Medica Foundation for the funds to purchase more hearing screening equipment for early childhood screenings; 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: May 21, 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's Strategic Initiatives Grants program 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 Highland Park Senior High School has prepared an application for funds to expand the school's agriscience career pathway program. The goals of this project are to have 30 new students participate in this pathway and to increase student interest in the agriculture industry. 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 \$6,600.
4. This project will meet the District strategic plan focus area of College and Career Paths by increasing opportunities for students to envision their future, explore careers and prepare for college.
5. This is a new grant-funded project.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Winston Tucker, Principal, Highland Park Senior High; Dr. Therese Battle, 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 expand the Highland Park Senior High School's agriscience career 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: May 21, 2019

TOPIC: Request for Permission to Submit Three Grant Applications to Minnesota Department of Agriculture

A. PERTINENT FACTS:

1. The Minnesota Department of Agriculture is currently accepting grant applications for projects that increase the use of Minnesota dairy products in Child Nutrition Programs.
2. Saint Paul Public Schools Nutrition Services has prepared an application for funds to purchase three milk coolers. The goals of this project include:
 - Allow easy access to milk
 - Increase capacity to serve milk at a safe, consistent temperature
 - Allow access to dairy products for after school snacks and meals
3. Saint Paul Public Schools will serve as fiscal agent for the project. Each grant is for approximately \$1,500.
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 Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Stacy Koppen, Director, Nutrition Services; Jackie Turner, Chief Operations Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Agriculture for funds to purchase milk coolers; 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: May 21, 2019

TOPIC: Request for Permission to Accept a Grant from the Minnesota Department of Education

A. PERTINENT FACTS:

1. The Minnesota Department of Education manages and processes state and federal grant awards to school districts, higher education organizations, other educational entities, as well as community-based and non-profit organizations.
2. Saint Paul Public Schools Open World Learning Community received a Food Chemistry Project! grant for funds to design a food chemistry course. The goal of this project is to create food chemistry curriculum to be piloted during the 2020-2021 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 \$3,588.
4. This project aligns with the District strategic plan focus area of Effective and Culturally Relevant Instruction by enhancing Chemistry courses.
5. This is a new grant-funded project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Dave Gundale, Principal, Open World Learning Community; Dr. Theresa Battle, Assistant Superintendent; Dave Watkins, Chief of Schools; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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 Open World Learning Community; 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: May 21, 2019

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

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting applications for projects to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment.
2. Saint Paul Public Schools Office of Specialized Services and Office of Teaching and Learning have prepared an application for funds to provide assistance to students who need additional academic or behavioral support. The goal of this project is to reduce the number of inappropriate referrals to special education by providing supports early to struggling students.
3. Saint Paul Public Schools will serve as fiscal agent for this project. This grant is for approximately \$789,741. Nine schools will be impacted by this project.
4. This project will meet the District strategic plan goal of Effective and Culturally Relevant Instruction by accelerating the achievement of the lowest performing students and increasing achievement for all students.
5. This is a recurring grant-funded project. The 2017-2019 ADSIS Cohort funding provided direct service to 1,071 students at nine schools.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Marcy Doud, Assistant Superintendent, Specialized Services; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: May 21, 2019

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Department of Human Services

A. PERTINENT FACTS:

1. The Minnesota Department of Human Services is currently accepting grant applications for projects that provide Alcohol, Tobacco, and other Drug Prevention Services to Urban American Indian Communities.
2. Saint Paul Public Schools Indian Education Program has prepared an application for funds to expand efforts to provide SPPS American Indian communities with culturally appropriate, population specific services to address issues of Alcohol, Tobacco and Other Drugs (ATOD). The goals of this project include:
 - Reduce the effects of Adverse Childhood Experiences (ACE) and risk factors contributing to substance-using behaviors in the school, with peers, and in the community through cultural education. Increase protective factors by providing information about the prevalence of substance abuse.
 - Reduce the effects of ACE's and risk factors of early initiation of problem behavior by increasing protective factors for families through cultural education.
 - Increase chemical-free cultural opportunities for students, families and communities to promote healing, connect to culture, and prevent or delay student use of Alcohol, Tobacco and Other Drugs (ATOD).
 - Increase awareness of ACEs, ATODs, and/or Social and Emotional Learning (SEL) topics and promising strategies to employ among targeted student population with school stakeholders.

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 \$1.2 million.
4. This project aligns with the District strategic plan focus area of Positive School and District Culture by focusing on substance-use prevention, social and emotional learning, and cultural teachings.
5. This is a recurring grant-funded project. The project period is five years. The SPPS Indian Education Program has received multiple rounds of this funding, dating back over 30 years. The program provides chemical use prevention services to approximately 900 American Indian students and their families.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; John Bobolink, Supervisor, American Indian Education Program; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Human Services for the funds to expand efforts to provide SPPS American Indian communities with culturally appropriate, population specific services to address issues of Alcohol, Tobacco and Other Drugs; 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: May 21, 2019

TOPIC: Request for Permission to Submit a Grant Application to No Kid Hungry

A. PERTINENT FACTS:

1. No Kid Hungry is currently accepting grant applications for projects that expand access the Summer Food Service Program (SFSP).
2. Saint Paul Public Schools (SPPS) Nutrition Services has prepared an application for funds to support the SPPS SFSP. The goal of this project is to increase participation through engagement activities and promotions. 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.
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 recurring grant funded project; and has been funded annually since 2017.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Stacy Koppen, Director, Nutrition Services; Jackie Turner, Chief Operations Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to No Kid Hungry for funds to support the SPPS SFSP; 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: May 21, 2019

TOPIC: Request for Permission to Submit a Grant Application to Prince of Peace Lutheran Church

A. PERTINENT FACTS:

1. Prince of Peace Lutheran Church is currently accepting grant applications for projects that furthers Prince of Peace's mission out in the community.
2. Saint Paul Public Schools Department of Community Education has prepared an application for funds to partner with at-risk families to build home libraries for our community's earliest learners. The goal of this project is to offer books to families who might otherwise be unable to provide books for their young children. Staff at this program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,500. This grant has the potential to reach over 135 families in our community.
4. This project aligns with the District strategic plan focus area of Family & Community Engagement by 1) decreasing disparities in achievement based on race, ethnicity, culture and identity, 2) increase achievement of English Learners and 3) increase Kindergarten readiness.
5. This is a new grant-funded project.
6. This item is submitted by Monica Potter, Ed.D., Supervisor of ECFE; and Jackie Turner, Chief Operations Officer

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant application to Prince of Peace Lutheran Church for the funds to partner with at-risk families to build home libraries for our community's earliest learners; 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: May 21, 2019

TOPIC: Request for Permission to Submit a Grant Application to the Saint Anthony Park Community Foundation

A. PERTINENT FACTS:

1. The Saint Anthony Park Community Foundation is currently accepting grant applications for projects that enhance education in the Saint Anthony Park area of Saint Paul.
2. Saint Paul Public Schools Murray Middle School has prepared an application for funds to purchase music folders. The goal of this project is to provide students with new durable folders for storing and transporting sheet music. 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 \$1,359.
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 Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Jamin McKenzie, Principal, Murray Middle School; Lisa Sayles-Adams, 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 application to the Saint Anthony Park Community Foundation for funds to purchase music folders; 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: May 21, 2019

TOPIC: Request for Permission to Submit a Grant Application to the United States Department of Agriculture

A. PERTINENT FACTS:

1. The United States Department of Agriculture is currently accepting grant applications for projects that promote and strengthen food, agriculture, natural resource, and human (FANH) science education.
2. Saint Paul Public Schools Humboldt High School has prepared an application for funds to support the creation, adaptation, and adoption of learning materials and teaching strategies to operationalize a functioning Aquaponics classroom. The goals of this project include:
 - Increase opportunities for students to envision their future, explore careers, and prepare for college.
 - Provide career-focused, hands-on opportunities for middle and high school students.

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 \$50,000.
4. This project aligns with the District strategic plan focus area of College and Career Paths by increasing opportunities for students to envision their future, explore careers, and prepare for college and by providing career-focused, hands-on opportunities for middle and high school students.
5. This is a new grant-funded project.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Michael Sodomka, Principal, Humboldt High School; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Dr. Theresa Battle, Assistant Superintendent; Dave Watkins, Chief of Schools; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) submit a grant application to the United States Department of Agriculture for the funds to support the creation, adaptation, and adoption of learning materials and teaching strategies to operationalize a functioning Aquaponics classroom; 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: May 21, 2019

TOPIC: Request for Permission to Submit Grant Applications to Wells Fargo

A. PERTINENT FACTS:

1. Wells Fargo is currently accepting grant applications for projects that assist communities by supporting programs aimed at improving economic development, human, educational, artistic, cultural, civic and environmental services.
2. Multiple Saint Paul Public Schools have prepared applications for funds to support small projects at their schools.
3. Saint Paul Public Schools will serve as fiscal agent for the projects. Each grant is for approximately \$1,000.
4. These grants do not align with a strategic focus area but provides essential operational support that creates a foundation for strategic projects to build upon.
5. These are new grant funded projects.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit grant applications to Wells Fargo for funds to support school based projects; to accept funds, if awarded; and to implement the projects as specified in the award documents.

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

DATE: May 21, 2019

TOPIC: Request for Permission to Submit a Grant Application to Minnesota Department of Education

A. PERTINENT FACTS:

1. Minnesota Department of Education is currently accepting applications from consortia for funding through the Carl D. Perkins Vocational and Applied Technology Education Act.
2. Saint Paul Public Schools Career and Technical Education (CTE) in partnership with Saint Paul College has prepared an application for funds to expand CTE programs and career pathways in the coming school year. The goal of this project is that all learners have equitable access to career opportunities. 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 \$660,444. This project will affect 11 schools.
4. This project will meet the District strategic plan focus area of College and Career Paths by increasing opportunities for students to envision their future, explore careers, and prepare for college.
5. This is a recurring grant funded project, however, under Perkins V the federal legislation has changed. This project is a transition plan to meet the goal of offering Programs of Study in all six career fields identified by Perkins.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Heather Kilgore, Director, Office of Family Engagement and Community Partnerships; Darren Ginther, Supervisor, Office of College and Career Readiness; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota department of Education for funds to expand CTE programming in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: May 21, 2019

TOPIC: Reauthorization of Saint Paul Public School Adult Basic Education to Work in Conjunction with and to act as fiscal agent for Minnesota Literacy Council (MLC) and Saint Paul Community Literacy Consortium (SPCLC) and related Management Contract for the Consortium for the 2019-2020 School Year

A. PERTINENT FACTS:

1. The following services will be provided by MLC on a contractual basis with SPPS (fiscal agent for SPCLC):
 1. Coordination and facilitation of SPCLC activities
 2. SID database support
 3. Professional teacher mentoring and support
 4. Professional development support
 5. Assistant with development and Implementation of Distance learning programming
2. The cost of the management contract is approximately \$178,000.
3. This project will meet the District strategic plan focus area of College and Career Paths, and Family and Community Engagement.
4. This item is submitted by Renada Rutmanis, Adult Basic Education Supervisor; Anthony Walker, Community Education Director; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the Agreement between Saint Paul Public Schools and the Minnesota Literacy Council for the Management Contract of the Saint Paul Community Literacy Consortium.

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

DATE: May 21, 2019

TOPIC: RFP# A209579-A | Renewal of Poultry Contract

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of poultry products for a one-year period with Ferndale Market.
2. The original contract was approved for a one-year period, beginning August 1, 2016 through July 31, 2017, for the estimated value of \$120,000. The contract was renewed for a one-year period, beginning August 1, 2017 through June 30, 2018, for the estimated value of approximately \$150,000. Then the contract was renewed again for a one-year period, beginning July 1, 2018 through June 30, 2019 for the estimated value for \$150,000.
3. The Nutrition Services Department requests authorization to renew the contract with Ferndale Market for a one-year period, beginning July 1, 2019 through June 30, 2020, for the estimated value of approximately \$150,000.
4. This renewal request has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its strategic plan focus areas of Program Evaluation and Resource Allocation and Positive School and District Culture.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the renewal of RFP #A209579-A to Ferndale Market for the furnishing and delivery of poultry products for the period of July 1, 2019 through June 30, 2020, for an estimated value of \$120,000.

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

DATE: May 21, 2019

TOPIC: RFP #A2088827-A | Renewal of Prime Vendor Grocery Items and Supplies

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has establish a prime vendor contract for furnishing and delivery of grocery items and supplies for a one-year period with Indianhead Foodservice Distributor.
2. The original contract was approved for a one-year period, beginning August 1, 2016 through July 31, 2017, for the estimated value of \$4,500,000, with an approved amendment added in April to an estimated value of \$5,500,000. The contract was renewed for a one-year period, beginning August 1, 2017 through July 31, 2018, for the estimated value of approximately \$6,500,000. Then the contract was renewed again for a one-year period, beginning August 1, 2018 through July 31, 2019 for the estimated value for \$6,500,000.
3. The Nutrition Services Department requests authorization to renew the contract with Indianhead Foodservice Distributor for a one-year period, beginning August 1, 2019 through July 31, 2020, for the estimated value of approximately \$6,500,000.
4. This renewal request has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its strategic plan focus areas of Program Evaluation and Resource Allocation and Positive School and District Culture.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the renewal of RFP# A2088827-A to Indianhead Foodservice Distributor for the furnishing and delivery of groceries for the period of August 1, 2019 through July 31, 2020, for an estimated value of \$6,500,000.

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

DATE: May 21, 2019

TOPIC: RFP #A217036-A | RFP Dairy and Juice

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has received an offer to establish a contract for furnishing and delivery of Dairy and Juice for a one-year period beginning July 1, 2019 through June 30, 2020.
2. The following companies were scored based on the proposal they submitted. The total score possible was 100 points.

Agropur.....	95
Hastings.....	No Bid
Kemps.....	No Bid
3. The Nutrition Services Department requests authorization to establish the contract with Agropur for a one-year period, beginning July 1, 2019 through June 30, 2020, for the estimated value of \$2,000,000.
4. This contract request has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6495-0000 for dairy and 02-005-680-705-6490-0000 for juice.
6. This project will provide students with nutritious meals to help the district meet its strategic plan focus areas of Program Evaluation and Resource Allocation and Positive School and District Culture.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the award of RFP #A217036-A to Agropur for furnishing and delivery of Dairy and Juice for the period of July 1, 2019 through June 30, 2020, for an estimated value of \$2,000,000.

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

DATE: May 21, 2019

TOPIC: RFP #A214209-A | Petite Bananas

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of Petite Bananas for a one-year period with Russ Davis Wholesale.
2. The original contract was approved for a one-year period, beginning July 1, 2018 through June 30, 2019 for the estimated value of \$245,000.
3. The Nutrition Services Department requests authorization to renew the contract with Russ Davis Wholesale for a one-year period beginning July 1, 2019 through June 30, 2020 for the estimated value of \$245,000.
4. This contract request has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its strategic plan focus areas of Program Evaluation and Resource Allocation and Positive School and District Culture.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the renewal of RFP # A214209-A to Russ Davis Wholesale, Inc. for furnishing and delivery of Petite Bananas for the period of July 1, 2019 through June 30, 2020, for an estimated value of \$245,000.

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

DATE: May 21, 2019

TOPIC: RFP #A217128-A | RFP Fresh Bakery Items

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has received an offer to establish a contract for furnishing and delivery of Fresh Bakery Items for a one-year period beginning July 1, 2019 through June 30, 2020.
2. The following companies were scored based on the proposal they submitted. The total score possible was 100 points.

Bimbo Bakeries USA.....76
Pan O Gold.....No Bid

3. The Nutrition Services Department requests authorization to establish the contract with Bimbo Bakeries USA for a one-year period, beginning July 1, 2019 through June 30, 2020, for the estimated value of \$245,000.
4. This contract request has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its strategic plan focus areas of Program Evaluation and Resource Allocation and Positive School and District Culture.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the award of RFP #A217128-A to Bimbo Bakeries USA for furnishing and delivery of Fresh Bakery Items for the period of July 1, 2019 through June 30, 2020, for an estimated value of \$245,000.

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

DATE: May 21, 2019

TOPIC: RFP #A212562-A | Prime Vendor for Produce

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for the furnishing and delivery of produce with Bix Produce Company as primary vendor and Russ Davis Wholesale as secondary vendor.
2. The original contract was approved for an eight-month period, beginning January 1, 2018-August 31, 2018, for the estimated value of \$1,200,000 for Bix and \$800,000 for Russ Davis. The contract was renewed for a one-year period, beginning September 1, 2018-June 30, 2019, for the estimated value of \$1,800,000 for Bix and \$1,200,000 for Russ Davis.
3. The Nutrition Services Department requests authorization to renew the contract with Bix Produce Company as the primary vendor and Russ Davis Wholesale as the secondary vendor for a one-year period, beginning July 1, 2019 through June 30, 2020, for the estimated value of \$1,800,000 and \$1,200,000; respectively.
4. This renewal request has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its strategic plan focus areas of Program Evaluation and Resource Allocation and Positive School and District Culture.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the award of RFP# A212562-A to Bix Produce Company as a primary vendor and to Russ Davis Wholesale as the secondary vendor for the furnishing and delivery of produce for the period of July 1, 2019 through June 30, 2020, for the estimated value of \$1,800,000 and \$1,200,000; respectively.

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

DATE: May 21, 2019

TOPIC: RFB #A209633-A | Renewal of Prime Vendor for Non-Food Supplies

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a prime vendor contract for furnishing and delivery of non-food supplies for a one-year period with Trio Supply.
2. The original contract was approved for a one-year period, beginning August 1, 2016 through July 31, 2017, for the estimated value of \$600,000. The contract was renewed for an one-year period, beginning August 1, 2017 through July 31, 2018, for the estimated value of approximately \$600,000. Then the contract was renewed again for an one-year period, beginning August 1, 2018 through July 31, 2019, for the estimated value of approximately \$600,000.
3. The Nutrition Services Department requests authorization to renew the contract with Trio Supply Company for a one-year period, beginning August 1, 2019 through July 31, 2020, for the estimated value of approximately \$600,000.
4. This renewal request has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-707-6401-0000.
6. This project will provide students with nutritious meals to help the district meet its strategic plan focus areas of Program Evaluation and Resource Allocation and Positive School and District Culture.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the renewal of RFB # A209633-A to Trio Supply Company for the furnishing and delivery of non-food supplies for the period of August 1, 2019 through July 31, 2020, for an estimated value of \$600,000.

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

DATE: May 21, 2019

TOPIC: Food Service Agreements with Various Schools and Programs

A. PERTINENT FACTS:

1. Various non-Saint Paul Public Schools (SPPS) schools and programs request food service from the Saint Paul Public Schools Nutrition Services Department.
2. Service level is dependent on the program or school's kitchen capacity and student enrollment.
3. All services requested are coordinated through the Saint Paul Public Schools' Nutrition Services Department.
4. These agreements meet the District Strategic Plan focus area of Family and Community Engagement.
5. Food Service agreements with non-SPPS schools and program are reviewed each year.
6. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent or designee to enter into agreements to provide food service for non-SPPS schools and programs.

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

DATE: May 21, 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 March 1 – March 31, 2019.

(a) General Account	#707855-709438	\$75,790,111.73
	#0003291-0003317	
	#7003201-7003242	
	#0003334-0003434	
(b) Debt Service	-0-	<u>\$0.00</u>
(c) Construction	-0-	<u>\$3,548,130.56</u>
		<u>\$79,338,242.29</u>

Included in the above disbursements are three payrolls in the amount of \$56,747,053.56 and overtime of \$462,353.19 or 0.81% 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 August 31, 2019.

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

DATE: May 21, 2019

TOPIC: Approval of 2019-2020 Sabbatical Leave Applications

A. PERTINENT FACTS:

1. Sabbatical Leave is a leave of absence for travel or study for those employees covered under the Teacher's contract, for the purpose of professional enrichment, which shall result in benefit to the Saint Paul Public Schools.
2. For the 2019-20 School Year, the Human Resources Department received eight (8) applications for Sabbatical Leave.
3. On April 16, 2019, a committee of three (3) teachers, three (3) Assistant Principals, and two (2) Principals reviewed the applications received, and determined that three (3) candidates were deserving of the proposed Sabbatical Leave.
4. Mr. Joshua Kohn, Junior High Science Teacher at Farnsworth Aerospace Upper School was deserving of the proposed Sabbatical Leave for his plan to complete his Teachers in Geosciences Master's Degree through Mississippi State University from July 2019 – June 2020. Ms. Jamie Williams, Fifth Grade Teacher at Wellstone Elementary School was deserving of the proposed Sabbatical Leave for her plan to complete her required practicum hours for her Master's Degree in Counseling and Psychology through St. Mary's University from August 2019 - January 2020. Ms. Tatiana Leiva was deserving of the proposed Sabbatical Leave for her plan to further her work as a PAR coach through examination of the cultural and linguistic areas of cognitive coaching in Chile from August 2019 – June 2020.
5. The projected cost for these Sabbatical will be: \$174,072.03.
6. This item will meet the District strategic plan focus area of Effective and Culturally Relevant Instruction.
7. This item is submitted by Laurin J. Cathey, Executive Director, Human Resources; Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorizes the Sabbatical Leave recommendations for 2019-2020.

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

DATE: May 21, 2019

TOPIC: Facilities Department FY19 Purchases over \$175,000

A. PERTINENT FACTS:

1. In the normal course of work, the Facilities Department must establish purchases with vendors that may incur costs in excess of \$175,000 throughout the fiscal year.
2. The following list indicates said purchases:

Vendor	Description	Amount	State Contract ID Or Bid Number
Tierney Brothers	Classroom AV Equipment	\$300,000	CPC #17.3-ITS
Dalco	Custodial supplies, equipment repair and a work loading data program.	Original PO: \$800,000 Increase by \$200,000 New PO Amount: \$1,000,000	Bid #A211038

3. The purchases have been approved by Jamie Atkins, Purchasing Manager.
4. Funding will be provided from the approved Facilities Department Fiscal Year 2019 budget.
5. The purchases meet the District Strategic Plan goals by aligning resource allocation to District priorities.
6. 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 purchases listed for the Facilities Department anticipated to be over \$175,000.

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

DATE: May 21, 2019

TOPIC: Increase Paid Lunch Prices

A. PERTINENT FACTS:

1. Sec. 205 of the Healthy Hunger-Free Kids Act of 2010 requires schools to charge students for paid meals at a price that is, on average, equal to the difference between the federal free meal reimbursement and paid meal reimbursement. Schools that currently charge less are required to gradually increase their prices over time until they meet the requirement; schools may choose to cover the difference in revenue with non-federal funds instead of raising paid meal prices.
2. SPPS raised paid lunch prices in 2018-19 as follows:
 - a. Grades PreK-5 from \$2.30 to \$2.40, a \$0.10 increase.
 - b. Grades 6-8 from \$2.50 to \$2.60, a \$0.10 increase.
 - c. Grades 9-12 from \$2.70 to \$2.80, a \$0.10 increase.
3. We are required to raise paid lunch prices for the 2019-20 school year as follows:
 - a. Grades PreK-5 from \$2.40 to \$2.50, a \$0.10 increase.
 - b. Grades 6-8 from \$2.60 to \$2.70, a \$0.10 increase.
 - c. Grades 9-12 from \$2.80 to \$2.90, a \$0.10 increase.
4. Adult meal prices for breakfast and lunch were raised \$0.10 for the 2018-19 school year to \$2.45 and \$4.10 respectfully. We propose the following increases in adult meals for the 2019-20 school year:
 - a. Adult breakfast price from \$2.45 to \$2.55, a \$0.10 increase.
 - b. Adult lunch price from \$4.10 to \$4.20, a \$0.10 increase.
5. This action aligns with the District Strategic Plan focus are of Program Evaluation and Resource Allocation.
6. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent or designee to increase prices as follows, effective September 1, 2019.

- Grades PreK-5 lunch to \$2.50
- Grades 6-8 lunch to \$2.70
- Grades 9-12 lunch to \$2.90
- Adult breakfast to \$2.55
- Adult lunch to \$4.20

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

DATE: May 21, 2019

TOPIC: Ramsey County Proposal to Purchase District Property

A. PERTINENT FACTS:

1. On January 19, 2019 Ramsey County sent a letter to the District outlining the County's proposal to purchase rights and interests in property needed for the Dale Street/I-94 Reconstruction Project.
2. The property is located at 304 Dale Street North, St. Paul, MN.
3. In exchange for the property, the County will pay the District, as full compensation, the amount of Ninety-Three Thousand Seven Hundred Thirty-Five Dollars (\$93,735.00)
4. If the County is not able to secure this purchase, it will likely resort to eminent domain to secure the rights and interests needed for this project.
5. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Superintendent (or designee) approve Ramsey County's proposal to purchase District property located at 304 Dale Street North in the amount of \$93,735 for the Dale Street/I-94 Reconstruction Project.

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

DATE: May 21, 2019

TOPIC: Reauthorization of St. Paul Public School Adult Basic Education to Work in Conjunction with and to act as fiscal agent for Saint Paul Community Literacy Consortium (SPCLC) in Providing Basic Skills, English Literacy Training and Occupational Training Classes through the Saint Paul Public Schools Adult Basic Education Program And Nine Consortium Members

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting applications from Adult Basic Education consortia, which may include nonprofit organizations, public school districts, community-based organizations, faith-based organizations, public post-secondary institutions, Minnesota Department of Corrections or tribal authorities.
2. SPPS along with SPCLC is asking for approximately \$8,085,000 from state and federal funds. The exact amount will be based upon the final count of learner hours during the 2018-2019 school year. During the 2017-2018 school year, SPCLC members served 9,825 learners for a total of 1,001,148 contact hours.
3. Funding would be for one year and would empower adult students throughout Saint Paul to receive basic skills education, English literacy training, occupational classes and navigational services to help them transition to higher education or the workforce.
4. This project will meet the District strategic plan focus area(s) of College and Career Paths, and Family and Community Engagement.
5. This item is submitted by Renada Rutmanis, Adult Basic Education Supervisor; Anthony Walker, Community Education Director; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the Minnesota Department of Education for re-authorization of funding to provide Adult Basic Education and act as fiscal agent for funding through the SPPS Adult Basic Education program and the Saint Paul Community Literacy Consortium.

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

DATE: May 21, 2019

TOPIC: Approval of Memorandum of Agreement with United Association of Plumbers, Local No. 34, to Establish Terms and Conditions of Employment for 2019-2020

A. PERTINENT FACTS:

1. The Memorandum of Agreement is for a one-year period, May 1, 2019, through April 30, 2020.
2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix C (Salary) and Appendix D (Benefits).
3. The District has six regular FTE in this bargaining unit.
4. Wage and benefits changes reflect prevailing wage.
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 2018-2019 budget year (May 1, 2019 – June 30, 2019): \$5,207
 - in the 2019-2020 budget year (July 1, 2019– April 30, 2020): \$26,035
6. This item will meet the District's target area goal of alignment.
7. This request is submitted by Laurin J. Cathey, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Association of Plumbers, Local No. 34 is the exclusive representative; duration of said agreement is for the period of May 1, 2019 through April 30, 2020.

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

DATE: May 21, 2019

TOPIC: Settlement of Claim

A. PERTINENT FACTS:

1. In March 2017, a former employee ("Employee A") and a security guard that was an employee of a School District contractor ("Employee B") filed a lawsuit alleging reprisal in violation of the Minnesota Human Rights Act. The district court granted summary judgment against all claims by Employee A and Employee B, and dismissed their complaint with prejudice on January 10, 2019. The district court awarded costs and disbursements to the School District. Employee B and the School District now wish to fully and finally resolve Employee B's claim against the School District and any other disputes between them.
2. In order to avoid further expenditures of time, attention, and resources, the School District can resolve Employee B's claims against the School District without admitting any liability or wrongdoing.
3. This item is submitted by Charles Long, General Counsel.

B. RECOMMENDATION:

That the Board of Education approve the settlement agreement in the above referenced matter and authorize its Superintendent, or his designee, to sign the settlement agreement.

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

DATE: May 21, 2019

TOPIC: Request for Yogurt Products

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department is a member of the Minnesota School Food Buying Group (MSFBG). This buying group is managed through the Anoka Hennepin School District. Saint Paul Public Schools has a joint purchasing agreement with the Anoka Hennepin School District. The MSFBG awarded yogurt products to Upstate Niagara Cooperative, Inc. The Nutrition Services Department requests authorization to purchase yogurt through the pricing established by the MSFBG bid process.
2. As a member of MSFBG, the Nutrition Services Department requests authorization to purchase yogurt products with pricing established through the MSFBG bid process. The estimated value of these purchases is \$275,000.
3. This renewal request has been reviewed by Jamie Atkins, Purchasing Manager.
4. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
5. This project will provide students with nutritious meals to help the district meet its strategic plan focus areas of Program Evaluation and Resource Allocation and Positive School and District Culture.
6. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize purchases with Upstate Niagara Cooperative, Inc. for the furnishing and delivery of yogurt for the period July 1, 2019 through June 30, 2020, for an estimated value of \$275,000 utilizing pricing established by the MSFBG bid process.

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION - GENERAL FORM



Board File No. _____

Date _____

**RESOLUTION ACCEPTING BID ON SALE OF
\$15,000,000 GENERAL OBLIGATION SCHOOL BUILDING BONDS, SERIES 2019A,
PROVIDING FOR THEIR ISSUANCE AND LEVYING
A TAX FOR THE PAYMENT THEREOF**

A. WHEREAS, Laws of Minnesota, 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota 2013, Regular Session, Chapter 116, Article 6, Section 8 (the "Act"), authorizes Independent School District Number 625, Saint Paul, Minnesota (the "District") to issue general obligation bonds in an annual amount not to exceed \$15,000,000 to finance the acquisition and betterment of school facilities (collectively, the "Projects"); and

B. WHEREAS, the School Board has heretofore determined and declared that it is necessary and expedient to issue \$15,000,000 General Obligation School Building Bonds, Series 2019A of the District, pursuant to the Minnesota Statutes, Chapter 475 and the Act, to provide moneys to finance the Projects; and

C. WHEREAS, the District has retained Baker Tilly Municipal Advisors, LLC, as its independent municipal advisor, in connection with the sale of the Bonds, and therefore the District is authorized to negotiate the sale of the Bonds without compliance with the public sale requirements of Minnesota Statutes, Section 475.60; Subdivision 2(9); and

D. WHEREAS, offers to purchase the Bonds were solicited on behalf of the District by Baker Tilly Municipal Advisors, LLC; and

Adopted _____

CHAIR Board of Education

CLERK Board of Education

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

1. Acceptance of Offer. The offer of Robert W. Baird & Co., Incorporated in Milwaukee, Wisconsin (the "Purchaser") to purchase \$15,000,000 General Obligation School Building Bonds, Series 2019A (Minnesota School District Credit Enhancement Program) of the District (the "Bonds", or individually a "Bond"), in accordance with the terms of proposal at the rates of interest hereinafter set forth, and to pay therefor the sum of \$16,013,698.00, plus interest accrued to settlement, is hereby found, determined and declared to be the most favorable offer received and is hereby accepted, and the Bonds are hereby sold to the Purchaser. The District Clerk is directed to retain the deposit of the Purchaser and to forthwith return to the others making offers their good faith deposits.

2. Terms of Bonds.

(a) Title; Original Issue Date; Denominations; Maturities; Term Bond Option. The Bonds shall be titled "General Obligation School Building Bonds, Series 2019A", shall be dated June 20, 2019, as the date of original issue, and shall be issued forthwith on or after such date as fully registered bonds. The Bonds shall be numbered from R-1 upward in the denomination of \$5,000 each or in any integral multiple thereof of a single maturity. The Bonds shall mature on February 1 in the years and amounts as follows:

<u>Year</u>	<u>Amount</u>	<u>Year</u>	<u>Amount</u>
2020	\$690,000	2030	\$ 770,000
2021	495,000	2031	795,000
2022	520,000	2032	815,000
2023	550,000	2033	840,000
2024	575,000	2034	865,000
2025	605,000	2035	895,000
2026	635,000	2036	920,000
2027	665,000	2037	950,000
2028	700,000	2039	1,980,000
2029	735,000		

As may be requested by the Purchaser, one or more term Bonds may be issued having mandatory sinking fund redemption and final maturity amounts conforming to the foregoing principal repayment schedule, and corresponding additions may be made to the provisions of the applicable Bond(s).

(b) Book Entry Only System. The Depository Trust Company, a limited purpose trust company organized under the laws of the State of New York or any of its successors or its successors to its functions hereunder (the "Depository") will act as securities depository for the Bonds, and to this end:

(i) The Bonds shall be initially issued and, so long as they remain in book entry form only (the "Book Entry Only Period"), shall at all times be in the form of a separate single fully

registered Bond for each maturity of the Bonds; and for purposes of complying with this requirement under paragraph 10 (with respect to registration, transfer and exchange) Authorized Denominations for any Bond shall be deemed to be limited during the Book Entry Only Period to the outstanding principal amount of that Bond.

(ii) Upon initial issuance, ownership of the Bonds shall be registered in a bond register maintained by U.S. Bank National Association, Saint Paul, Minnesota (the "Bond Registrar"), in the name of CEDE & CO., as the nominee (it or any nominee of the existing or a successor Depository, the "Nominee").

(iii) With respect to the Bonds neither the District nor the Bond Registrar shall have any responsibility or obligation to any broker, dealer, bank, or any other financial institution for which the Depository holds Bonds as securities depository (the "Participant") or the person for which a Participant holds an interest in the Bonds shown on the books and records of the Participant (the "Beneficial Owner"). Without limiting the immediately preceding sentence, neither the District, nor the Bond Registrar, shall have any such responsibility or obligation with respect to (A) the accuracy of the records of the Depository, the Nominee or any Participant with respect to any ownership interest in the Bonds, or (B) the delivery to any Participant, any Owner or any other person, other than the Depository, of any notice with respect to the Bonds, including any notice of redemption, or (C) the payment to any Participant, any Beneficial Owner or any other person, other than the Depository, of any amount with respect to the principal of or premium, if any, or interest on the Bonds, or (D) the consent given or other action taken by the Depository as the Registered Holder of any Bonds (the "Holder"). For purposes of securing the vote or consent of any Holder under this Resolution, the District may, however, rely upon an omnibus proxy under which the Depository assigns its consenting or voting rights to certain Participants to whose accounts the Bonds are credited on the record date identified in a listing attached to the omnibus proxy.

(iv) The District and the Bond Registrar may treat as and deem the Depository to be the absolute owner of the Bonds for the purpose of payment of the principal of and premium, if any, and interest on the Bonds, for the purpose of giving notices of redemption and other matters with respect to the Bonds, for the purpose of obtaining any consent or other action to be taken by Holders for the purpose of registering transfers with respect to such Bonds, and for all purpose whatsoever. The Bond Registrar, as paying agent hereunder, shall pay all principal of and premium, if any, and interest on the Bonds only to or upon the Holder of the Bonds of the Bonds as shown on the register, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to the principal of and premium, if any, and interest on the Bonds to the extent of the sum or sums so paid.

(v) Upon delivery by the Depository to the Bond Registrar of written notice to the effect that the Depository has determined to substitute a new Nominee in place of the existing Nominee, and subject to the transfer provisions in paragraph 10 hereof (with respect to registration, transfer and exchange), references to the Nominee hereunder shall refer to such new Nominee.

(vi) So long as any Bond is registered in the name of a Nominee, all payments with respect to the principal of and premium, if any, and interest on such Bond and all notices with

respect to such Bond shall be made and given, respectively, by the Bond Registrar or District, as the case may be, to the Depository as provided in the Letter of Representations to the Depository required by the Depository as a condition to its acting as book-entry Depository for the Bonds (said Letter of Representations together with any replacement thereof or amendment or substitute thereto, including any standard procedures or policies referenced therein or applicable thereto respecting the procedures and other matters relating to the Depository's role as book-entry Depository for the Bonds, collectively hereinafter referred to as the "Letter of Representations").

(c) Letter of Representations. The provisions in the Letter of Representations are incorporated herein by reference and made a part of the resolution, and if and to the extent any such provisions are inconsistent with the other provisions of this resolution, the provisions in the Letter of Representations shall control.

3. Purpose. The Bonds shall provide funds to finance costs of the Projects. The total cost of the Projects, which shall include all costs enumerated in Minnesota Statutes, Section 475.65, is estimated to be at least equal to the amount of the Bonds. Work on the Projects shall proceed with due diligence to completion. The District covenants that it shall do all things and perform all acts required of it to assure that work on the Projects proceeds with due diligence to completion and that any and all permits and studies required under law for the Projects are obtained.

4. Interest. The Bonds shall bear interest payable semiannually on February 1 and August 1 of each year (each, an "Interest Payment Date"), commencing February 1, 2020, calculated on the basis of a 360-day year of twelve 30-day months, at the respective rates per annum set forth opposite the maturity years as follows:

<u>Maturity</u> <u>Year</u>	<u>Interest</u> <u>Rate</u>	<u>Maturity</u> <u>Year</u>	<u>Interest</u> <u>Rate</u>
2020	5.00%	2030	3.00%
2021	5.00	2031	3.00
2022	5.00	2032	3.00
2023	5.00	2033	3.00
2024	5.00	2034	3.00
2025	5.00	2035	3.00
2026	5.00	2036	3.00
2027	5.00	2037	3.00
2028	5.00	2039	3.00
2029	5.00		

As may be requested by the Purchaser, one or more term Bonds may be issued having mandatory sinking fund redemption and final maturity amounts conforming to the foregoing principal payment schedule, and corresponding additions may be made to the provisions of the applicable Bonds(s).

5. Redemption. Bonds maturing on February 1, 2028, and thereafter, shall be subject to redemption and prepayment at the option of the District on February 1, 2027 and on any date thereafter, at a price of par plus accrued interest. Redemption may be in whole or in

part of the Bonds subject to prepayment. If redemption is in part, the maturities and the principal amounts within each maturity to be redeemed shall be determined by the District; and if only part of the Bonds having a common maturity date are called for prepayment, the specific Bonds to be prepaid shall be chosen by lot by the Bond Registrar. Bonds or portions thereof called for redemption shall be due and payable on the redemption date, and interest thereon shall cease to accrue from and after the redemption date. Mailed notice of redemption shall be given to the paying agent and to each affected registered holder of the Bonds at least 30 days prior to the date fixed for redemption unless otherwise required by law.

To effect any partial redemption of Bonds having a common maturity date, the Bond Registrar, prior to giving notice of redemption, shall assign to each Bond having a common maturity date a distinctive number for each \$5,000 of the principal amount of such Bond. The Bond Registrar shall then select by lot, using such method of selection as it shall deem proper in its discretion, from the numbers so assigned to such Bonds, as many numbers as, at \$5,000 for each number, shall equal the principal amount of such Bonds to be redeemed. The Bonds to be redeemed shall be the Bonds to which were assigned numbers so selected; provided, however, that only so much of the principal amount of each such Bond of a denomination of more than \$5,000 shall be redeemed as shall equal \$5,000 for each number assigned to it and so selected. If a Bond is to be redeemed only in part, it shall be surrendered to the Bond Registrar (with, if the District or Bond Registrar so requires, a written instrument of transfer in form satisfactory to the District and Bond Registrar duly executed by the Holder thereof or the Holder's attorney duly authorized in writing) and the District shall execute (if necessary) and the Bond Registrar shall authenticate and deliver to the Holder of the Bond, without service charge, a new Bond or Bonds having the same stated maturity and interest rate and of any Authorized Denomination or Denominations, as requested by the Holder, in aggregate principal amount equal to and in exchange for the unredeemed portion of the principal of the Bond so surrendered.

6. Bond Registrar. U.S. Bank National Association, in Saint Paul, Minnesota, is appointed to act as bond registrar and transfer agent with respect to the Bonds (the "Bond Registrar"), and shall do so unless and until a successor Bond Registrar is duly appointed, all pursuant to any contract the District and Bond Registrar shall execute which is consistent herewith. The Bond Registrar shall also serve as paying agent unless and until a successor paying agent is duly appointed. Principal and interest on the Bonds shall be paid to the registered holders (or record holders) of the Bonds in the manner set forth in the Form of Bond set forth in paragraph 7 and in paragraph 12 of this resolution, with respect to interest payment and record date.

7. Form of Bond. The Bonds, together with the Bond Registrar's Certificate of Authentication, the form of Assignment and the registration information thereon, shall be in substantially the following form:

UNITED STATES OF AMERICA
STATE OF MINNESOTA
RAMSEY COUNTY
INDEPENDENT SCHOOL DISTRICT NUMBER 625, SAINT PAUL, MINNESOTA

R-_____ \$_____

GENERAL OBLIGATION SCHOOL BUILDING BOND, SERIES 2019A

(MINNESOTA SCHOOL DISTRICT CREDIT
ENHANCEMENT PROGRAM)

<u>INTEREST</u> <u>RATE</u>	<u>MATURITY</u> <u>DATE</u>	<u>DATE OF</u> <u>ORIGINAL ISSUE</u>	<u>CUSIP</u>
		June 20, 2019	

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: _____ DOLLARS

KNOW ALL PERSONS BY THESE PRESENTS that the Independent School District Number 625, Saint Paul, Minnesota (the "Issuer"), certifies that it is indebted and for value received promises to pay to the registered owner specified above, or registered assigns, in the manner hereinafter set forth, the principal amount specified above, unless called for earlier redemption, on the maturity date specified above, and to pay interest thereon semiannually on February 1 and August 1 of each year (each, an "Interest Payment Date"), commencing February 1, 2020, at the rate per annum specified above (calculated on the basis of a 360-day year of twelve 30-day months) until the principal sum is paid or has been provided for. This Bond will bear interest from the most recent Interest Payment Date to which interest has been paid or, if no interest has been paid, from the date of original issue hereof. The principal of and premium, if any, on this Bond are payable upon presentation and surrender hereof at the principal office of U.S. Bank National Association, in Saint Paul, Minnesota (the "Bond Registrar"), acting as paying agent, or any successor paying agent duly appointed by the Issuer. Interest on this Bond will be paid on each Interest Payment Date by check or draft mailed to the person in whose name this Bond is registered (the "Holder" or "Bondholder") on the registration books of the Issuer maintained by the Bond Registrar and at the address appearing thereon at the close of business on the fifteenth day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date"). Any interest not so timely paid shall cease to be payable to the person who is the Holder hereof as of the Regular Record Date, and shall be payable to the person who is the Holder hereof at the close of business on a date (the "Special Record Date") fixed by the Bond Registrar whenever money becomes available for payment of the defaulted interest. Notice of the Special Record Date shall be given to Bondholders not less than ten days prior to the Special Record Date. The principal of and premium, if any, and interest on this Bond are payable in lawful money of the United States of America.

Optional Redemption. All Bonds of this issue (the "Bonds") maturing on February 1, 2028, and thereafter, are subject to redemption and prepayment at the option of the Issuer on February 1, 2027 and on any date thereafter, at a price of par plus accrued interest. Redemption may be in whole or in part of the Bonds subject to prepayment. If redemption is in part, the maturities and the principal amounts within each maturity to be redeemed shall be determined by the Issuer; and if only part of the Bonds having a common maturity date are called for prepayment, the specific Bonds to be prepaid shall be chosen by lot by the Bond Registrar. Bonds or portions thereof called for redemption shall be due and payable on the redemption date, and interest thereon shall cease to accrue from and after the redemption date. Mailed notice of redemption shall be given to the Bond Registrar and to each affected Holder of the Bonds at least 30 days prior to the date fixed for redemption.

All Bonds so called for redemption will cease to bear interest on the specified redemption date, provided funds for their redemption have been duly deposited.

Selection of Bonds for Redemption; Partial Redemption. To effect any partial redemption of Bonds having a common maturity date, the Bond Registrar, prior to giving notice of redemption, shall assign to each Bond having a common maturity date a distinctive number for each \$5,000 of the principal amount of such Bond. The Bond Registrar shall then select by lot, using such method of selection as it shall deem proper in its discretion, from the numbers assigned to the Bonds, as many numbers as, at \$5,000 for each number, shall equal the principal amount of such Bonds to be redeemed. The Bonds to be redeemed shall be the Bonds to which were assigned numbers so selected; provided, however, that only so much of the principal amount of such Bond of a denomination of more than \$5,000 shall be redeemed as shall equal \$5,000 for each number assigned to it and so selected. If a Bond is to be redeemed only in part, it shall be surrendered to the Bond Registrar (with, if the Issuer or Bond Registrar so requires, a written instrument of transfer in form satisfactory to the Issuer and Bond Registrar duly executed by the Holder thereof or the Holder's attorney duly authorized in writing) and the Issuer shall execute (if necessary) and the Bond Registrar shall authenticate and deliver to the Holder of the Bond, without service charge, a new Bond or Bonds having the same stated maturity and interest rate and of any Authorized Denomination or Denominations, as requested by the Holder, in aggregate principal amount equal to and in exchange for the unredeemed portion of the principal of the Bond so surrendered.

Issuance; Purpose; General Obligation. This Bond is one of an issue in the total principal amount of \$15,000,000, all of like date of original issue and tenor, except as to number, maturity, interest rate and denomination, which Bond has been issued pursuant to and in full conformity with the Constitution and laws of the State of Minnesota, and pursuant to a resolution adopted by the School Board of the Issuer on May 21, 2019 (the "Resolution"). The Bonds have been issued to finance the acquisition and betterment of school facilities pursuant to the Laws of Minnesota, 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota 2013, Regular Session, Chapter 116, Article 6, Section 8. This Bond is payable out of the General Obligation School Building Bonds, Series 2019A Fund of the Issuer. This Bond constitutes a general obligation of the Issuer, and to provide moneys for the prompt and full payment of its principal, premium, if any, and interest when the same become due, the full faith and credit and taxing powers of the Issuer have been and are hereby irrevocably pledged. In addition, the Issuer has covenanted and obligated itself to use the provisions of

Minnesota Statutes, Section 126C.55 to guarantee the payment of the principal and interest on the Bonds due.

Denominations; Exchange; Resolution. The Bonds are issuable solely as fully registered bonds in the denominations of \$5,000 and integral multiples thereof of a single maturity and are exchangeable for fully registered Bonds of other authorized denominations in equal aggregate principal amounts at the principal office of the Bond Registrar, but only in the manner and subject to the limitations provided in the Resolution. Reference is hereby made to the Resolution for a description of the rights and duties of the Bond Registrar. Copies of the Resolution are on file in the principal office of the Bond Registrar.

Transfer. This Bond is transferable by the Holder in person or by his, her or its attorney duly authorized in writing at the principal office of the Bond Registrar upon presentation and surrender hereof to the Bond Registrar, all subject to the terms and conditions provided in the Resolution and to reasonable regulations of the Issuer contained in any agreement with the Bond Registrar. Thereupon the Issuer shall execute and the Bond Registrar shall authenticate and deliver, in exchange for this Bond, one or more new fully registered Bonds in the name of the transferee (but not registered in blank or to "bearer" or similar designation), of an authorized denomination or denominations, in aggregate principal amount equal to the principal amount of this Bond, of the same maturity and bearing interest at the same rate.

Fees upon Transfer or Loss. The Bond Registrar may require payment of a sum sufficient to cover any tax or other governmental charge payable in connection with the transfer or exchange of this Bond and any legal or unusual costs regarding transfers and lost Bonds.

Treatment of Registered Owners. The Issuer and Bond Registrar may treat the person in whose name this Bond is registered as the owner hereof for the purpose of receiving payment as herein provided (except as otherwise provided herein with respect to the Record Date) and for all other purposes, whether or not this Bond shall be overdue, and neither the Issuer nor the Bond Registrar shall be affected by notice to the contrary.

No Designation of Qualified Tax-Exempt Obligation. This Bond has not been designated by the Issuer as a "qualified tax-exempt obligation" within the meaning of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended.

Authentication. This Bond shall not be valid or become obligatory for any purpose or be entitled to any security unless the Certificate of Authentication hereon shall have been executed by the Bond Registrar.

IT IS HEREBY CERTIFIED AND RECITED that all acts, conditions and things required by the Constitution and laws of the State of Minnesota to be done, to happen and to be performed, precedent to and in the issuance of this Bond, have been done, have happened and have been performed, in regular and due form, time and manner as required by law, and that this Bond, together with all other debts of the Issuer outstanding on the date of original issue hereof and the date of its issuance and delivery to the original purchaser, does not exceed any constitutional or statutory limitation of indebtedness.

IN WITNESS WHEREOF, the Independent School District Number 625, Saint Paul, Minnesota, by its School Board has caused this Bond to be executed on its behalf by the facsimile signatures of its Chair and its Clerk.

Date of Registration: Registrable by: U.S. BANK NATIONAL ASSOCIATION
SAINT PAUL, MINNESOTA

_____, 2019 Payable at: U.S. BANK NATIONAL ASSOCIATION
SAINT PAUL, MINNESOTA

BOND REGISTRAR'S
CERTIFICATE OF
AUTHENTICATION

INDEPENDENT SCHOOL DISTRICT NUMBER 625,
SAINT PAUL, MINNESOTA

This Bond is one of the
Bonds described in the
Resolution mentioned
within.

/s/ Facsimile
Chair

U.S. Bank National
Association
Saint Paul, Minnesota
Bond Registrar

/s/ Facsimile
Clerk

By _____
Authorized Signature

The following abbreviations, when used in the inscription on the face of this Bond, shall be construed as though they were written out in full according to applicable laws or regulations:

TEN COM - as tenants in common

TEN ENT - as tenants by the entireties

JT TEN - as joint tenants with right of survivorship
and not as tenants in common

UTMA - _____ as custodian for _____
 (Cust) (Minor)
 under the _____ Uniform
 (State)
 Transfers to Minors Act

Additional abbreviations may also be used though not in the above list.

ASSIGNMENT

For value received, the undersigned hereby sells, assigns and transfers unto _____ the within Bond and does hereby irrevocably constitute and appoint _____ attorney to transfer the Bond on the books kept for the registration thereof, with full power of substitution in the premises.

Dated: _____

Notice: The assignor's signature to this assignment must correspond with the name as it appears upon the face of the within Bond in every particular, without alteration or any change whatever.

Signature Guaranteed:

Signature(s) must be guaranteed by a national bank or trust company or by a brokerage firm having a membership in one of the major stock exchanges or any other "Eligible Guarantor Institution" as defined in 17 CFR 240.17 Ad-15(a)(2).

The Bond Registrar will not effect transfer of this Bond unless the information concerning the transferee requested below is provided.

Name and Address: _____

(Include information for all joint owners
if the Bond is held by joint account.)

PREPAYMENT SCHEDULE

This Bond has been prepaid in part on the date(s) and in the amount(s) as follows:

Date

Amount

Authorized Signature of Holder

[illegible]

8. Execution. The Bonds shall be in typewritten form, shall be executed on behalf of the District by the signatures of its Chair and Clerk, and shall be sealed with the seal of the District; provided, as permitted by law, both signatures may be photocopied facsimiles and the corporate seal may be omitted. In the event of disability or resignation or other absence of either such officer, the Bonds may be signed by the manual or facsimile signature of that officer who may act on behalf of such absent or disabled officer. In case either such officer whose signature or facsimile of whose signature shall appear on the Bonds shall cease to be such officer before the delivery of the Bonds, such signature or facsimile shall nevertheless be valid and sufficient for all purposes, the same as if he or she had remained in office until delivery.

9. Authentication. No Bond shall be valid or obligatory for any purpose or be entitled to any security or benefit under this resolution unless a Certificate of Authentication on such Bond, substantially in the form hereinabove set forth, shall have been duly executed by an authorized representative of the Bond Registrar. Certificates of Authentication on different Bonds need not be signed by the same person. The Bond Registrar shall authenticate the signatures of officers of the District on each Bond by execution of the Certificate of Authentication on the Bond and by inserting as the date of registration in the space provided the date on which the Bond is authenticated, except that for purposes of delivering the original Bonds to the Purchaser, the Bond Registrar shall insert as a date of registration the date of original issue, which date is June 20, 2019. The Certificate of Authentication so executed on each Bond shall be conclusive evidence that it has been authenticated and delivered under this resolution.

10. Registration; Transfer; Exchange. The District will cause to be kept at the principal office of the Bond Registrar a bond register in which, subject to such reasonable regulations as the Bond Registrar may prescribe, the Bond Registrar shall provide for the registration of Bonds and the registration of transfers of Bonds entitled to be registered or transferred as herein provided.

Upon surrender for transfer of any Bond at the principal office of the Bond Registrar, the District shall execute (if necessary), and the Bond Registrar shall authenticate, insert the date of registration (as provided in paragraph 9 with respect to authentication) of, and deliver, in the name of the designated transferee or transferees, one or more new Bonds of any authorized denomination or denominations of a like aggregate principal amount, having the same stated maturity and interest rate, as requested by the transferor; provided, however, that no Bond may be registered in blank or in the name of "bearer" or similar designation.

At the option of the Holder, Bonds may be exchanged for Bonds of any authorized denomination or denominations of a like aggregate principal amount and stated maturity, upon surrender of the Bonds to be exchanged at the principal office of the Bond Registrar. Whenever any Bonds are so surrendered for exchange, the District shall execute (if necessary), and the Bond Registrar shall authenticate, insert the date of registration of, and deliver the Bonds which the Holder making the exchange is entitled to receive.

All Bonds surrendered upon any exchange or transfer provided for in this resolution shall be promptly cancelled by the Bond Registrar and thereafter disposed of as directed by the District.

All Bonds delivered in exchange for or upon transfer of Bonds shall be valid general obligations of the District evidencing the same debt, and entitled to the same benefits under this resolution, as the Bonds surrendered for such exchange or transfer.

Every Bond presented or surrendered for transfer or exchange shall be duly endorsed or be accompanied by a written instrument of transfer, in form satisfactory to the Bond Registrar, duly executed by the Holder thereof or his, her or its attorney duly authorized in writing.

The Bond Registrar may require payment of a sum sufficient to cover any tax or other governmental charge payable in connection with the transfer or exchange of any Bond and any legal or unusual costs regarding transfers and lost Bonds.

Transfers shall also be subject to reasonable regulations of the District contained in any agreement with the Bond Registrar, including regulations which permit the Bond Registrar to close its transfer books between record dates and payment dates. The Treasurer is hereby authorized to negotiate and execute the terms of said agreement.

11. Rights Upon Transfer or Exchange. Each Bond delivered upon transfer of or in exchange for or in lieu of any other Bond shall carry all the rights to interest accrued and unpaid, and to accrue, which were carried by such other Bond.

12. Interest Payment; Record Date. Interest on any Bond shall be paid on each Interest Payment Date by check or draft mailed to the person in whose name the Bond is registered (the "Holder") on the registration books of the District maintained by the Bond Registrar and at the address appearing thereon at the close of business on the fifteenth (15th) day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date"). Any such interest not so timely paid shall cease to be payable to the person who is the Holder thereof as of the Regular Record Date, and shall be payable to the person who is the Holder thereof at the close of business on a date (the "Special Record Date") fixed by the Bond Registrar whenever money becomes available for payment of the defaulted interest. Notice of the Special Record Date shall be given by the Bond Registrar to the Holders not less than ten (10) days prior to the Special Record Date.

13. Treatment of Registered Owner. The District and Bond Registrar may treat the person in whose name any Bond is registered as the owner of such Bond for the purpose of receiving payment of principal of and premium, if any, and interest (subject to the payment provisions in paragraph 12 above with respect to interest payment and record date) on, such Bond and for all other purposes whatsoever whether or not such Bond shall be overdue, and neither the District nor the Bond Registrar shall be affected by notice to the contrary.

14. Delivery; Application of Proceeds. The Bonds when so prepared and executed shall be delivered by the Treasurer to the Purchaser upon receipt of the purchase price, and the Purchaser shall not be obliged to see to the proper application thereof.

15. Fund and Accounts. There is hereby created a special fund to be designated the "General Obligation School Building Bonds, Series 2019A Fund" (the "Fund") to be administered and maintained by the District as a bookkeeping account separate and apart from

all other funds maintained in the official financial records of the District. The Fund and its accounts shall each be maintained in the manner herein specified until all of the Bonds herein authorized and the interest thereon shall have been fully paid. There shall be maintained and created in the Fund two (2) separate accounts, to be designated the "Capital Account" and "Debt Service Account", respectively.

(a) Capital Account. To the Capital Account there shall be credited the proceeds of the Bonds less capitalized interest, if any, and any amount paid for the Bonds in excess of the minimum bid. From the Capital Account there shall be paid all costs of issuing the Bonds and all costs and expenses of the Projects, including all costs incurred and to be incurred of the kind authorized in Minnesota Statutes, Section 475.65; and the moneys in said account shall be used for no other purpose except as otherwise provided by law; provided that the proceeds of the Bonds may also be used to the extent necessary to pay interest on the Bonds due prior to the anticipated date of commencement of the collection of taxes herein levied. The proceeds of the Bonds shall be used to fund the Projects.

(b) Debt Service Account. There is hereby created a Debt Service Account and there is irrevocably appropriated thereto: (i) any premium received on the sale of the Bonds; (ii) the collections of all taxes herein or hereafter levied for the payment of the Bonds and interest thereon; (iii) all funds remaining in the Capital Account after the payment of all costs of the Projects; (iv) all investment earnings on funds held in the Debt Service Account; and (v) any and all other moneys which are properly available and are appropriated by the governing body of the District to the Debt Service Account. The Debt Service Account shall be used solely to pay the principal and interest of the Bonds and any other general obligation certificates of the District hereafter issued by the District and made payable from said account as provided by law.

The moneys in the Debt Service Account shall be used solely to pay the principal of and interest on the Bonds or any other bonds hereafter issued and made payable from the Fund. No portion of the proceeds of the Bonds shall be used directly or indirectly to acquire higher yielding investments or to replace funds which were used directly or indirectly to acquire higher yielding investments, except (i) for a reasonable temporary period until such proceeds are needed for the purpose for which the Bonds were issued, and (ii) in addition to the above, in an amount not greater than the lesser of five percent (5%) of the proceeds of the Bonds or \$100,000. To this effect, any proceeds of the Bonds and any sums from time to time held in the Fund (or any other District account which will be used to pay principal and interest to become due on the Bonds) in excess of amounts which under the applicable federal arbitrage regulations may be invested without regard as to yield shall not be invested in excess of the applicable yield restrictions imposed by the arbitrage regulations on such investments after taking into account any applicable "temporary periods" or "minor portion" made available under the federal arbitrage regulations. In addition, the proceeds of the Bonds and money in the Fund shall not be invested in obligations or deposits issued by, guaranteed by or insured by the United States or any agency or instrumentality thereof if and to the extent that such investment would cause the Bonds to be "federally guaranteed" within the meaning of Section 149(b) of the Internal Revenue Code of 1986, as amended (the "Code").

16. Tax Levy; Coverage Test. To provide monies for the payment of principal and interest on the Bonds there is hereby levied upon all of the taxable property in the District a direct annual ad valorem tax which shall be spread upon the tax rolls and collected with and as part of, other general property taxes in said District for the years and in the amounts as follows:

<u>Year of Tax Levy</u>	<u>Year of Tax Collection</u>	<u>Amount</u>
2018	2019	\$1,094,104.08
2019	2020	1,085,595.00
2020	2021	1,085,857.50
2021	2022	1,090,057.50
2022	2023	1,087,432.50
2023	2024	1,088,745.00
2024	2025	1,088,482.50
2025	2026	1,086,645.00
2026	2027	1,088,482.50
2027	2028	1,088,482.50
2028	2029	1,086,645.00
2029	2030	1,088,640.00
2030	2031	1,084,597.50
2031	2032	1,085,175.00
2032	2033	1,084,965.00
2033	2034	1,089,217.50
2034	2035	1,087,275.00
2035	2036	1,089,795.00
2036	2037	1,086,120.00
2037	2038	1,086,907.50

Said tax levies are such that if collected in full they, together with estimated collections of investment earnings and other revenues herein pledged for the payment of the Bonds, will, if collected when due, produce at least five percent (5%) in excess of the amount needed to meet when due the principal and interest payments on the Bonds. The tax levies shall be irrevocable so long as any of the Bonds are outstanding and unpaid, provided that the District reserves the right and power to reduce the levies in the manner and to the extent permitted by Minnesota Statutes, Section 475.61, Subdivision 3.

17. General Obligation Pledge. For the prompt and full payment of the principal of and interest on the Bonds as the same respectively become due, the full faith, credit and taxing powers of the District shall be and are hereby irrevocably pledged. If the balance in the Debt Service Account is ever insufficient to pay all principal and interest then due on the Bonds and any other bonds payable therefrom, the deficiency shall be promptly paid out of any other funds of the District which are available for such purpose, and such other funds may be reimbursed with or without interest from the Debt Service Account when a sufficient balance is available therein.

18. Compliance with Reimbursement Bond Regulations. The provisions of this paragraph are intended to establish and provide for the District's compliance with United States Treasury Regulations Section 1.150-2 (the "Reimbursement Regulations") applicable to the "reimbursement proceeds" of the Bonds, being those portions thereof which will be used by the District to reimburse itself for any expenditure which the District paid or will have paid prior to the closing date (a "Reimbursement Expenditure").

The District hereby certifies and/or covenants as follows:

(a) It shall not seek payment for a Reimbursement Expense from proceeds of the Bonds unless, not later than 60 days after the date of payment of a Reimbursement Expenditure, the District (or person designated to do so on behalf of the District) has made or will have made a written declaration of the District's official intent (a "Declaration") which effectively (i) states the District's reasonable expectation to reimburse itself for the payment of the Reimbursement Expenditure out of the proceeds of the Bonds; (ii) gives a general and functional description of the Projects for which the Reimbursement Expenditure is paid; and (iii) states the maximum principal amount of the Bonds expected to be issued by the District for the purpose of financing the Projects; provided, however, that no such Declaration shall necessarily have been made with respect to: (i) "preliminary expenditures" for the Projects, defined in the Reimbursement Regulations to include engineering or architectural, surveying and soil testing expenses and similar prefatory costs, which in the aggregate do not exceed 20% of the "issue price" of the Bonds, and (ii) a de minimis amount of Reimbursement Expenditures not in excess of the lesser of \$100,000 or 5% of the proceeds of the Bonds.

(b) Any such Reimbursement Expenditure shall be a capital expenditure or a cost of issuance of the Bonds or any of the other types of expenditures described in Section 1.150-2(d)(3) of the Reimbursement Regulations.

(c) The "reimbursement allocation" described in the Reimbursement Regulations for each Reimbursement Expenditure shall and will be made forthwith following (but not prior to) the issuance of the Bonds and in all events within the period ending on the date which is the later of three years after payment of the Reimbursement Expenditure or one year after the date on which the Projects to which the Reimbursement Expenditure relates is first placed in service.

(d) Each such reimbursement allocation will be made in a writing that evidences the District's use of Bond proceeds to reimburse the Reimbursement Expenditure and, if made within 30 days after the Bonds are issued, shall be treated as made on the day the Bonds are issued.

Provided, however, that the District may take action contrary to any of the foregoing covenants in this paragraph 25 upon receipt of an opinion of its Bond Counsel for the Bonds stating in effect that such action will not impair the tax-exempt status of the Bonds.

19. Certificate of County Auditor. The Clerk is hereby directed to file a certified copy of this resolution with the County Auditor of Ramsey County, Minnesota, together with such other information as they shall require, and to obtain the County Auditor's Certificate

that the Bonds have been entered in the County Auditor's Bond Register, and that the tax levies required by law for the Bonds have been made.

20. State Credit Enhancement Program. The District hereby ratifies and confirms its covenant in the resolution adopted April 23, 2019, obligating itself to notify the Commissioner of Education of a potential default in payment of the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee the payment of principal and interest on the Bonds. The Chair and Clerk are hereby authorized and directed to enter into an agreement with the paying agent for the Bonds or any department of the State of Minnesota required by the provisions of Minnesota Statutes Section 126C.55.

21. Records and Certificates. The officers of the District are hereby authorized and directed to prepare and furnish to the Purchaser, and to the attorneys approving the legality of the issuance of the Bonds, certified copies of all proceedings and records of the District relating to the Bonds and to the financial condition and affairs of the District, and such other affidavits, certificates and information as are required to show the facts relating to the legality and marketability of the Bonds as the same appear from the books and records under their custody and control or as otherwise known to them, and all such certified copies, certificates and affidavits, including any heretofore furnished, shall be deemed representations of the District as to the facts recited therein.

22. Negative Covenant as to Use of Proceeds and Project. The District hereby covenants not to use the proceeds of the Bonds, or to cause or permit them to be used, in such a manner as to cause the Bonds to be "private activity bonds" within the meaning of Sections 103 and 141 through 150 of the Code.

23. Investment Limitations; Rebate. The District shall comply with requirements necessary under the Code to establish and maintain the exclusion from gross income under Section 103 of the Code of the interest on the Bonds, including without limitation (i) requirements relating to temporary periods for investments, (ii) limitations on amounts invested at a yield greater than the yield on the Bonds, and (iii) the rebate of excess investment earnings to the United States. The District expects to satisfy the eighteen month expenditure exemption for gross proceeds of the Bonds as provided in Section 1.148-7(d)(1) of the Regulations.

24. Defeasance. When all Bonds have been discharged as provided in this paragraph, all pledges, covenants and other rights granted by this resolution to the registered holders of the Bonds shall, to the extent permitted by law, cease. The District may discharge its obligations with respect to any Bonds which are due on any date by irrevocably depositing with the Bond Registrar on or before that date a sum sufficient for the payment thereof in full; or if any Bond should not be paid when due, it may nevertheless be discharged by depositing with the Bond Registrar a sum sufficient for the payment thereof in full with interest accrued to the date of such deposit. The District may also at any time discharge its obligations with respect to any Bonds, subject to the provisions of law now or hereafter authorizing and regulating such action, by depositing irrevocably in escrow, with a suitable banking institution qualified by law as an escrow agent for this purpose, cash or securities described in Minnesota Statutes, Section 475.67, Subdivision 8, bearing interest payable at such times and at such rates and maturing on such

dates as shall be required, subject to sale and/or reinvestment, to pay all amounts to become due thereon to maturity or, if notice of redemption as herein required has been duly provided for, to such earlier redemption date.

25. No Designation of Qualified Tax-Exempt Obligation. The Bonds shall not be designated by the Issuer as a "qualified tax-exempt obligation" within the meaning of Section 265(b)(3) of the Code.

26. Continuing Disclosure. The District is the sole obligated person with respect to the Bonds. The District hereby agrees, in accordance with the provisions of Rule 15c2-12 (the "Rule"), promulgated by the Securities and Exchange Commission (the "Commission") pursuant to the Securities Exchange Act of 1934, as amended, and a Continuing Disclosure Undertaking (the "Undertaking") hereinafter described to:

(a) Provide or cause to be provided to the Municipal Securities Rulemaking Board (the "MSRB") by filing at www.emma.msrb.org in accordance with the Rule, certain annual financial information and operating data in accordance with the Undertaking. The District reserves the right to modify from time to time the terms of the Undertaking as provided therein.

(b) Provide or cause to be provided to the MSRB notice of the occurrence of certain events with respect to the Bonds in not more than ten (10) business days after the occurrence of the event, in accordance with the Undertaking.

(c) Provide or cause to be provided to the MSRB notice of a failure by the District to provide the annual financial information with respect to the District described in the Undertaking, in not more than ten (10) business days following such amendment.

(d) The District agrees that its covenants pursuant to the Rule set forth in this paragraph and in the Undertaking is intended to be for the benefit of the Holders of the Bonds and shall be enforceable on behalf of such Holders; provided that the right to enforce the provisions of these covenants shall be limited to a right to obtain specific enforcement of the District's obligations under the covenants.

The Chair and Clerk of the District, or any other officer of the District authorized to act in their place (the "Officers") are hereby authorized and directed to execute on behalf of the District the Undertaking in substantially the form presented to the School Board subject to such modifications thereof or additions thereto as are (i) consistent with the requirements under the Rule, (ii) required by the Purchaser of the Bonds, and (iii) acceptable to the Officers.

27. Severability. If any section, paragraph or provision of this resolution shall be held to be invalid or unenforceable for any reason, the invalidity or unenforceability of such section, paragraph or provision shall not affect any of the remaining provisions of this resolution.

28. Headings. Headings in this resolution are included for convenience of reference only and are not a part hereof, and shall not limit or define the meaning of any provision hereof.

STATE OF MINNESOTA
COUNTY OF RAMSEY
INDEPENDENT SCHOOL DISTRICT NUMBER 625, SAINT PAUL, MINNESOTA

I, the undersigned, being the duly qualified and acting Clerk of the Independent School District Number 625, Saint Paul, Minnesota DO HEREBY CERTIFY that I have compared the attached and foregoing extract of minutes with the original thereof on file in my office, and that the same is a full, true and complete transcript of the minutes of a meeting of the School Board of said District, duly called and held on the date therein indicated, insofar as such minutes relate to considering offers for, and awarding the sale of, \$15,000,000 General Obligation School Building Bonds, Series 2019A of said District.

WITNESS my hand this 21st day of May, 2019.

Clerk

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



Board File No. _____

Date _____

**RESOLUTION PROVIDING FOR THE PRIVATE NEGOTIATED
SALE OF \$25,335,000 CERTIFICATES OF PARTICIPATION, SERIES 2019B,
RECONFIRMING, 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 \$25,335,000 Certificates of Participation, Series 2019B (the "Series 2019B Certificates") pursuant to Minnesota Statutes, Chapter 475 and Minnesota Statutes, Section 126C.40 to finance various capital deferred maintenance projects and repairs across existing school district facilities; 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 previously approved the competitive sale of the Series 2019B Certificates by a resolution adopted on April 23, 2019, but now desires to provide for the sale on a negotiated basis; and

D. 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 Series 2019B Certificates by a private negotiated sale in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9).

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

Adopted _____

CHAIR Board of Education

CLERK Board of Education

1. Solicitation of Proposals. The Chief Financial Officer and the Superintendent (the "Pricing Committee), in conjunction with Baker Tilly MA, are hereby authorized to solicit proposals from underwriters for the purchase and sale of the Series 2019B Certificates.

2. Selection of Underwriter. The Pricing Committee, in consultation with and upon the advice and favorable recommendation of representatives of Baker Tilly MA, is hereby authorized and directed to select the best proposal for the Series 2019B Certificates.

3. Award of Sale. Upon selection of the entity submitting the selected proposal (the "Underwriter"), the Pricing Committee is hereby authorized to negotiate with the Underwriter and to approve the sale of the Series 2019B Certificates to the Underwriter as though the principal amount, price, and interest rate had been included herein, and, as appropriate, to execute a purchase agreement therefor, provided that the par amount does not exceed \$25,335,000; rates shall be in integral multiples of 1/100 or 1/8 of 1%; the true interest cost does not exceed 4.0%; Series 2019B Certificates of the same maturity shall bear a single rate from the date of the Series 2019B Certificates to the date of maturity; and a favorable recommendation to accept such terms is received from Baker Tilly MA. The final principal amount of the issue shall be determined as of the date of pricing and approval of the sale by the Pricing Committee

4. Adoption of Resolutions. This Board shall meet at a time and place specified by the Pricing Committee and adopt resolutions prepared by the District's Bond Counsel ratifying the sale of the Series 2019B Certificates.

5. Guarantee of Payment.

(a) The District hereby confirms, ratifies, covenants, and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Series 2019B Certificates, and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Series 2019B Certificates when due. The District further covenants to deposit with the trustee with respect to the Series 2019B Certificates (the "Trustee") or any successor trustee 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 Trustee 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 Series 2019B Certificates or if, on the day two (2) business days prior to the date a payment is due on the Series 2019B Certificates, there are insufficient funds to make that payment on deposit with 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 Series 2019B Certificates of this issue remain outstanding.

(b) The District further confirms, ratifies, and 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.

6. Offering Document. In connection with said private negotiated sale, the officers and employees of the District are hereby authorized to cooperate with Baker Tilly MA and

participate in the preparation of an offering document for the Series 2019B Certificates, and to execute and deliver it on behalf of the District upon its completion.

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



Board File No. _____

Date _____

RESOLUTION PROVIDING FOR THE PRIVATE NEGOTIATED
SALE OF \$40,525,000 TAXABLE CERTIFICATES OF PARTICIPATION, SERIES 2019C,
RECONFIRMING, 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 \$40,525,000 Taxable Certificates of Participation, Series 2019C (the "Series 2019C Certificates") pursuant to Minnesota Statutes, Chapter 475 and Minnesota Statutes, Section 126C.40 to finance various capital deferred maintenance projects and repairs across existing school district facilities; 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 previously approved the competitive sale of the Series 2019C Certificates by a resolution adopted on April 23, 2019, but now desires to provide for the sale on a negotiated basis; and

D. 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 Series 2019C Certificates by a private negotiated sale in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9).

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

Adopted _____

CHAIR Board of Education

CLERK Board of Education

1. Solicitation of Proposals. The Chief Financial Officer and the Superintendent (the "Pricing Committee), in conjunction with Baker Tilly MA, are hereby authorized to solicit proposals from underwriters for the purchase and sale of the Series 2019C Certificates.

2. Selection of Underwriter. The Pricing Committee, in consultation with and upon the advice and favorable recommendation of representatives of Baker Tilly MA, is hereby authorized and directed to select the best proposal for the Series 2019C Certificates.

3. Award of Sale. Upon selection of the entity submitting the selected proposal (the "Underwriter"), the Pricing Committee is hereby authorized to negotiate with the Underwriter and to approve the sale of the Series 2019C Certificates to the Underwriter as though the principal amount, price, and interest rate had been included herein, and, as appropriate, to execute a purchase agreement therefor, provided that the par amount does not exceed \$40,525,000; rates shall be in integral multiples of 1/100 or 1/8 of 1%; the true interest cost does not exceed 4.5%; Series 2019C Certificates of the same maturity shall bear a single rate from the date of the Series 2019C Certificates to the date of maturity; and a favorable recommendation to accept such terms is received from Baker Tilly MA. The final principal amount of the issue shall be determined as of the date of pricing and approval of the sale by the Pricing Committee.

4. Adoption of Resolutions. This Board shall meet at a time and place specified by the Pricing Committee and adopt resolutions prepared by the District's Bond Counsel ratifying the sale of the Series 2019C Certificates.

5. Guarantee of Payment.

(a) The District hereby confirms, ratifies, covenants, and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Series 2019C Certificates, and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Series 2019C Certificates when due. The District further covenants to deposit with the trustee with respect to the Series 2019C Certificates (the "Trustee") or any successor trustee 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 Trustee 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 Series 2019C Certificates or if, on the day two (2) business days prior to the date a payment is due on the Series 2019C Certificates, there are insufficient funds to make that payment on deposit with 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 Series 2019C Certificates of this issue remain outstanding.

(b) The District further confirms, ratifies, and 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.

6. Offering Document. In connection with said private negotiated sale, the officers and employees of the District are hereby authorized to cooperate with Baker Tilly MA and

participate in the preparation of an offering document for the Series 2019C Certificates, and to execute and deliver it on behalf of the District upon its completion.



Saint Paul
PUBLIC SCHOOLS

FY 2019-20 Budget Update Board of Education

Marie Schrul, Chief Financial Officer

May 21, 2019

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

FY 2019-20 General Fund Budget Preliminary Big Picture (as of 5/17/19)

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	FY19 Adopted (in \$M)	FY20 Preliminary (in \$M)	Difference (in \$M)
Revenue (including LTFM)	\$560.8	\$574.1	\$13.3
Use of Fund Balance	0	0	0
Expenditures (including LTFM)	\$560.8	\$576.8	\$16.0
Projected FY20 Shortfall		(\$2.7)	

- Projected revenue assumptions are based on a 2% increase to per pupil formula
- Projected revenue amount includes Long Term Facilities Maintenance (LTFM) sources within the General Fund prior to any State UFARS required transfers to the Building Construction Fund
- Projected expenditures adjusted for inflation.

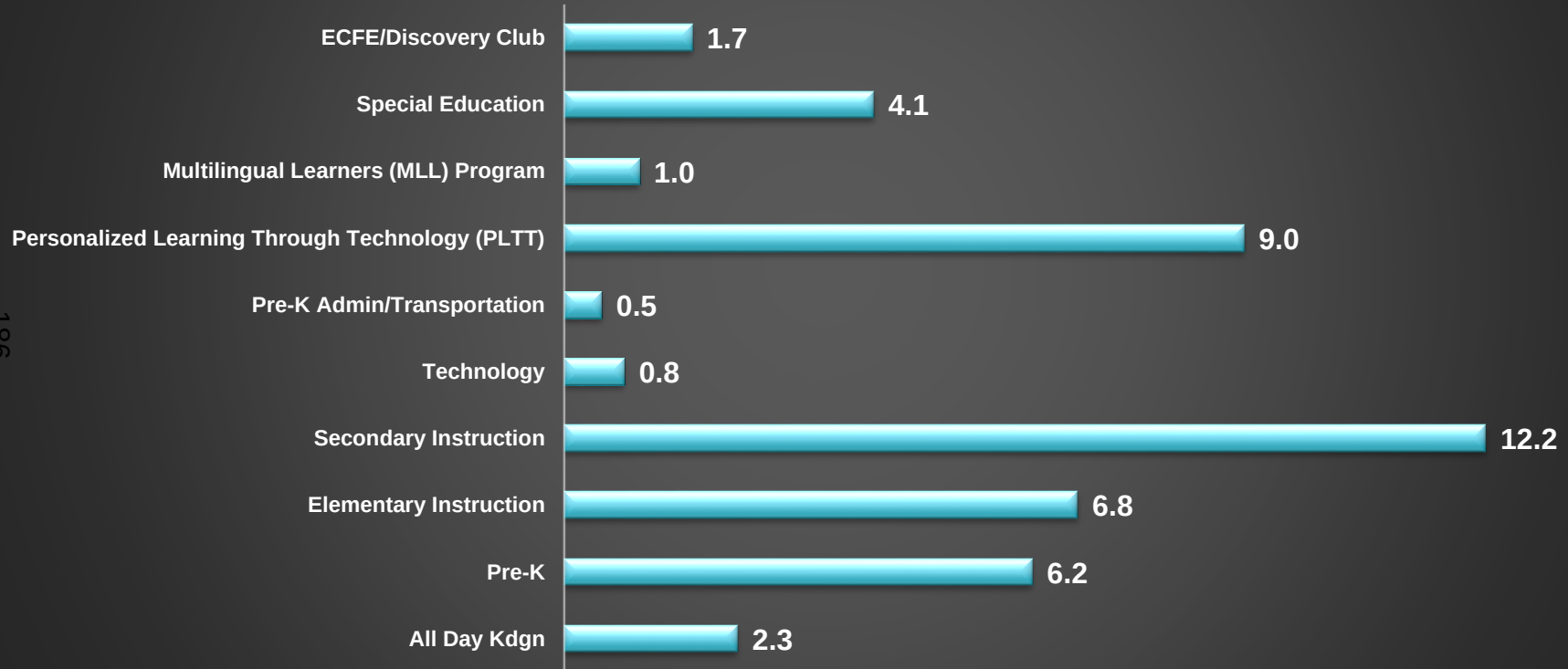
FY 2019-20 General Fund Projected Revenue (as of 5/17/19)

Projected Revenue Changes:	Amount \$M
Referendum levy increase	\$17.3
State Aid increase (assumption of 2% increase on formula)	6.2
State Aid decrease (due to enrollment decline)	(6.9)
Compensatory Education decrease (based on 10/1/18 Free & Reduced lunch count)	(5.5)
Special Education	2.2
Total FY20 Projected Revenue Increase	\$13.3

185

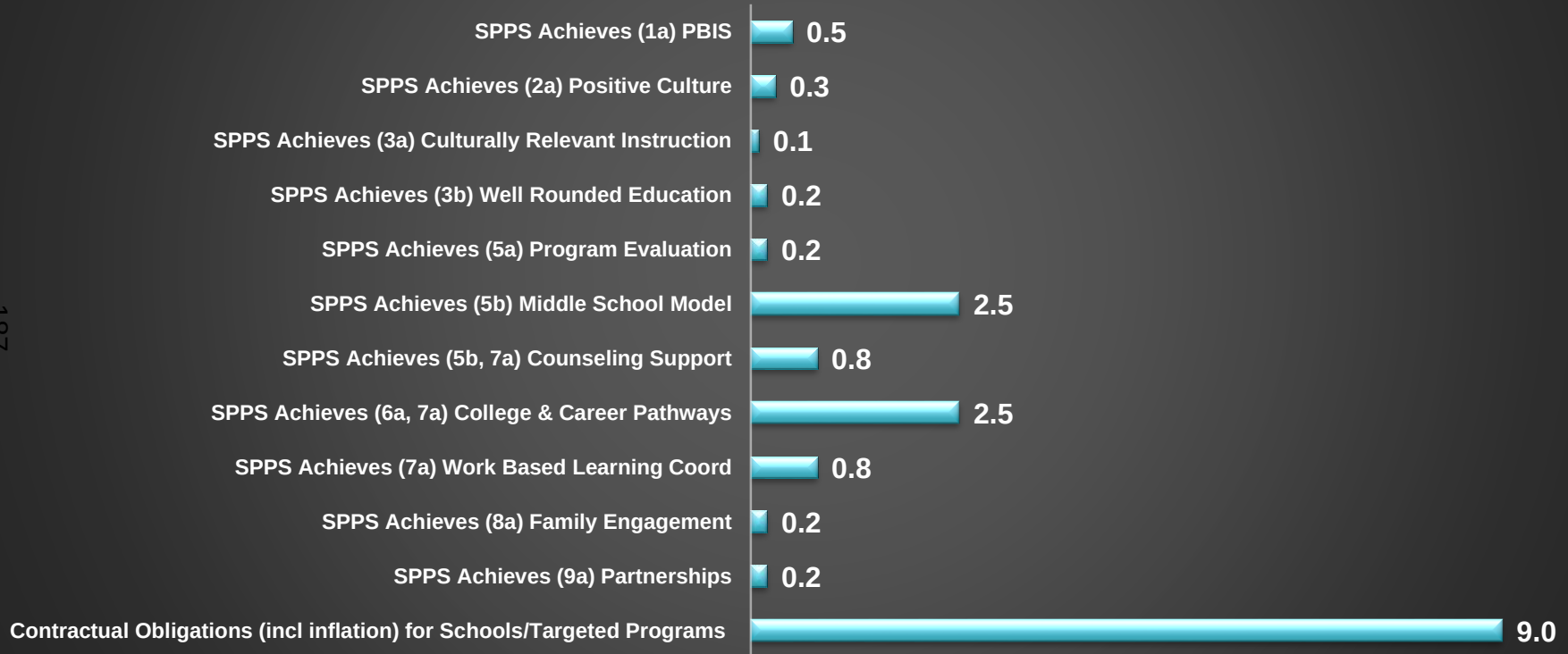
FY 2019-20 SPPS Referendum Plan

Continuing Referendum \$44.6 m



FY 2019-20 SPPS Referendum Plan

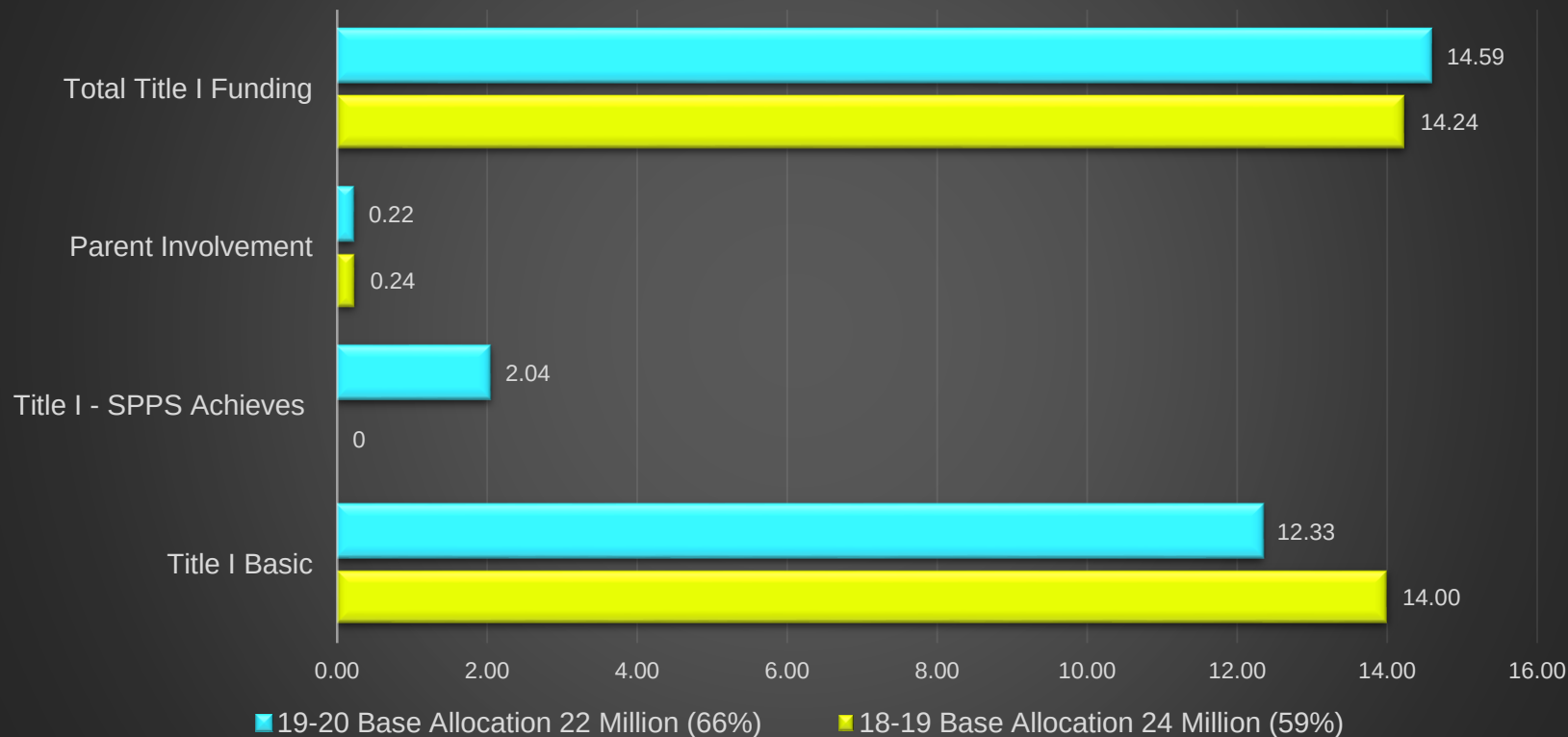
Additional \$17.3 m approved in November 2018



FY 2019-20 Title I Allocations to Schools

- FY20 Title I allocation from MN Department of Education (MDE) reflects an estimated reduction based on data received from USED for FY20.
- Smaller overall projected Title I Allocation:
 - \$22m FY20 vs \$24m FY19 (excluding carryover)
 - FY20 allocation of funds and services to schools is proportionately more of the overall budget than FY19.
 - 66% in FY20 vs 59% in FY19

Title I Allocations to Schools (in millions)



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
Create a shared sense of community to build trust and collaboration within and outside our schools.	Provide instruction in ways that are relevant to each student so they stay engaged and feel valued in the classroom.	Evaluate effectiveness of current programs and make informed adjustments and investments.	Expose students to more college and career opportunities while in high school, including the ability to earn college credit, certifications and internships.	Ensure equitable access to families so they can navigate the school system and the wealth of programs it offers.

SPPS Proposed Budget Recommendations

Strategic Initiative 1a: Implement Positive Behavior Interventions and Supports (PBIS) at every school, integrating social-emotional learning support

Focus Area		Recommendation		Amount
Positive School and District Culture	01	Recommendation:	Invest resources in 4.0 FTEs	\$415,665
		Comments:	Provides leadership and staffing for deeper PBIS and social-emotional learning implementation	
		Impact:	Educators and students will have more support for building positive school culture	
Positive School and District Culture	02	Recommendation:	Invest resources in professional development	\$80,000
		Comments:	Dedicated to paraprofessional training	
		Impact:	Includes EAs and TAs as important partners in building positive school culture	
Positive School and District Culture	03	Recommendation:	Invest resources in materials	\$50,000
		Comments:	Provides social-emotional curriculum resources for pilot sites	
		Impact:	Educators and students will have more tools for building positive school culture	

SPPS Proposed Budget Recommendations

Strategic Initiative 2a: Improve culture by using input from students, staff and families

Focus Area		Recommendation		Amount
Positive School and District Culture	04	Recommendation:	Invest resources in 0.33 FTE	\$23,520
		Comments:	Position supports organizing for effort around positive school culture	
		Impact:	Decisions about improving culture are based on data from stakeholders and have implementation support	
Positive School and District Culture	05	Recommendation:	Invest resources in professional survey tools	\$236,645
		Comments:	Provides an industry-standard, valid and reliable survey of all employees with metrics, analysis and reporting	
		Impact:	Decisions about improving school and district culture are based on data from stakeholders and lead to healthier environments for all	

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SPPS Proposed Budget Recommendations

Strategic Initiative 3a: Implement culturally relevant practices within all student learning and programming

Focus Area		Recommendation		Amount
Effective and Culturally Relevant Instruction	06	Recommendation:	Invest resources in 1.0 FTE	\$125,212
		Comments:	Provides for coordination of work around Culturally Relevant Instruction	
		Impact:	Deeper implementation of Culturally Relevant Instruction	
Effective and Culturally Relevant Instruction	07	Recommendation:	Invest resources in professional development	\$12,000
		Comments:	Office and Teaching and Learning is in the process of working with stakeholders to determine the most appropriate placement for the use of the professional development dollars related to 3a. This investment is augmented by grants from the Bush Foundation and Generation Next.	
		Impact:	Deeper implementation of Culturally Relevant Instruction	
Effective and Culturally Relevant Instruction	08	Recommendation:	Invest District-wide Title I and ESSA resources in 28 Learning Lead FTEs at CSI & TSI schools	\$3,187,660
		Comments:	These roles will build teacher leadership, provide direct instruction and expand continuous improvement work	
		Impact:	Co-facilitated job embedded PD, PLC empowerment, coaching cycles for shared learning and SCIP implementation	

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SPPS Proposed Budget Recommendations

Strategic Initiative 3b: Ensure all students have access to a well-rounded education

Focus Area		Recommendation		Amount
Effective and Culturally Relevant Instruction	09	Recommendation:	Invest resources in 1.0 FTE	\$138,000
		Comments:	Provides coordination for identifying gaps in access to a well-rounded education, creating curriculum, and making recommendations regarding standardized grading practices	
		Impact:	Improved access to data and resources in support of a well-rounded education	
Effective and Culturally Relevant Instruction	10	Recommendation:	Invest resources in professional development	\$90,000
		Comments:	Includes curriculum writing time for educators	
		Impact:	Courses are better aligned across the district, teachers have more materials and resources they need to provide rigorous instruction	

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SPPS Proposed Budget Recommendations

Strategic Initiative 5a: Implementing a system for assessing program effectiveness

Focus Area		Recommendation		Amount
Program Evaluation & Resource Allocation	11	Recommendation:	Invest resources in 1.0 FTE	\$120,576
		Comments:	One analyst position to provide support for program evaluation team	
		Impact:	This gives a larger amount of general funds for the program evaluation team to complete the strategic work. Currently we have only 0.6 FTE dedicated to general fund/strategic work.	
Program Evaluation & Resource Allocation	12	Recommendation:	Invest resources in technology	\$41,000
		Comments:	We will use the funding to provide district wide resources to the analytic platform BOLT	
		Impact:	This will provide all building principals access to data dashboards including internal tools designed for strategic plan monitoring	

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SPPS Proposed Budget Recommendations

Strategic Initiative 5b: Determine a districtwide middle school model

Focus Area		Recommendation		Amount
Program Evaluation & Resource Allocation	13	Recommendation:	Invest resources in Middle School Elective FTEs at 6-8 & K-8 sites	\$1,812,789
		Comments:	This allows for a 7-period day at Phase I Middle School Sites	
		Impact:	Provides time for job- embedded PLCs, Foundations Course and electives	
Program Evaluation & Resource Allocation	14	Recommendation:	Invest resources in 1.0 FTE	\$136,489
		Comments:	Provides leadership, coordination, and communication for implementing the Middle School Model	
		Impact:	Schools have support to use the School Continuous Improvement Plan process to to meet SPPS Achieves outcomes	
Program Evaluation & Resource Allocation	15	Recommendation:	Invest resources in 3.5 Counselor FTEs	\$388,220
		Comments:	School based counselors support students in academics, socio-emotional needs and career exploration	
		Impact:	Counselors are key to a healthy school climate that is responsive to the developmental needs of each student, stimulating personal and academic growth	

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SPPS Proposed Budget Recommendations

Strategic Initiative 5b: Determine a districtwide middle school model

Focus Area		Recommendation		Amount
Program Evaluation & Resource Allocation	16	Recommendation:	Invest resources in professional development	\$70,000
		Comments:	Provides PD for launching grade 6 Writer's Workshop and 6-8 Foundations advisory classes	
		Impact:	Students have increased sense of belonging and connection; improved literacy achievement	
Program Evaluation & Resource Allocation	17	Recommendation:	Invest resources in materials	\$67,000
		Comments:	Literacy materials for students and teachers; texts on distributed leadership for leadership teams	
		Impact:	Efficacy of site- based leadership teams to increase student achievement	

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SPPS Proposed Budget Recommendations

Strategic Initiative 6a: Create career-related curriculum and personal learning plans for all PreK-12 students

Strategic Initiative 7a: Strengthen partnerships that provide college credit, industry certification and job experience to secondary students

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Focus Area		Recommendation		Amount
College and Career Paths	18	Recommendation:	Invest resources in 4.5 Counselor FTEs, 7.0 Work Based Learning Coordinator FTEs, and 7.94 FTEs for Career Pathways at sites	\$1,944,734
		Comments:	Focused on developing new and enhancing current Career Pathways	
		Impact:	Provide more internship and career opportunities aligned to students' Personal Learning Plans	
College and Career Paths	19	Recommendation:	Invest resources in 2.5 FTEs	\$250,000
		Comments:	Coordination for 6A, Partnership building for Career Pathways 7A/9A, Alignment and support to expand Career Pathways	
		Impact:	Aligning, enhancing and creation of Career Pathways in SPPS	

SPPS Proposed Budget Recommendations

Strategic Initiative 6a: Create career-related curriculum and personal learning plans for all PreK-12 students

Strategic Initiative 7a: Strengthen partnerships that provide college credit, industry certification and job experience to secondary students

Focus Area		Recommendation		Amount
College and Career Paths	20	Recommendation:	Invest resources in professional development	\$50,500
		Comments:	Grow capacity of school and district staff to enhance Career Pathways	
		Impact:	Shifting school culture to prioritize students' individualized Career Pathway development	
College and Career Paths	21	Recommendation:	Invest in student internships, field trips, college credit opportunities and supplies	\$267,000
		Comments:	Fund experiential learning and related Career Pathway supplies	
		Impact:	Increased student participation in internships and career exploration	

SPPS Proposed Budget Recommendations

Strategic Initiative 8a: Identify ways to engage the community in district decisions and initiatives

Focus Area		Recommendation		Amount
Family and Community Engagement	22	Recommendation:	Invest resources in 1.34 FTEs	\$104,232
		Comments:	1 FTE American Indian Cultural Specialist for the Office of Family Engagement and Community Partnerships, 0.33 management assistant	
		Impact:	Enhanced SPPS engagement with American Indian Families	
Family and Community Engagement	23	Recommendation:	Invest resources in professional development	\$120,000
		Comments:	Provides for engagement strategy training and facilitation	
		Impact:	Improved relationships with stakeholders	
Family and Community Engagement	24	Recommendation:	Invest resources to support materials for engagement feedback meetings	\$2,500
		Comments:	Provides for a welcoming environment	
		Impact:	Improved relationships with stakeholders	

SPPS Proposed Budget Recommendations

Strategic Initiative 9a: Review and revise relationships with external organizations to better meet student needs

Focus Area		Recommendation		Amount
Family and Community Engagement	25	Recommendation:	Invest resources in 1.83 FTEs	\$209,443
		Comments:	Funding for program lead; 0.5 FTE Work Based Learning Coordinator, and management support	
		Impact:	Improved development and management of strategic partnerships and partnership alignment with SPPS Achieves priorities; increased internship and work experience opportunities for secondary students with local businesses	
Family and Community Engagement	26	Recommendation:	Invest in resources for materials	\$5,000
		Comments:	Marketing and onboarding materials for partners	
		Impact:	Improved recruitment of partners and understanding of what partnership with SPPS involves	

SPPS Proposed Budget Recommendations

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Area		Recommendation		Amount
Schools	27	Recommendation:	Invest resources in 14 Classroom Teacher FTEs (rounding & CSI)	\$1,456,660
		Comments:	Ensure classrooms have contractual student teacher ratios and increase capacity where able	
		Impact:	Stay within our class size agreement with SPFE	
Schools	28	Recommendation:	Invest resources in 6.5 Dual Immersion Teacher FTEs	\$695,500
		Comments:	Students in immersion sites are a growing population requiring expanded classroom sections and investment in the Spanish and Hmong Dual Immersion programs	
		Impact:	Room for growth and continued popular offerings	
School Support Services	29	Recommendation:	Invest in districtwide Special Education resources at the site level	\$3,367,873
		Comments:	Increase River East program support. Increase ECSE expansion to support all-day programming. Increase special education teachers and social workers	
		Impact:	Improve outcomes for students in special education in both academics and social/emotional development	

SPPS Proposed Budget Recommendations

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Area		Recommendation		Amount
School Support Services	30	Recommendation:	Invest in 16 MLL teacher FTEs at the site level and 1.0 MLL Counselor	\$1,718,123
		Comments:	Increased services to ELs at levels 3 and 4, SLIFE and Language Academy students	
		Impact:	Increase English Language proficiency on ACCESS and more students meeting or exceeding proficiency on MCAs	
School Support Services	31	Recommendation:	Invest resources in Transportation for additional route costs	\$350,000
		Comments:	For ESTEM middle school	
		Impact:	Families residing on the east side now have a comprehensive middle school option	
School Support Services	32	Recommendation:	Invest resources in Peer Assistance and Review for additional resources required	\$848,000
		Comments:	Meet our contractual requirement to provide all year 1-3 teachers access to peer review and mentoring	
		Impact:	All new teachers have the support needed to achieve tenure	

SPPS Proposed Budget Recommendations

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Area		Recommendation		Amount
School Support Services	33	Recommendation:	Invest resources in districtwide Professional Development (PD)	\$350,000
		Comments:	Intended for MLL Language Acquisition for General Education Teachers and Administrators, Learning Lead and content area workshops, institutes and substitutes for sites needing guest teachers for job embedded PD	
		Impact:	Stipends and guest teachers for teachers and administrators to support job embedded professional development	
Districtwide Support Services	34	Recommendation:	Invest resources in a Project Management Office	\$300,000
		Comments:	Reallocate strategic planning FTE, hire 1 FTE project manager, support training and resources for districtwide project management	
		Impact:	Standardized processes leading to more efficient and successful project implementation	
Districtwide Support Services	35	Recommendation:	Limited allocations to targeted districtwide programs for inflationary costs	-\$3,028,009
		Comments:	Targeted District-wide programs received a limited inflationary FY20 allocation, requiring the departments to reduce staffing and non-salary expenditures	
		Impact:	Reduction impact on districtwide programs is yet to be determined until all budgets returned	

FY 2019-20 Staffing Impacts (as of 5/21/19)

FTE Reductions Related to Budget:	FTEs
Teachers	-27
Educational Assistants	-12
Teaching Assistants	-19
As of 5/21/19: there are 188 FTE teacher, 22 EA, and 47 TA job openings	
*Staff may move from building to building based on resources/funding.	
Total FY20 FTE Reductions	-58

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Questions?



Policy Update

Cedrick Baker, Chief of Staff
Jada Wollenzien, Program Manager

May 21, 2019

SECOND READING: Policy 415.00 Discrimination, Harassment, Violence and Retaliation

We are updating the current Policy 415.00: Harassment, Violence, and Other Offensive Behavior. It is being proposed that the policy be retitled to Policy 415.00: Discrimination, Harassment, Violence, and Retaliation Policy.

Why do we have this policy?

Promote positive school and district culture; and Minn. Stat. § 121A.03 requires that we have a policy regarding sexual, religious, and racial harassment and sexual, religious, and racial violence that conforms with the Minnesota Human Rights Act.

SECOND READING: Policy 415.00 Discrimination, Harassment, Violence and Retaliation

Why are updates being proposed?

1. To create alignment with other District policies (e.g., Policy 102.00 Equal Opportunity/Non-Discrimination; Policy 500.00 Gender Inclusion; Policy 505.00 Bullying Prohibition);
2. To provide clarity in reporting and investigation procedures;
3. To expand and clarify the retaliation prohibition; and
4. To ensure we are using our new resource, the EEO Director.

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SECOND READING: Policy 415.00 Discrimination, Harassment, Violence and Retaliation

What are the significant updates?

1. Eliminates the need for separate procedures;
2. Clarifies that discrimination is prohibited by this policy;
3. Requires reporting of policy violations within 1 business day;
4. Utilizes the EEO Director to receive copies of reports and, if necessary, undertake her own investigation and/or provide support to building administration;
5. Explains that District personnel who fail to report violations of the policy may be subject to discipline; and
6. Significantly expands the retaliation prohibition.

SECOND READING: Policy 713.00 Equal Opportunity Procurement

- Amended policy
- Rationale for updated policy:
 - To support the Small Business Inclusion Program SPPS is establishing
 - Will allow SPPS to better assess where and how it is spending and where improvements could be made
 - Will be able to provide transparent reporting

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SECOND READING: Policy 713.00 Equal Opportunity Procurement

- New proposed language:
- 3. The District's Purchasing Department shall endeavor to procure from local small ~~and protected-class~~ businesses.
- 212 4. The District shall maintain a **race and gender-neutral small business enterprise (SBE) and micro-SBE program** for contracting with local small businesses. The Program will: (1) apply to all construction projects awarded in accordance with Minn. Stat. § 471.345 and Minn. Stat. § 123B.52 (2) maintain the same **annual aspirational goals** of 10% to qualified SBEs and 15% to qualified micro-SBEs, for an overall aspirational goal of 25%, on all District construction projects, (3) be **evaluated annually** to determine whether the annual aspirational goals should be adjusted, and (4) authorize the District to establish contract specific goals for individual construction projects and specify certain construction projects to be procured without SBE or micro-SBE participation goals.

SECOND READING: Policy 713.00 Equal Opportunity Procurement

- New proposed language (cont.):
- 5. The District **shall collect and maintain data** from all eligible vendors or consultants doing business with the District relating to such **vendor or consultant's race, gender, veteran's status, and geographic location** of such vendor or consultant's principal executive offices. If vendors or consultants doing business with the District are business entities, including but not limited to partnerships, limited liability companies, or corporations, then the District shall collect and maintain data relating to the race, gender, and veteran's status of the person(s) with the majority and controlling interest in the business entity, as well as, the geographic location of the business entity's principal place of business. **The data collected and maintained under this policy shall be maintained in a disaggregated form to allow for public transparency and reporting of the District's spending by race, gender, veteran's status, and geographic location.**

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Questions

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

Proposed Policy:

Proposed Policy Revision:

713.00 EQUAL OPPORTUNITY PROCUREMENT

First Reading	<u>April 23, 2019</u>
Second Reading	<u>May 21, 2019</u>
Third Reading	<u></u>

COMMENTS:

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

713.00 EQUAL OPPORTUNITY PROCUREMENT

1. The District shall maintain a centralized purchasing department with sound accounting procedures.
2. The District shall seek business and/or bids from all eligible vendors and consultants, regardless of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status or disability.
3. The District's Purchasing Department shall endeavor to procure from local small ~~and protected-class~~ businesses.
4. The District shall maintain a race and gender-neutral small business enterprise (SBE) and micro-SBE program for contracting with local small businesses. The Program will: (1) apply to all construction projects awarded in accordance with Minn. Stat. § 471.345 and Minn. Stat. § 123B.52 (2) maintain the same annual aspirational goals of 10% to qualified SBEs and 15% to qualified micro-SBEs, for an overall aspirational goal of 25%, on all District construction projects, (3) be evaluated annually to determine whether the annual aspirational goals should be adjusted, and (4) authorize the District to establish contract specific goals for individual construction projects and specify certain construction projects to be procured without SBE or micro-SBE participation goals.
5. The District shall collect and maintain data from all eligible vendors or consultants doing business with the District relating to such vendor or consultant's race, gender, veteran's status, and geographic location of such vendor or consultant's principal executive offices. If vendors or consultants doing business with the District are business entities, including but not limited to partnerships, limited liability companies, or corporations, then the District shall collect and maintain data relating to the race, gender, and veteran's status of the person(s) with the majority and controlling interest in the business entity, as well as, the geographic location of the business entity's principal place of business. The data collected and maintained under this policy shall be maintained in a disaggregated form to allow for public transparency and reporting of the District's spending by race, gender, veteran's status, and geographic location.

PURCHASING PRACTICE

1. The Purchasing Department shall perform the administrative functions necessary to the procurement of goods and services for the Board of Education and maintain accurate records of all transactions for audit purposes.
2. The Board of Education shall award all contracts which exceed the dollar limit specified in Minn. Stat. § 471.345 (Uniform Municipal Contracting Law) requiring solicitation by public notice, while awards under that amount shall be made by the Chief Business Officer of the District or his/her designee.

3. Any purchase or lease of goods and/or services for the District shall be made in accordance with Minn. Stat. § 471.345, Uniform Municipal Contracting Law, and Minn. Stat. § 123B.52, Independent School District, Contracts.

4. The Request for Payment form shall be used to pay the following claims:

- For purchase of recurrent goods and services that have an established price.
- For self-generated expenses, rent, etc.
- For purchases which are made by administrators for the District within dollar limits as defined in the Business Affairs Procedure Manual.
 - For selected purchases that require agreement between the Chief Business Officer or his/her designee and the appropriate budget director or his/her designee prior to the purchase. When feasible, the pay voucher shall show at least two quotations or shall be identified as the only known source of supply. Date and names of agreeing parties shall be shown on the pay voucher.
 - For purchases of books registered under the copyright laws, there shall be no specified dollar limit, but such purchases shall be approved prior to payment by the Chief Business Officer or his/her designee and identified by reference to the proper enabling statute.
 - For payment of emergency repairs, equipment, or services without reference to dollar limits as provided for by state statutes. Paying documents for emergency repairs shall bear the signature of the Superintendent or his/her designee and reference the resolution of the Board ratifying the Superintendent's or designee's action.

LEGAL REFERENCES: Minn. Stat. § 471.345 (Uniform Municipal Contracting Law) Minn. Stat. § 123B.52

CROSS REFERENCES: 102.00, Equal Opportunity/Non-Discrimination 607.00, Textbooks and Instructional Materials 713.01, Sweatshop Free Purchasing Policy

713.00 EQUAL OPPORTUNITY PROCUREMENT

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3. The District's Purchasing Department shall endeavor to procure from local small businesses.
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5. The District shall collect and maintain data from all eligible vendors or consultants doing business with the District relating to such vendor or consultant's race, gender, veteran's status, and geographic location of such vendor or consultant's principal executive offices. If vendors or consultants doing business with the District are business entities, including but not limited to partnerships, limited liability companies, or corporations, then the District shall collect and maintain data relating to the race, gender, and veteran's status of the person(s) with the majority and controlling interest in the business entity, as well as, the geographic location of the business entity's principal place of business. The data collected and maintained under this policy shall be maintained in a disaggregated form to allow for public transparency and reporting of the District's spending by race, gender, veteran's status, and geographic location.

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 - For selected purchases that require agreement between the Chief Business Officer or his/her designee and the appropriate budget director or his/her designee prior to the purchase. When feasible, the pay voucher shall show at least two quotations or shall be identified as the only known source of supply. Date and names of agreeing parties shall be shown on the pay voucher.
 - For purchases of books registered under the copyright laws, there shall be no specified dollar limit, but such purchases shall be approved prior to payment by the Chief Business Officer or his/her designee and identified by reference to the proper enabling statute.
 - For payment of emergency repairs, equipment, or services without reference to dollar limits as provided for by state statutes. Paying documents for emergency repairs shall bear the signature of the Superintendent or his/her designee and reference the resolution of the Board ratifying the Superintendent's or designee's action.

LEGAL REFERENCES: Minn. Stat. § 471.345 (Uniform Municipal Contracting Law) Minn. Stat. § 123B.52

CROSS REFERENCES: 102.00, Equal Opportunity/Non-Discrimination 607.00, Textbooks and Instructional Materials 713.01, Sweatshop Free Purchasing Policy

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

Proposed Policy:

Proposed Policy Revision:

415.00 DISCRIMINATION, HARASSMENT, VIOLENCE, AND
RETALIATION POLICY

First Reading April 23, 2019

Second Reading May 21, 2019

Third Reading _____

COMMENTS:

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

415.00 DISCRIMINATION, HARASSMENT, VIOLENCE, AND RETALIATION POLICY

I. PURPOSE

Saint Paul Public Schools (“the District”) believes in the dignity of its students, staff, and all other District personnel. To that end, the District strives to maintain a learning and working environment that is free from discrimination, harassment or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District also strives to maintain a learning and working environment that is free from retaliation. The District will act to investigate all complaints of violations of this policy. In responding to violations of this policy, the District will take appropriate and proportional action to protect all victims, deter similar future behavior, and accomplish the District’s core mission to educate and promote growth.

II. GENERAL STATEMENT OF POLICY^[1]

- A. This policy applies to students, teachers, administrators, and all other District personnel.
- B. The policy of the District is to maintain a learning and working environment that is free from discrimination, harassment, or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District prohibits any form of discrimination, harassment, or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03.
- C. The policy of the District is to maintain a learning and working environment that is free from retaliation. The District prohibits any form of retaliation.
- D. A violation of this policy occurs when any student, teacher, administrator, or other District personnel discriminates against or harasses a student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel based on a person’s race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn.

Stat. § 363A.03.

- E. A violation of this policy occurs when any student, teacher, administrator, or other District personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel based on a person's race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03.
- F. A violation of this policy occurs when any student, teacher, administrator, or other District personnel engages in retaliation or threatens retaliation against any person who has or is believed to have (1) reported, asserted, or alleged a violation of this policy or any other policy, law, or regulation; (2) made a good faith report of an alleged violation of this policy or any other policy, law, or regulation; (3) acted as a witness in any investigation of a complaint alleging a violation of this policy or any other policy, law, or regulation; (4) testified, assisted, or participated in any fact-finding investigation, hearing, or proceeding regarding an alleged violation of this policy or any other policy, law, or regulation; and/or (5) assisted in formulating or implementing corrective action in response to a violation of this policy or any other policy, law, or regulation.
- G. A violation of this policy occurs when any student, teacher, administrator, or other District personnel intentionally makes a false report of discrimination, harassment, violence, or retaliation.
- H. The District will act to investigate all complaints, either formal or informal, verbal or written, of discrimination, harassment, or violence based on a person's race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District will act to investigate all complaints, either formal or informal, verbal or written, of retaliation. The District will act to discipline or take appropriate action against any student, teacher, administrator, or other District personnel who is found to have violated this policy.

III. DEFINITIONS

- A. District personnel, solely for the purposes of this policy, includes Board of Education members, District employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District.
- B. Harassment prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, national origin, creed, religion, marital status,

familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03 when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 3. otherwise adversely affects an individual's employment or academic opportunities.
- C. Immediately^[JJ2] means as soon as possible but in no event longer than 1 business day. A business day is defined by the federal government calendar, and not by the District school calendar.
- D. Protected Classifications; Definitions^[JJ3]
1. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
 2. "Familial status" means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor's legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
 3. "Gender" means the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity.
 4. "Gender Expression" means the manner in which persons represent or

express gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

5. “Gender Identity” means a person’s deeply held sense or knowledge of their own gender.
6. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
7. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
8. “Sex” refers to a person’s biology and is generally categorized as male, female, or intersex. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
9. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
10. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. Remedial response means a measure to stop and correct acts of discrimination, harassment, violence, or retaliation, prevent acts of discrimination, harassment, violence, or retaliation from recurring, and protect, support, and intervene on behalf of a student or employee who is the target or victim of acts of discrimination, harassment, violence, or retaliation.

F. Sexual Harassment; Definition

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or

- b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
- 2. Sexual harassment may include, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other District personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

- 1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;

- b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Responsible Administrator

- 1. In a school building, the Responsible Administrator is the principal or the principal's designee.
- 2. In a District building or department in which there is no principal, the Responsible Administrator is the supervisor of that building or department or that supervisor's designee.

I. Materially Adverse Action^[JJ4]

Any action that causes or threatens to cause significant injury or harm to a reporter, complainant or other covered person such that it would likely dissuade a reasonable student or District personnel from making or supporting a good-faith report of an alleged violation of this policy. Adverse action does not include an action, including employment or academic action, that would have been taken regardless of the good-faith report of misconduct.

J. District Human Rights Officer^[JJ5]

- 1. The District Human Rights Officer is the Director of Equal Employment Opportunity.
- 2. The Board of Education hereby designates the Director of Equal Opportunity as the District Human Rights Officer to receive reports or complaints of discrimination, harassment, violence, or retaliation prohibited by this policy.
- 3. In the event the position of the Director of Equal Employment Opportunity is vacant, the interim District Human Rights Officer is the individual designated by the superintendent.

IV. REPORTING PROCEDURES^[JJ6]

- A. Any person who believes that such person has been the target or victim of discrimination, harassment, violence, or retaliation in violation of this policy by a student, teacher, administrator, or other District personnel, or any person with

knowledge or belief of conduct which may constitute discrimination, harassment, violence, or retaliation prohibited by this policy toward a student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel must report the alleged acts immediately to an appropriate District official designated by this policy. A person may report conduct which may constitute discrimination, harassment, violence, or retaliation anonymously. The District, however, may not rely solely on an anonymous report to determine discipline or other remedial responses.

- B. The District encourages the reporting party or complainant to use the 415.00.1 Form, but oral reports shall be considered complaints as well. All oral reports, however, must be promptly reduced to writing on the 415.00.1 Form by the Responsible Administrator.
- C. Nothing in this policy shall prevent any person from reporting discrimination, harassment, violence, or retaliation directly to the District Human Rights Officer or to the superintendent. If the complaint involves the Responsible Administrator, the complaint shall be made or filed directly with the superintendent or the District Human Rights Officer by the reporting party or complainant.
- D. At the building or department level, the Responsible Administrator is the person responsible for receiving oral or written reports of discrimination, harassment, violence, or retaliation prohibited by this policy. Any adult District personnel who receives a report of discrimination, harassment, violence, or retaliation prohibited by this policy shall inform the Responsible Administrator immediately, unless the complaint involves allegations against the Responsible Administrator. If the complaint involves allegations against the Responsible Administrator, the complaint shall be made or filed directly with the superintendent or the District Human Rights Officer immediately. The Responsible Administrator and the District Human Rights Officer shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of discrimination, harassment, violence, or retaliation. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute discrimination, harassment, violence, or retaliation shall make reasonable efforts to address and resolve the discrimination, harassment, violence, or retaliation and shall inform the Responsible Administrator immediately, unless such person knows or has reason to believe that the Responsible Administrator has engaged in the conduct prohibited by this policy. In such cases, the report should be made directly to the superintendent or District Human Rights Officer immediately. District personnel who fail to inform the Responsible Administrator of conduct that may constitute discrimination, harassment, violence, or retaliation or who fail to make reasonable efforts to

address and resolve the discrimination, harassment, violence, or retaliation in a timely manner may be subject to disciplinary action.^[117]

- F. Upon receipt of a report, the Responsible Administrator must notify the District Human Rights Officer immediately, before screening or investigating the report. The Responsible Administrator may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded immediately by the Responsible Administrator to the District Human Rights Officer. If the report was given verbally, the Responsible Administrator shall personally reduce it to written form within one (1) business day. Failure to forward any report or complaint of discrimination, harassment, violence, or retaliation as provided herein may result in disciplinary action against the Responsible Administrator.^[118]
- G. If a complaint of conduct prohibited by this policy involves allegations against the District Human Rights Officer, the complaint shall be immediately filed directly with the superintendent. If a complaint of conduct prohibited by this policy involves allegations against the superintendent, the report may be filed directly with the Board of Education.
- H. The District shall conspicuously post the name of the District Human Rights Officer, including mailing addresses and telephone number.
- I. Submission of a good faith complaint or report of discrimination, harassment, violence, or retaliation prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of discrimination, harassment, violence, or retaliation prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, a witness of discrimination, violence, harassment, or retaliation, or an individual involved in formulating or implementing corrective action is prohibited.
- N. False accusations or reports of discrimination, harassment, violence, or retaliation against another person are prohibited.

- O. A person who engages in an act of discrimination, harassment, violence, retaliation, or false reporting of discrimination, harassment, violence, or retaliation, or permits, condones, or tolerates discrimination, harassment, violence, or retaliation shall be subject to discipline or other remedial responses for that act in accordance with the District's policies and procedures.

V. INVESTIGATION

- A. By authority of the District, the Responsible Administrator, within three (3) business days [09] of the receipt of a report or complaint alleging discrimination, harassment, violence, or retaliation prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by District officials or by a third party designated by the District.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents or electronic files and/or videos deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the District should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on the facts and surrounding circumstances using a preponderance of the evidence standard.
- D. In addition, the District may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other District personnel pending completion of an investigation of alleged discrimination, harassment, violence, or retaliation prohibited by this policy.
- E. The investigation will be completed within 30 business days from receipt of the complaint, unless it is impracticable to complete the investigation within this timeframe. The person completing the investigation shall document the investigation and its conclusion on the Form 415.00.1. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. Upon completion of the investigation, the Responsible Administrator shall ensure that the Form 415.00.1 and any other report of the investigation are submitted to both the District Human Rights Officer and to the following individual:
 - 1. For an investigation involving allegations against a student, to the area assistant superintendent; or

2. For an investigation involving allegations against District personnel, to the Executive Director of Human Resources or the Executive Director's designee.

VI. DISTRICT CORRECTIVE ACTION

- A. The District will take corrective action for any violation of this policy. Such corrective action will be consistent with the law and regulations, District policies, and any relevant collective bargaining agreements.
- B. Corrective action will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior.
 1. Corrective action for students who commit, or are a party to, prohibited acts of discrimination, violence, harassment, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but are not limited to, remedial responses, positive behavioral interventions, interventions and restorative practices or responses, warnings, transfer, suspension, and/or expulsion.
 2. Corrective action for employees who permit, condone, or tolerate discrimination, harassment, violence, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but is not limited to, remedial responses and/or disciplinary action up to and including termination or discharge.
 3. Corrective action for other individuals engaging in prohibited acts of discrimination, harassment, violence, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but not be limited to, exclusion from District property and events and/or termination of services and/or contracts.
- C. The District may also discipline any student, employee, or other personnel of the District for derogatory statements or conduct based on the characteristics identified in Section I of this policy, which do not constitute illegal discrimination, harassment, violence, or retaliation but nonetheless are inappropriate.^[1110]
- D. The District is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the District, except as permitted by law.
- E. In order to prevent or respond to acts of discrimination, harassment, violence, or retaliation committed by or directed against a child with a disability, the District shall, where determined appropriate by the child's individualized education program ("IEP") or Section

504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of discrimination, harassment, violence, or retaliation. [JJ11]

VII. RETALIATION [JJ12]

- A. The District unequivocally prohibits retaliation, and will discipline or take other appropriate corrective action, against any person to whom this policy applies that engages in retaliation or threatens retaliation against any person who has or is believed to have:
1. Reported, asserted, or alleged a violation of this policy or any other policy, law, or regulation;
 2. Made a good faith report of an alleged violation of this policy or any other policy, law, or regulation;
 3. Acted as a witness in any investigation of a complaint alleging a violation of this policy or any other policy, law, or regulation;
 4. Testified, assisted, or participated in any fact-finding or investigation, hearing, or proceeding regarding an alleged violation of this policy or any other policy, law, or regulation; and/or
 5. Assisted in formulating or implementing corrective action in response to a violation of this policy or any other policy, law, or regulation.
- B. Retaliation includes, **but is not limited to**, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Retaliation also means any materially adverse action or credible threat of a materially adverse action by the District, or any employee thereof, taken against any employee or student for having made a good-faith report of District misconduct. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the retaliation.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each District building in areas accessible to students and District personnel.
- B. This policy shall be given to each District employee and independent contractor that regularly interacts with students at the time of initial employment with the District.
- C. The policy shall appear in the Rights and Responsibilities Handbook.
- D. The District shall develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: Policy 101.00: Racial Equity
Policy 102.00: Equal Opportunity/Non-Discrimination
Policy 401.00: Equal Employment Opportunity
Policy 500.00: Gender Inclusion
Policy 501.00: Hazing Prohibition
Policy 505.00: Bullying Prohibition
Policy 506.00: Student Discipline
Policy 506.02: Student Discipline: Expulsion & Exclusion
Policy 506.03: Student Discipline: Suspension
Policy 520.00: Technology Usage & Safety
Policy 609.00: Religion

**415.00 DISCRIMINATION, HARASSMENT, VIOLENCE, AND RETALIATION
POLICY**

I. PURPOSE

Saint Paul Public Schools (“the District”) believes in the dignity of its students, staff, and all other District personnel. To that end, the District strives to maintain a learning and working environment that is free from discrimination, harassment or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District also strives to maintain a learning and working environment that is free from retaliation. The District will act to investigate all complaints of violations of this policy. In responding to violations of this policy, the District will take appropriate and proportional action to protect all victims, deter similar future behavior, and accomplish the District’s core mission to educate and promote growth.

II. GENERAL STATEMENT OF POLICY

- A. This policy applies to students, teachers, administrators, and all other District personnel.
- B. The policy of the District is to maintain a learning and working environment that is free from discrimination, harassment, or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District prohibits any form of discrimination, harassment, or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03.
- C. The policy of the District is to maintain a learning and working environment that is free from retaliation. The District prohibits any form of retaliation.
- D. A violation of this policy occurs when any student, teacher, administrator, or other District personnel discriminates against or harasses a student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel based on a person’s race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn.

Stat. § 363A.03.

- E. A violation of this policy occurs when any student, teacher, administrator, or other District personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel based on a person's race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03.
- F. A violation of this policy occurs when any student, teacher, administrator, or other District personnel engages in retaliation or threatens retaliation against any person who has or is believed to have (1) reported, asserted, or alleged a violation of this policy or any other policy, law, or regulation; (2) made a good faith report of an alleged violation of this policy or any other policy, law, or regulation; (3) acted as a witness in any investigation of a complaint alleging a violation of this policy or any other policy, law, or regulation; (4) testified, assisted, or participated in any fact-finding investigation, hearing, or proceeding regarding an alleged violation of this policy or any other policy, law, or regulation; and/or (5) assisted in formulating or implementing corrective action in response to a violation of this policy or any other policy, law, or regulation.
- G. A violation of this policy occurs when any student, teacher, administrator, or other District personnel intentionally makes a false report of discrimination, harassment, violence, or retaliation.
- H. The District will act to investigate all complaints, either formal or informal, verbal or written, of discrimination, harassment, or violence based on a person's race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District will act to investigate all complaints, either formal or informal, verbal or written, of retaliation. The District will act to discipline or take appropriate action against any student, teacher, administrator, or other District personnel who is found to have violated this policy.

III. DEFINITIONS

- A. District personnel, solely for the purposes of this policy, includes Board of Education members, District employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District.
- B. Harassment prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, national origin, creed, religion, marital status,

familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03 when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities.

C. Immediately means as soon as possible but in no event longer than 1 business day. A business day is defined by the federal government calendar, and not by the District school calendar.

D. Protected Classifications; Definitions

1. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
2. "Familial status" means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor's legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
3. "Gender" means the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity.
4. "Gender Expression" means the manner in which persons represent or

express gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

5. “Gender Identity” means a person’s deeply held sense or knowledge of their own gender.
6. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
7. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
8. “Sex” refers to a person’s biology and is generally categorized as male, female, or intersex. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
9. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
10. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. Remedial response means a measure to stop and correct acts of discrimination, harassment, violence, or retaliation, prevent acts of discrimination, harassment, violence, or retaliation from recurring, and protect, support, and intervene on behalf of a student or employee who is the target or victim of acts of discrimination, harassment, violence, or retaliation.

F. Sexual Harassment; Definition

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or

- b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
- 2. Sexual harassment may include, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other District personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

- 1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;

- b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Responsible Administrator

- 1. In a school building, the Responsible Administrator is the principal or the principal's designee.
- 2. In a District building or department in which there is no principal, the Responsible Administrator is the supervisor of that building or department or that supervisor's designee.

I. Materially Adverse Action

Any action that causes or threatens to cause significant injury or harm to a reporter, complainant or other covered person such that it would likely dissuade a reasonable student or District personnel from making or supporting a good-faith report of an alleged violation of this policy. Adverse action does not include an action, including employment or academic action, that would have been taken regardless of the good-faith report of misconduct.

J. District Human Rights Officer

- 1. The District Human Rights Officer is the Director of Equal Employment Opportunity.
- 2. The Board of Education hereby designates the Director of Equal Opportunity as the District Human Rights Officer to receive reports or complaints of discrimination, harassment, violence, or retaliation prohibited by this policy.
- 3. In the event the position of the Director of Equal Employment Opportunity is vacant, the interim District Human Rights Officer is the individual designated by the superintendent.

IV. **REPORTING PROCEDURES**

- A. Any person who believes that such person has been the target or victim of discrimination, harassment, violence, or retaliation in violation of this policy by a student, teacher, administrator, or other District personnel, or any person with

knowledge or belief of conduct which may constitute discrimination, harassment, violence, or retaliation prohibited by this policy toward a student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel must report the alleged acts immediately to an appropriate District official designated by this policy. A person may report conduct which may constitute discrimination, harassment, violence, or retaliation anonymously. The District, however, may not rely solely on an anonymous report to determine discipline or other remedial responses.

- B. The District encourages the reporting party or complainant to use the 415.00.1 Form, but oral reports shall be considered complaints as well. All oral reports, however, must be promptly reduced to writing on the 415.00.1 Form by the Responsible Administrator.
- C. Nothing in this policy shall prevent any person from reporting discrimination, harassment, violence, or retaliation directly to the District Human Rights Officer or to the superintendent. If the complaint involves the Responsible Administrator, the complaint shall be made or filed directly with the superintendent or the District Human Rights Officer by the reporting party or complainant.
- D. At the building or department level, the Responsible Administrator is the person responsible for receiving oral or written reports of discrimination, harassment, violence, or retaliation prohibited by this policy. Any adult District personnel who receives a report of discrimination, harassment, violence, or retaliation prohibited by this policy shall inform the Responsible Administrator immediately, unless the complaint involves allegations against the Responsible Administrator. If the complaint involves allegations against the Responsible Administrator, the complaint shall be made or filed directly with the superintendent or the District Human Rights Officer immediately. The Responsible Administrator and the District Human Rights Officer shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of discrimination, harassment, violence, or retaliation. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute discrimination, harassment, violence, or retaliation shall make reasonable efforts to address and resolve the discrimination, harassment, violence, or retaliation and shall inform the Responsible Administrator immediately, unless such person knows or has reason to believe that the Responsible Administrator has engaged in the conduct prohibited by this policy. In such cases, the report should be made directly to the superintendent or District Human Rights Officer immediately. District personnel who fail to inform the Responsible Administrator of conduct that may constitute discrimination, harassment, violence, or retaliation or who fail to make reasonable efforts to

address and resolve the discrimination, harassment, violence, or retaliation in a timely manner may be subject to disciplinary action.

- F. Upon receipt of a report, the Responsible Administrator must notify the District Human Rights Officer immediately, before screening or investigating the report. The Responsible Administrator may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded immediately by the Responsible Administrator to the District Human Rights Officer. If the report was given verbally, the Responsible Administrator shall personally reduce it to written form within one (1) business day. Failure to forward any report or complaint of discrimination, harassment, violence, or retaliation as provided herein may result in disciplinary action against the Responsible Administrator.
- G. If a complaint of conduct prohibited by this policy involves allegations against the District Human Rights Officer, the complaint shall be immediately filed directly with the superintendent. If a complaint of conduct prohibited by this policy involves allegations against the superintendent, the report may be filed directly with the Board of Education.
- H. The District shall conspicuously post the name of the District Human Rights Officer, including mailing addresses and telephone number.
- I. Submission of a good faith complaint or report of discrimination, harassment, violence, or retaliation prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of discrimination, harassment, violence, or retaliation prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, a witness of discrimination, violence, harassment, or retaliation, or an individual involved in formulating or implementing corrective action is prohibited.
- N. False accusations or reports of discrimination, harassment, violence, or retaliation against another person are prohibited.

- O. A person who engages in an act of discrimination, harassment, violence, retaliation, or false reporting of discrimination, harassment, violence, or retaliation, or permits, condones, or tolerates discrimination, harassment, violence, or retaliation shall be subject to discipline or other remedial responses for that act in accordance with the District's policies and procedures.

V. INVESTIGATION

- A. By authority of the District, the Responsible Administrator, within three (3) business days of the receipt of a report or complaint alleging discrimination, harassment, violence, or retaliation prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by District officials or by a third party designated by the District.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents or electronic files and/or videos deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the District should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on the facts and surrounding circumstances using a preponderance of the evidence standard.
- D. In addition, the District may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other District personnel pending completion of an investigation of alleged discrimination, harassment, violence, or retaliation prohibited by this policy.
- E. The investigation will be completed within 30 business days from receipt of the complaint, unless it is impracticable to complete the investigation within this timeframe. The person completing the investigation shall document the investigation and its conclusion on the Form 415.00.1. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. Upon completion of the investigation, the Responsible Administrator shall ensure that the Form 415.00.1 and any other report of the investigation are submitted to both the District Human Rights Officer and to the following individual:
 - 1. For an investigation involving allegations against a student, to the area assistant superintendent; or

2. For an investigation involving allegations against District personnel, to the Executive Director of Human Resources or the Executive Director's designee.

VI. DISTRICT CORRECTIVE ACTION

- A. The District will take corrective action for any violation of this policy. Such corrective action will be consistent with the law and regulations, District policies, and any relevant collective bargaining agreements.
- B. Corrective action will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior.
 1. Corrective action for students who commit, or are a party to, prohibited acts of discrimination, violence, harassment, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but are not limited to, remedial responses, positive behavioral interventions, interventions and restorative practices or responses, warnings, transfer, suspension, and/or expulsion.
 2. Corrective action for employees who permit, condone, or tolerate discrimination, harassment, violence, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but is not limited to, remedial responses and/or disciplinary action up to and including termination or discharge.
 3. Corrective action for other individuals engaging in prohibited acts of discrimination, harassment, violence, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but not be limited to, exclusion from District property and events and/or termination of services and/or contracts.
- C. The District may also discipline any student, employee, or other personnel of the District for derogatory statements or conduct based on the characteristics identified in Section I of this policy, which do not constitute illegal discrimination, harassment, violence, or retaliation but nonetheless are inappropriate.
- D. The District is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the District, except as permitted by law.
- E. In order to prevent or respond to acts of discrimination, harassment, violence, or retaliation committed by or directed against a child with a disability, the District shall, where determined appropriate by the child's individualized education program ("IEP") or Section

504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of discrimination, harassment, violence, or retaliation.

VII. RETALIATION

- A. The District unequivocally prohibits retaliation, and will discipline or take other appropriate corrective action, against any person to whom this policy applies that engages in retaliation or threatens retaliation against any person who has or is believed to have:
1. Reported, asserted, or alleged a violation of this policy or any other policy, law, or regulation;
 2. Made a good faith report of an alleged violation of this policy or any other policy, law, or regulation;
 3. Acted as a witness in any investigation of a complaint alleging a violation of this policy or any other policy, law, or regulation;
 4. Testified, assisted, or participated in any fact-finding or investigation, hearing, or proceeding regarding an alleged violation of this policy or any other policy, law, or regulation; and/or
 5. Assisted in formulating or implementing corrective action in response to a violation of this policy or any other policy, law, or regulation.
- B. Retaliation includes, **but is not limited to**, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Retaliation also means any materially adverse action or credible threat of a materially adverse action by the District, or any employee thereof, taken against any employee or student for having made a good-faith report of District misconduct. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the retaliation.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each District building in areas accessible to students and District personnel.
- B. This policy shall be given to each District employee and independent contractor that regularly interacts with students at the time of initial employment with the District.
- C. The policy shall appear in the Rights and Responsibilities Handbook.
- D. The District shall develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: Policy 101.00: Racial Equity
Policy 102.00: Equal Opportunity/Non-Discrimination
Policy 401.00: Equal Employment Opportunity
Policy 500.00: Gender Inclusion
Policy 501.00: Hazing Prohibition
Policy 505.00: Bullying Prohibition
Policy 506.00: Student Discipline
Policy 506.02: Student Discipline: Expulsion & Exclusion
Policy 506.03: Student Discipline: Suspension
Policy 520.00: Technology Usage & Safety
Policy 609.00: Religion

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS
RESOLUTION



Board File No. _____

Date _____

RESOLUTION FOR SCHOOL CALENDAR ADJUSTMENT FOR 2018-2019

WHEREAS, Independent School District No. 625, Saint Paul Public Schools (“School District”), canceled school on January 29 and January 30 during the 2018-2019 school year due to health and safety concerns; and

WHEREAS, the Minnesota Legislature enacted Laws of Minnesota 2019, Chapter 5 – Senate File 1743, which allows the School District to count one or more of those days as instructional days for purpose of calculating the number of hours and days in the school year pursuant to Minnesota Statutes, section 120A.41, and the calculation of average daily membership pursuant to Minnesota Statutes, section 126C.05, for students enrolled both before and after those school closure dates; and

WHEREAS, without the authority provided in Laws of Minnesota 2019, Chapter 5 – Senate File 1743, the School District could not meet the required minimum number of days and hours of instruction for students; and

WHEREAS, the School District wishes to count one or more of the canceled school dates for the purposes set forth in Laws of Minnesota 2019, Chapter 5 – Senate File 1743;

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

Declares that pursuant to Laws of Minnesota 2019, Chapter 5 – Senate File 1743, the canceled instructional days of January 29 and January 30 will be counted in the calculation of the number of hours and days in the school year and the calculation of the average daily membership for the 2018-2019 school year; and

Authorizes School District administration to report to the Commissioner of Education in the form and manner determined by the Commissioner on the number of days and hours the School District counted to meet the required days of instruction and to comply with all other requirements set forth in Laws of Minnesota 2019, Chapter 5 – Senate File 1743.

Adopted _____

CHAIR Board of Education

CLERK Board of Education

BOARD OF EDUCATION | 2018-2020SY 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	4/21/2020
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.

MAY 21, 2019 5:30 pm 6:05 pm	REGULAR MEETING OF THE BOARD OF EDUCATION Public Comment Regular Meeting
JUNE 11, 2019 4:00 pm	SPECIAL MEETING OF THE BOARD OF EDUCATION Non-Renewals
JUNE 11, 2019 4:30 pm	COMMITTEE OF THE BOARD MEETING
JUNE 18, 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
2019**

August 7 (Wed.)
September 10
October 1
November 12
December 3

Board of Education

July 23
August 20
September 17
October 22
November 19
December 17

2020

January 7, 2020

February 11
March 10
April 7
May 5
June 9

January 7, 2020 (Annual Meeting)
January 21
February 18
March 24
April 21
May 19
June 9 (Special | Non-Renewals | 4:00 pm)
June 23
July 21
August 18

August 5 (Wed.)

OTHER EVENTS BOARD MEMBERS ARE SCHEDULED TO ATTEND

May 17, 2019	Indian Education Senior Recognition 5:30pm DoubleTree by Hilton East
May 18, 2019	Hmong Student Recognition 1:00pm Washington Tech
May 19, 2019	African American Student Recognition 3:00pm 360 Colborne

* 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.

May 22, 2019	Gender and Sexual Diversity Student Recognition 6:00pm 360 Colborne
May 23, 2019	Budget Hearing 6:00pm Harding
May 31, 2019	Karen Student Recognition 6:00pm Washington Tech

* 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.