



Saint Paul Public Schools

Regular Meeting

Tuesday, January 22, 2019 6:05 PM

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

BOARD OF EDUCATION



Zuki Ellis
Chair



Steven Marchese
Vice Chair



Jeanelle Foster
Clerk



Marny Xiong
Treasurer



John Brodrick
Director



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

January 22, 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**
- IV. RECOGNITIONS**
 - A. Acknowledgement of Good Work Provided by Outstanding District Employees 6
 - B. Acknowledgement of Good Work by Students 7
- V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- VI. APPROVAL OF THE MINUTES**
 - A. Minutes of the Regular Meeting of the Board of Education of December 18, 2018 8
 - B. Minutes of the Annual Meeting of the Board of Education of January 8, 2019 32
- VII. COMMITTEE REPORTS**
 - A. Committee of the Board Meeting of January 8, 2018 37
- VIII. SUPERINTENDENT'S REPORT**
 - A. North Star Equity and Excellence System Overview 44
 - B. Human Resource Transactions 56
- IX. CONSENT AGENDA**

The Consent Agenda Items below fall under one or more of the following Strategic Plan Goals: 1) Achievement, 2) Alignment and 3) Sustainability.

 - A. Gifts
 - 1. Acceptance of Gift from Minnesota State High School League Foundation 63
 - B. Grants
 - 1. Request for Permission to Submit a Grant to the US Department of Agriculture 64

2. Request for Permission to Accept Grants from the F.R. Bigelow and Saint Paul Foundations	65
3. Request for Permission to Accept a Grant from Minnesota Agriculture in the Classroom Foundation	66
4. Request for Permission to Submit a Grant Application to the Dollar General Literacy Foundation	67
5. Request for Permission to Submit a Grant Application to the National Football League Foundation	68
C. Contracts	
1. Ramsey County Elections Contract Changes for 2019-2020	69
2. Request for Permission to Enter into Evaluation Contract with University of Minnesota that Exceeds \$100,000 per Year	70
D. Agreements	
1. Children's Defense Fund Freedom Schools Program	71
2. Memorandum of Understanding between Saint Paul Public Schools and Shiloh Missionary Baptist Church	72
3. Request for Permission to Enter into a Partnership Agreement & Data Agreement with the Century College Educational Talent Search (ETS) Program	73
4. Request for Permission to Enter into a Purchase of Service Agreement with Lutheran Social Service	74
E. Administrative Items	
1. Monthly Operating Authority	75
2. Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations	76
3. Approval of Employment Agreement Between Independent School District No. 625 and Saint Paul Supervisors' Organization Representing Supervisors	78
4. Approval of Jie Ming Mandarin Immersion Academy Mascot	79
5. E-STEM School Forest	80
6. Facilities Department FY19 Purchases over \$100,000 - Adjustment	81
7. Reappointment to Civil Service Commission	82
8. Request To Bring Former Saint Paul Public School Students That Were Supported By The Juvenile Justice Re-Entry Education Grant (JJREP) To The Grantee Meeting In Washington D.C.	83
9. Request for the Indian Education Johnson O'Malley Parent Committee and Students to Travel for the National Johnson O'Malley Conference	84

10. Request for Permission to Send One SEAB Alumni to Receive the Magma Award at the National School Board Association Conference	85
11. Premium Rates for Accident, Hospital Indemnity and Critical Illness Insurance through AFLAC	86
F. Bids	
1. Humboldt High School Addition & Renovation Low Voltage Work	87
G. Change Orders	
X. OLD BUSINESS	
A. SECOND READING: Policy 505.00 - Bullying	88
XI. NEW BUSINESS	
A. Resolution Establishing Procedures Relating to Compliance with Reimbursement Bond Regulations under the Internal Revenue Code	101
B. Project Labor Agreements	104
XII. BOARD OF EDUCATION	
A. Information Requests & Responses	
B. Items for Future Agendas	
XIII. FUTURE MEETING SCHEDULE	136
A. Board of Education Meetings (6:05 unless otherwise noted)	
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: January 22, 2018

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. **Catherine Rich**, Principal of Phalen Lake Hmong Studies Magnet School, received the 2018 Alumni Society Award of Excellence from the University of Minnesota College of Education and Human Development on November 29 at a dinner and awards ceremony at McNamara Alumni Center. The award is given to alumni for service in their field of education and professional and community leadership. Catherine is a 1985 graduate with a BS in elementary education.
2. This item is submitted by Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: January 22, 2019

TOPIC: Acknowledgement of Good Work by Students

A. PERTINENT FACTS:

1. Jasper Zarkower, a senior at Central Senior High School, was one of four students from the United States that were selected to go to Moscow, Russia, for an international Russian language competition at the Pushkin Institute. Jasper, along with students from all over the world, competed in the International Olympiada in December. Participants gave individual presentations, toured the sites of Moscow, visited Moscow theatres and attended exhibitions. Jasper won an award for Best Spoken Response.

Jasper was the top qualifying student of the 2018 Minnesota State Olympiada of Spoken Russian. He passed the written test and an oral interview at the national level before being selected to move on to the International Olympiada.

2. This item is submitted by Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education recognizes the students 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

December 18, 2018

I. CALL TO ORDER

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

II. ROLL CALL

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

SEAB Member Omar joined after Roll Call.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Main Agenda with one change - to move New Business – Agreement with City of St. Paul Police Department for Contract of School Resource Officers (SROs) to immediately follow the Superintendent's Report. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31497 Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools That Have Won Athletic Awards and Championships

1. Humboldt High School – The adapted PI soccer team qualified and won the State Tournament.
2. Johnson High School – The football team qualified for the State Tournament.

BF 31498 Acknowledgement of Good Work Provided by Outstanding District Employees

1. **Steven Jents**, Economics teacher at Central Senior High School, was recognized for having won the 2018 "3M Rising Star in Economics" award given out by the Minnesota Council on Economics Education (MCEE). He was given the award at the MCEE Econfest event this fall. Steve teaches 11-12 grade IB Economic Systems at Central High School. He has been teaching economics for the last 5 years, beginning when he took advantage of an opening at his school to teach an AP Macroeconomics class. Steve became involved with MCEE when he assisted with developing a personal finance curriculum that was both rigorous and relevant for urban high school students as part of our Learning Together, Thriving Together program. His students benefit from having him as a coach for an Economics Challenge team, and his providing resources for them to continue learning outside of class.

Sponsored by 3M and the Minnesota Council on Economic Education, the 3M Rising Star in Economics Award will annually recognize one newer teacher who has shown commitment to economic education and professional growth.

2. Today's Board of Education meeting includes the presentation of the SPPS Strategic Plan. This plan was developed through several stages, two of which involved teams charged with developing key components of the plan. The leaders of these teams have made a deep impact on the planning process, guiding their teams to uncover issues, research potential solutions, and make recommendations for actions that will lead to achieving our long-term student achievement outcomes.

Strategy Team Leads provided leadership for team that defined an overall approach chosen to address the Strategic Focus Areas, drafting overall outcomes and initiatives.

Strategic Initiative Action Team Owners led teams in defining the work of each initiative.

Both of these roles required organizational and facilitation skills, systems thinking, and the ability to balance vision and practicality.

The following individuals provided this leadership:

Strategy Team Leads

Shaun Walsh, Positive School and District Culture

Hans Ott and Maijue Lochungvu, Effective and Culturally Relevant Instruction

Karen Randall, Program Evaluation and Resource Allocation

Sharon Stone, College and Career Paths

Heather Kilgore, Family and Community Engagement

Strategic Initiative Action Team Owners:

Kathy Kimani, Positive Behavior Interventions

Heather Kilgore, Improve Culture Using Input

Rebecca Biel, Culturally Relevant Practices

Megan Dols, Well-Rounded Education

Stacey Gray-Akyea, Program Effectiveness

Lisa Sayles-Adams, Middle School Model

Darren Ginther, College and Career Paths/Partnerships

Hsajune Dyan, Community Engagement

Aquanetta Anderson, Partnerships

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Consent Agenda with the exception of items D4 - Request for Permission to Enter into a Partnership Agreement & Data Agreement with the Century College Upward Bound (UB) Program, D5 – Request for Permission to Enter into a Partnership Agreement & Data Agreement with the Metro State Upward Bound (UB) Program, D6 – Request for Permission to Enter into a Partnership Agreement & Data Agreement with St. Olaf College Educational Talent Search (ETS), D7 – Request for Permission to Enter into a Partnership Agreement & Data Agreement with St. Olaf College Upward Bound (UB) Program, D8 – Request for Permission to Enter into a Partnership Agreement & Data Agreement with the University of Wisconsin - River Falls Upward Bound (UB) Program, E4 – Facilities Department FY19 Purchases over \$100,000, E5 – Resolution Supporting the City of Saint Paul Safe Routes to School Project and the Application for Safe Routes to School Funding, E7 – Approval for Pay Equity Implementation Report, E8 – Adoption of Project Labor Agreement (PLA) Revised Language, and G1 – Change Order #17 for Commercial Drywall at Adams Spanish Immersion School, which were pulled for separate consideration. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of November 13, 2018
- B. Minutes of the Special Meeting of the Board of Education of December 4, 2018

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of November 13, 2018, and the Minutes of the Special Meeting of the Board of Education of December 4, 2018 as published. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

- A. Minutes of the Committee of the Board Meeting of December 4, 2018

At the December 4, 2018 Committee of the Board meeting, Superintendent Gothard began with thanking the Board for their work at the Minnesota School Board Association's Delegate Assembly in advocating for SPPS and public education at the upcoming legislative session.

SEAB Member Vang provided an update on the work of SEAB, and their project on Ethnic Studies, which is planned to be presented at an upcoming board meeting.

Next, the 2018-2019 Enrollment Overview was presented. Total enrollment for the 18-19 school year is 38,872 students. Graphs and trends for enrollment for the past four years were also shown, as well as detailed numbers by grade level. Data on student groups was discussed. Continuation for students returning to the district from the previous school year is 86% for SPPS overall. A summary of uptrends with Kindergarten at the highest enrollment of over 3,000 students was displayed, as well as the horizontal and downtrends. This presentation sparked questions from the Board including data on alternative school enrollment and demographics, enrollment patterns in buildings, and choice and offerings in SPPS. The District plans to address enrollment issues through our demonstrated commitment to early childhood education, a middle school model to promote and support our students, and college and career pathways. Discussion also involved parent education for their developing student, and capacity at our high schools, which is driven by class schedules. Enrollment alternatives and opportunities around that issue were also a point of conversation.

Next, a policy update was presented with two proposed policies brought forth – Policy 505.00 Bullying Prohibition and Policy 416.00 Drug and Alcohol Testing. Questions from the Board involved employee use of medically prescribed drugs, federal laws around drivers and those with commercial drivers licenses, as well as deep discussion on this policy from an employee's point of view, testing of applicants, random testing, and work with the bargaining units. The importance of

outreach, stakeholder engagement, and information was noted, as well as that, this will be a policy to protect the safety of our students and staff, and the integrity of SPPS. The procedure will also be critical in the implementation. Potential scenarios and responses were discussed. The board encouraged administration and the Policy Work Group to further discuss and develop this policy, including looking into similar policies within governmental agencies in order to bring more clarity on the structure of the policy and communication plan. Discussion on the bullying prohibition policy involved the designee at each building to whom bullying should be reported, and the alignment with state and federal guidelines and terminology. It was noted that while the legal term needs to be “bullying” and for searchability, it would be helpful to focus on what we want instead – an environment that is accepting, nurturing, and respectful. The guidelines for investigations and publication were also clarified, and the role of this information in the training of new staff and importance of this information to be dispersed throughout the district.

Administration also presented responses to the Latino Consent Decree Parent Advisory Council, which began with demographics of Latino and LCD students in SPPS and an overview of the Latino Consent Decree and Parent Advisory Council. In response to Recommendation 1 - Revise the district guidelines in regards to counseling and support in the schools to LCD eligible students, administration is working with the SPPS counseling team to ensure access to elective and advanced courses, scheduling, professional development, program coordination, and monitoring of graduation requirements. Recommendation 2 involves continuing to strengthen the collaboration with community-based organizations and SPPS district programs and schools, and examples of those opportunities were provided. An update of the status of the 2016-2017 recommendations were also discussed, including four that are in place, one in progress, and one under review. The Board inquired about recruitment opportunities for Latino students to become teachers or EAs and involvement in our SUTR program, as well as preparing middle school students to be supported and successful in accelerated and advanced classes in high school. Discussion also centered on the progress letter that is sent to families, timing, and opportunities for automation, and the integral role of counselors in our schools, for both students and families. Data was requested on Latino students enrolled in advanced classes, and examples of progression for students in advanced classes, including with SEAB and College in the Schools. Opportunities to support students to both enroll in advanced classes and to thrive in them were discussed. Parents and family members also noted the importance for families to understand and know the context of the progress letters and graduation requirement credits information for their students. Counselors, bilingual EAs, and staff are critical as they engage with our students, and those who may be new to the country, to ensure they are in appropriate classes for their individual skill levels and needs. Opportunities for placement evaluations were noted, as well as working with human resources to identify those willing to serve Latino students.

MOTION: Mr. Marchese moved the Board accept the report on the December 4, 2018 Committee of the Board meeting and approve the minutes and recommended motions within that meeting as published. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

Superintendent Gothard then introduced the mission statement of Saint Paul Public Schools, which easily summarizes our purpose and what we want to accomplish as an organization. It represents our focus on educating our children. This is the essence of what we are and what motivates us.

A. Resolution Adopting School District Mission Statement

WHEREAS, the Board of Education of Independent School District No. 625 desires to put forth a mission statement that expresses the purpose and desired intent of the school district and,

WHEREAS, the new mission statement strives to represent the philosophy and approach to the district's new strategic plan, SPPS Achieves and,

WHEREAS, the mission statement aligns with the values of the Board of Education, school district and community;

THEREFORE, BE IT RESOLVED, by the Board of Education of Independent School District No. 625 that the following mission statement be adopted:

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

QUESTIONS/DISCUSSION: None

MOTION: Mr. Schumacher and Ms. Ellis moved the Board approve the Resolution Adopting School District Mission Statement. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

B. Strategic Plan Update: SPPS Achieves | Each student. One Community. Endless Opportunities.

Superintendent Gothard then introduced the strategic plan update. This is the plan that will guide our future. SPPS Achieves is a 5-year plan, and this presentation and strategy is focused on the foundations for system-change. He reviewed the different types of change, which included first-order, second-order, and third-order change.

- The strategic plan development timeline was reviewed, with the Analysis from December 2017-February 2018, Development in February 2018-June 2018, and Planning in June 2018-December 2018.
- Strategic plan documents can be found at www.spps.org/strategicplan
- The mission statement was reviewed – *Inspire students to think critically, pursue their dreams and change the world.*

Guiding Values

- Achievement
- Communication
- Continuous improvement
- Collaboration
- Accountability
- Inclusive culture

Stakeholder Engagement

- Engagement during the planning process
- Ongoing engagement (variable and fixed engagement strategies)

Long-Term Student Outcomes

- Decrease disparities in achievement based on race, ethnicity, culture and identity
- Increase achievement of English Learners
- Increase achievement of students receiving special education services
- Improve kindergarten readiness
- Increase academic growth in reading and math for all students
- Prepare all graduates for college, career and life

How We Will Know the Strategic Plan is Working – Performance Management

- Set our intention
- Measure our progress
- Communicate to our community
- Provide the data to guide implementation and for future planning

Measurements for Success

- Examples of measurements for success were showing, with current status (baseline) data, five-year target data, and the anticipated percentage of change.

SPPS Achieves Strategic Plan

- The overall strategic plan with the long-term outcomes, strategic focus areas, objectives, and strategic initiatives were shown.

Positive School and District Culture

- What We Will Do
 - Objective 1. Create inclusive school cultures where students are supported to show up as their full selves and thrive as individual learners in a global society
 - Objective 2. Create a mission-driven culture where staff are supported to thrive and deliver exceptional outcomes
- How We Will Do It
 - 1a. Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support
 - 2a. Improve culture by using input from students, staff and families

Effective and Culturally Relevant Instruction

- What We Will Do
 - Objective 3. Increase our capacity to meet the instructional needs of each learner
- How We Will Do It
 - 3a. Implement culturally relevant practices within all student learning and programming
 - 3b. Ensure all students have access to a well-rounded education

Program Evaluation and Resource Allocation

- What We Will Do
 - Objective 5. Start, stop or sustain practices based on their effectiveness and alignment to the strategic plan
- How We Will Do It
 - 5a. Implement a system for assessing program effectiveness
 - 5b. Determine a districtwide middle school model

College and Career Paths

- What We Will Do
 - Objective 6. Increase opportunities for students to envision their future, explore careers and prepare for college.
 - Objective 7. Provide career-focused, hands-on opportunities for all middle and high school students.

- How We Will Do It
 - 6a. Create career-related curriculum and personal learning plans for all PreK-12 students
 - 7a. Strengthen partnerships that provide college credit, industry certification and job experience to secondary students

Family and Community Engagement

- What We Will Do
 - Objective 8. Improve stakeholder engagement in district-level decisions
 - Objective 9. Strengthen the value and maximize effective partnerships
- How We Will Do It
 - 8a. Identify and formalize structure to engage the community in district decisions and initiatives
 - 9a. Review relationships with external partners to better meet student needs

Academic Services

- Additional actions to address long-term student outcomes include:
 - Early Learning: Increase full day pre-kindergarten programming in conjunction with citywide effort
 - Literacy – Use data to improve guided reading/small group instruction for students in grades K-8
 - Math – Deepen the understanding of Balanced Math (math review, problem solving, understanding of math concepts, fact fluency and data driven instruction) for students in grades K-12
 - Multilingual Learning – Increase access to curriculum and support for Students with Limited or Interrupted Formal Education
 - Personalized Learning – Embrace technology as a key strategy for schools, educators and students to enhance achievement, productivity and creativity
 - School Improvement – Standardize the instructional coaching model and provide support to school administrators and leadership teams
 - Specialized Services – Increase access to academic and social support classes (i.e., AVID) for students who receive specialized education services

Resource Allocation

- Approval of the referendum is strong statement of support
- Conducting a careful budget review that includes prioritizing resources aligned with the strategic plan
- Engaging in deep conversations about what to stop in order to start and sustain the work of these initiatives
- Will be restructuring or repurposing some resources, for example ensuring our professional development aligns with strategic priorities

QUESTIONS/DISCUSSION:

- Director Schumacher noted that this is exactly what board members have wanted to see and hear. They brought the Superintendent on to do this exact work, and there are expectations and confidence in the team and what is put together here to create this plan. There are broad areas, and also incredibly deep and specific areas. He likes that it spurs ideas as we listen to it again in different areas about how these structures will produce outcomes heard from the community and ones we also feel strongly. Also, the ability to bring the community in to our schools is helpful. Their stories and lives inspiring students. They live next door to us and are the parents, relatives, and community members and to build on those strengths is exciting. Well-rounded education is important of what it takes to educate the whole child. The focus on middle school will create more opportunities to connect with students, which starts in elementary school and to see the thread pulling students and continuing to connect them to the successful futures. We have strong partnerships and we are already attracting others, including

with the referendum, who have confidence and want to be a part of SPPS. We are financially responsible, and to bring stability to allow us to build in ways that will be productive and sustainable. It is an active and interactive system of success for our students, that is not a finite box. It is less hardware and more software; an operating system that allows for flexibility, innovation, and creativity, and allows us all to bring those to SPPS, and welcome folks in meaningful ways. He thanked everyone for their work, and believes there are people in places to ensure our kids receive the education they deserve, and appreciated the work and outcomes from this strategic plan.

- Director Vanderwert noted the plan for early childhood. Culture is also important, and says who we are as a district, and clear expectations are important for success. She noted the use of data, and how it can help to not only know growth, but also inspire, and a way of reinforcement, and to know what to do differently. Using data is also important to have clear targets and to be consistent across the district. Part of which is equity, and consistency on standards and expectations. She liked that students will be able to experience real world situations, and while classes such as chemistry are important, other important skills are communications, collaboration, thinking critically, and working with others. It will give students an opportunity for real world learning and great potential for building skills and opportunities to contribute to see what's possible for their own lives. She also noted the importance of family engagement, and families are a great resource in looking at the whole child. She is very excited about the PreK opportunities, and the difference PreK can be to a student for school and the city. She thanked everyone for their work, and their reflective hours and expertise, and is excited to get started and to see outcomes.
- Director Xiong thanked the team and Superintendent for leading the district on the journey to put together this plan so that we can find measurable goals to ensure our students succeed in the district, and ensure we meet our students, families, and community where they are at, and to ensure they feel welcome and relevant. This plan was about feedback and comments from the community and sessions were held to better understand where our families are at, how they perceive and see the school district, and their hopes and dreams for their kids. It's been a journey, and one that we are so glad to be here and have moving measurements to see growth and focus on achievement. She is most excited about college and career readiness, and that we can support students to be exposed to higher education and career exploration prior to graduation, how they can achieve academically. She looks forward to learning and hearing more about how we are progressing in the plan and initiatives in following and future meetings. She followed by telling of how she met with a former student earlier in the month, and this student shared her experience and trauma from school. Her ideas to improve the district directly align with the initiatives. Director Xiong is proud to provide a physical copy of the plan to both the former student and to the community, who we need to come along with us in this journey as we inspire students to think critically, pursue their dreams and change the world.
- Director Marchese noted that in his time as board member, he feels there is a structure in place for the success of the district, and one that he is confident. It's important to recognize that we have been on a journey as a district and community of where we are at in the moment, and challenges, and we need structure and accountability and a way to make sense of the environment in order to prioritize resources, and this plan creates that. It integrates the components heard in different spaces and specifics on how to achieve those goals, while keeping it focused on the long-term outcomes. It is designed to reach objectives, ones that were discussed in the community, and addressing opportunity gaps and increasing achievement for all students, especially English Language Learners and those with specialized services. We will focus on our kindergarten learners to be effective and learning in schools, and creating culturally relevant classrooms. These were all points of discussion in the community and there is a place and space for them in the plan. He congratulated staff for their work in taking all the community input and condensing it to a plan that can fit on a single piece of paper. We also hope to use this plan to continue to innovate in ways that may not be known to us now to better meet the needs and interests of our students. The district does operate in an educational environment that is competitive, and he thanked the support of the community, both in the plan and in the referendum. This plan will allow us to continue to move forward to continue to want to do better and more to great outcomes. This is a proactive plan and a playbook to help the offense move down the field. He is hopeful to see the opportunities for growth and change, and what we can do better to move the ball down the field, including the middle school focus and more spaces and places to look at how schools are doing. He thanked everyone for their work in this substantial and deep plan, and noted this is not the end of the work – it is the beginning.

- Director Foster noted her thanks to everyone for their hard work and dedication to the plan. It involved parents, community, and stakeholders, and to think about the plan as where SPPS is moving towards and systemic change to serve children in the district. It will provide a strong, solid foundation and to be all aligned, and to the work and everyone is a part of the plan, and aligned so that from one to another, the resources will be available for each student to have endless opportunities in the district. This is talking about our values and there are a lot of people that brought forth ideas, values, hopes, and aspirations as parents and students. We must now take this information and disseminate it. It is the vision of what SPPS is, and this is the beginning of the work in our community, and it is a work in progress – Phase 1. She is glad to see it moving forward, and with measurements, and to be looking at resources to use data to move forward to support the work happening and outcomes for students. She is excited for the future and for SPPS to move towards a school district that truly supports children and families in SPPS.
- Chair Ellis thanked her colleagues for their beautiful words, and noted that we are all in this together for and with our students.

C. Human Resource Transactions

Superintendent Gothard then brought forth the Human Resource Transactions, which included the recommendation for the appointments for the new Chief of Schools and Assistant Superintendent of Specialized Learning. It is with great pleasure that he propose David Watkins and Marcy Doud for the approval of appointees to these positions.

MOTION: Ms. Ellis moved approval those personnel recommendations, as well as the HR Transactions for the period November 1, 2018 – November 30, 2018. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Ellis moved approval of all items within the Consent Agenda with the exception of items D4 - Request for Permission to Enter into a Partnership Agreement & Data Agreement with the Century College Upward Bound (UB) Program, D5 – Request for Permission to Enter into a Partnership Agreement & Data Agreement with the Metro State Upward Bound (UB) Program, D6 – Request for Permission to Enter into a Partnership Agreement & Data Agreement with St. Olaf College Educational Talent Search (ETS), D7 – Request for Permission to Enter into a Partnership Agreement & Data Agreement with St. Olaf College Upward Bound (UB) Program, D8 – Request for Permission to Enter into a Partnership Agreement & Data Agreement with the University of Wisconsin - River Falls Upward Bound (UB) Program, E4 – Facilities Department FY19 Purchases over \$100,000, E5 – Resolution Supporting the City of Saint Paul Safe Routes to School Project and the Application for Safe Routes to School Funding, E7 – Approval for Pay Equity Implementation Report, E8 – Adoption of Project Labor Agreement (PLA) Revised Language, and G1 – Change Order #17 for Commercial Drywall at Adams Spanish Immersion School, which were pulled for separate consideration. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes

A. Gifts

BF 31500 Acceptance of Monetary Gift to Open World Learning Community

That the Board of Education approves the acceptance of the monetary gift of \$15,000.00 presented to Open World Learning Community from Open World Learning Community PTA.

BF 31501 Gift Acceptance from Ecolab Foundation for Riverview West Side School of Excellence

That the Board of Education authorizes the Superintendent to accept the awarded gift.

BF 31502 Request for Permission to Accept a Gift from the Allstate Foundation

That the Board of Education authorize the Superintendent (designee) to accept a gift from the Allstate Foundation for funds to support general operations.

BF 31503 Request for Permission to Accept an Anonymous Gift

That the Board of Education authorize the Superintendent (designee) to accept an anonymous gift of stock investments to support SPPS Urban Teacher Residency program; and to implement the project as specified in the gift documents.

BF 31504 Request for Permission to Accept a Gift from Dennis Shannon

That the Board of Education authorize the Superintendent (designee) to accept a donation from Dennis Shannon for the funds to purchase Assistive Technology.

B. Grants

BF 31505 Request for Permission to Accept Two Grants from the French-American Cultural Exchange (FACE) Foundation

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

BF 31506 Request for Permission to Accept Three Grants from Second Harvest Heartland

That the Board of Education authorize the Superintendent (designee) to accept three grants from Second Harvest Heartland to fund Food Services projects; to accept funds; and to implement the projects as specified in the award documents.

BF 31507 Request for Permission to Submit a Grant Application to 3M Gives

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M Gives for the funds to implement culturally relevant practices within all student learning and programs; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31508 Request for Permission to Submit a Grant to the Ecolab Foundation

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

BF 31509 Request for Permission to Submit Three Grants to the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit three grants to the Minnesota Department of Education for funds to provide summer agriculture programs at Highland Park Senior High School, Como Park High School and Humboldt High School; to accept funds, if awarded; and to implement the projects as specified in the award documents.

BF 31510 Request for Permission to Submit a Grant to the Minnesota Department of Labor and Industry

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Labor and Industry for the funds to create a summer career exploration program for 12 Humboldt students; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 31511 Approval for Contracts That Exceed \$100,000 With Innocent Technologies For The 2018-2019 School Year

That the Board of Education authorize the Superintendent (designee) to approve contracts that exceed \$100,000 with Innocent Technologies for the 2018-2019 school year to deepen and expand SPPS' racial equity development and equity in the classroom offerings to staff in SPPS.

D. Agreements

BF 31512 Letter of Agreement Between Belwin Conservancy and Saint Paul Public Schools

That the Board of Education authorize the Superintendent (designee) to sign the letter of agreement with the Belwin Conservancy.

BF 31513 Request Permission To Enter Into A Memo Of Understanding That Allows Keystone Community Services, Community Kids And Saint Paul Public Schools, Department Of Alternative Education To Jointly Submit Keystone's 2019 Application For 21st Century Community Learning Center Funding, Cohort 8

That the Board of Education authorize the Superintendent (designee) to sign the Memo of Understanding between Keystone Community Services, Community Kids and Saint Paul Public Schools.

BF 31514 Request to Sign Concurrent Enrollment and PSEO Joint Powers Agreement with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Joint Powers Agreement between Saint Paul Public Schools and Saint Paul College for FY19.

E. Administrative Items

BF 31515 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period October 1, 2018 – October 31, 2018.

(a) General Account	#700507-702308 #0003137-0003160 #7002991-7003040 #0002872-0002986	\$58,464,247.64
(b) Debt Service	-0-	\$0
(c) Construction	-0-	<u>\$18,207,719.23</u>
		<u>\$76,671,966.87</u>

Included in the above disbursements are two payrolls in the amount of \$38,580,578.63 and overtime of \$216,946.34 or 0.56% of payroll.

- (d) Collateral Changes

Released:			
Custodian	Cusip	Security	Maturity
None			
Additions:			
Custodian	Cusip	Security	Maturity
None			

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending March 30, 2019.

BF 31516 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 January 2, 2019, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31517 Approval of Employment Agreement Between Independent School District No. 625 and Tri-Council Local No. 49, Local No. 120, and Local No. 132, exclusive representative for Drivers, Grounds and Labor Employees, and Heavy Equipment Operators

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

BF 31518 Settlement of Uninsured Claim

That the Board of Education approve the settlement of the above referenced claim, authorize the Superintendent to sign the Settlement Agreement, and authorize School District administration to issue payment.

F. Bids - none

G. Change Orders – pulled for separate consideration

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31519 Request for Permission to Enter into a Partnership Agreement & Data Agreement with the Century College Upward Bound (UB) Program

BF 31520 Request for Permission to Enter into a Partnership Agreement & Data Agreement with the Metro State Upward Bound (UB) Program

BF 31521 Request for Permission to Enter into a Partnership Agreement & Data Agreement with St. Olaf College Educational Talent Search (ETS)

BF 31522 Request for Permission to Enter into a Partnership Agreement & Data Agreement with St. Olaf College Upward Bound (UB) Program

BF 31523 Request for Permission to Enter into a Partnership Agreement & Data Agreement with the University of Wisconsin - River Falls Upward Bound (UB) Program

Assistant Director of College and Career Readiness, Darren Ginther, provided more information on these items. These are ongoing partnerships and vehicles used in the strategic plan. These partnerships will target 600 students. Overall, each year, we have around 3,000 or more students impacted by college access partners. Positive outcomes in terms of college-going students are seen, compared to similar students in comparative analysis. They are having a great impact. Anecdotally, the collaboration between a counselor and college access programs are immense. One story is about a student who did not have health insurance, and their coach was able to connect with others who could provide support. This is about life, and access for those who don't know how to reach that graduation from high school and college. The other piece is from developmental education from tutoring and writing support. In these programs, students enter college at 37% needing remedial courses, whereas it is 35% for students not participating in this. They are targeting the middle student group, that may be first-generation college-going, or high rates of FRL. They are doing great work in partnership with what we're doing.

- How does it work with AVID? Response: It is a parallel program. It is one of our college access programs that is home-grown, along with other programs that we facilitate. It is around 1,500 students in AVID. In total, there are over 5,000 students impacted by college access programs. AVID can be complementary to the college access program. AVID is during the school-day, and college access programs are out of school time.
- AVID is an important program for these. What is the growth of these other services? Response: Dr. Akyea has a college access program review that will be coming. It's an incredible report. It's in line with SPPS Achieves, and data to understand who we are, what we're doing, how to improve, or reorganize or reallocate those resources. With all these, we want to make sure we are spreading access to as many students as possible. There are some parameters to programs, with specific criteria. Our work is to help students to a place where they are eligible to participate in programs and look for ways to engage them. These are rigorous programs. It's an area for us to address through college and career and life plans and access programs are a huge part of that. With this report, we will find the right way to bring that to the Board and community.
- Director Xiong noted her personal experience with these college access programs. It was a program that allowed her siblings to explore and experience college life, but also they saw how it transformed and built their leadership and allow them to explore and build and dive deep into their self, especially culturally. This program is incredible and need to continue and sustain our partnership with Upward Bound. It's exploring college, and give stipends to students and prep them for college and see life

beyond Saint Paul and travel to explore communities and other experiences that they may not experience.

- The belief dedication from coaches is incredible. The things they do with students in high school and into college, this belief in their students is amazing. Its' a part of everything we do in our schools. The coach follows each student for life.

MOTION: Mr. Schumacher moved that the Board of Education authorize the Superintendent (designee) to enter into a partnership agreement and data agreement with each of the programs listed above and to implement the partnership as specified in the Memorandum of Understanding and Data Agreement documents. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

BF 31524 Facilities Department FY19 Purchases over \$100,000

Director of Facilities, Tom Parent, provided more information on this item. This is related to our standing blanket purchase orders for Facilities; it is a general service contract. Some will be full fiscal year, and others will be adjusted throughout the year. This item is for a furniture vendor to carry us through the FY 19.

- We go from \$225,000 which was approved at the August 2018 regular meeting, and new amount is \$425,000. How does that work? Response: This is a general service contract of an overarching items that was approved by the Board earlier in 2017. We have done a couple of fiscal year allocations as the services are prescribed, we ensure there is enough in that blanket purchase order to ensure we are covering those costs.
- In other words, in 2017, we agreed to a contract with the vendor, and in August of 2018, we found we needed to spend an additional \$100,000? Response: In August of 2018 we defined a known scope of work for the first part of FY 2019, and now is our change to update it for the balance of 2019.
- How much are we spending for furniture moving in a school year? Response: This has been a year unlike any other. We moved clean-out of 8 schools over the course of a week, and moved back in over the course of week in August. The volume should go down significantly. This will be the total scope of service.
- This past year, and next few years will be unique because of the Facilities Master Plan. Is this amount considered part of FMP, or something out of facility budget? Response: This is a project specific cost, so it is not a general fund item. There are some instances where things not associated with projects would be out of part of the general fund budget. It is mostly project based. Extra costs that go along with building projects (soft costs or ancillary).
- These are things that are the cost of doing business as we embark on FMP that we are so obviously unified in terms of seeing happen for our kids. Director Brodrick also noted that his is the "fiscal watchdog" with the checkbook of SPPS.
- On a historical level, in the past, how many years has it been since we primarily did our furniture moving in house? Response: In the past 8 years, we have largely been consistent. Our internal team is our first go-to because we are nimble and cost-effective. There is a staff of 4 distribution workers able to do these types of moves, and we soon hit the limits of what we can support. It has been consistent with moves of serious size to have a scale-up of resources. We can follow-up with more details.
 - It would be interesting to see historic data on how much more we have outsourced our furniture moving, and realizing with this gigantic amount of work with the FMP, it is necessary to go to outside help.

- What changed with the original to now to cause the increase by \$200,000? Response: In August of 2017, it was initial anticipation for summer of 2018. We are now looking at summer of 2019. It was work not defined.
 - The contract approved in August was not for the full fiscal year? It only covered the summer of 2018? We don't use moving services during the year? Response: Correct. We generally don't use moving services during the school year. If we approve this we are approved to June 30, 2019. This would cover to the close of schools for 2019, which was not included in the original scope.
 - Was that because it wasn't known in August? Yes, there were conditions that were changing.
 - The concern is that it is a significant increase over original, and doubled. In the scoping, maybe that wasn't made clear in August, would hope in the future it would be clear that if we're not approving something definite and will be coming back, there would be something included to be aware of that information. Its understandable things change, but that folks understand why there is a change. This contract did not originally cover the full fiscal year, but now it does.

MOTION: Mr. Brodrick moved that the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over the \$100,000. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

BF 31525 Resolution Supporting the City of Saint Paul Safe Routes to School Project and the Application for Safe Routes to School Funding

The Board requested more information on this item, and a resolution. The school day starts when a child leaves their front door. This supports the work of the City on this project, and the Safe Routes to School committee with the start time change, and looking at the start time change to support students to get to school in a safe manner. While this isn't directly related to the start time changes, it does relate to the work of the city and school district support to replace sidewalks near Washington for students who walk to the high school to get there safely. Our students will also be involved in a social justice project to have a focus group and task forces to support this information. There is no money exchanged, or expectation for the district to pay for these additional supports for students and community members.

- Have we incurred a commitment of support? Yes, by students, but not a financial commitment.

MOTION: Mr. Brodrick moved that the Board of Education approve the resolution language. The motion was seconded by Mr. Schumacher.

RESOLUTION SUPPORTING THE CITY OF SAINT PAUL SAFE ROUTES TO SCHOOL PROJECT AND THE APPLICATION FOR SAFE ROUTES TO SCHOOL FUNDING TO MAKE INFRASTRUCTURE IMPROVEMENTS THAT WILL IMPROVE THE WALKING AND BIKING ENVIRONMENT FOR STUDENTS

WHEREAS, it is our understanding that the City of Saint Paul proposes an infrastructure improvement project in the area around Washington Technology High School; and

WHEREAS, this project serves school walkers and bicyclists on the route to the school; and

WHEREAS, this Safe Routes to School Project will provide a much needed safety improvement in the area and will provide a safer transportation experience for student walkers and bike riders, as well as students with disabilities and the general population of pedestrians and bicyclists in Saint Paul; and

WHEREAS, the project will make the walking and biking routes to one of the District's schools much safer; and

WHEREAS, the City of Saint Paul is the applicant and will receive all funds to complete the project; and

WHEREAS, Saint Paul Public Schools will not receive or contribute any funds to the project; and

WHEREAS, the infrastructure project will not take place on Saint Paul Public Schools property or school grounds; and

WHEREAS, it is our belief that the proposed activities are consistent with the goals of the Safe Routes to Schools program and the policies of Saint Paul Public Schools, and that funding this project would provide a significant opportunity for the City of Saint Paul to improve student safety in the City of Saint Paul.

NOW, THEREFORE, BE IT RESOLVED, the Saint Paul Public Schools District fully supports the City of Saint Paul's efforts to seek Safe Routes to Schools funds from the Minnesota Department of Transportation, and will collaborate to support the goals of the project, namely, to improve the walking and biking environment for students of the district and other users of the routes.

The motion was approved with the following roll call vote:

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

BF 31526 Approval for Pay Equity Implementation Report

BF 31527 Adoption of Project Labor Agreement (PLA) Revised Language

The Board requested more information on both of these items, and further details. In essence, the pay equity report is a requirement of the state of MN that has to be given every 3 years; every school district does it. It is a requirement of the state to provide.

- And because of the term pay equity is one that is so important to all of us, we have been and continuing to be in compliance in the state in this? Response: Yes.
- For the PLA, can you clarify on the changes? Response: As you know when the board directs us to enter to a project labor agreement, we have a stock contract that we ask our contractors to enter into, with us, the contractor and building trades council. It has not been updated since 2005. This is another opportunity to clean up that language and to make sure references are current and folks can get correct information from the correct sources. This will be the new template that will be used.

MOTION: **Mr. Brodrick moved that the Board of Education approve the Pay Equity Implementation Report to be submitted to the Minnesota Management and Budget office, and that the Board of Education approve the adoption of the Project Labor Agreement (PLA) Revised Language. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes

Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes

BF 31528 Change Order #17 for Commercial Drywall at Adams Spanish Immersion School

The Board requested more information on this item about the scope of the change order. The change order is for one commercial drywall is one of 21 contracts on the Adams modernization project. The change order is a contractual clean up to aggregate smaller changes to have process in order. It is comprehensive of things in modifications to the plumbing core, and toilet design to add programmatic elements, increase walls and drywall framework for HVAC projects, and looking at partitions to have safe and adequate space between construction and student areas and making sure those safe and clear delineations, incurring costs to expediting work to make sure we were ready for students due to unforeseen conditions.

We are 2 weeks away from substantially completing this project, and encouraged the board to stop by and visit.

Mr. Parent also noted that the board agenda item has a transcribed number. We want to represent change orders on projects with multiple primes, we want to make sure representing to their scope of work, as well as the entire project of all 21 contractors. The first numbers were directly related to this contract, and the second numbers were related to the project overall. It should actually be 13.6% not 16.3%.

That change is somewhat not surprising? Response: This is higher than we'd like to see change order percentage. It has been warranted and with great legitimacy. It is a reflective moment to do analysis on this project, and discussion on environmental concerns that drove those, there is a reflective process to look at lessons learned for future project to not see them in his percentage range.

MOTION: Mr. Brodrick moved that the Board of Education authorize the Superintendent (or Designee) to sign Change Order #17 for Commercial Drywall at Adams Spanish Immersion School for the amount of \$150,031. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

A. Pay19 Levy Presentation and Certification

Chief Finance Officer, Marie Schrul, then presented the Pay19 Levy proposal to the Board of Education for final certification.

The Basics

- School levy authority is established in law
- School budgets are a combination of state, federal and
- local funding, including the voter approved referendum
- Unlike cities and counties, Pay19 school levy funds the 2019-2020 school year
- Levies are approximately 20% of SPPS budget
- Levy can only move down after October 1

- Pay19 Final Levy data is from the MN Department of Education's Levy Limitation & Certification Report as of 11/20/18

Pay19 Levy Calendar

- The Pay19 Levy Calendar was reviewed with the start of the Levy process in August-early September with the District submitting levy information to MDE to the Board certifying the Pay19 Levy at the December 18, 2018 regular meeting, and SPPS certifies the Pay19 Levy to Ramsey County on December 28, 2018.

Proposed Pay19 Levy

Levy Category	Certified Pay18 Levy	Proposed Pay19 Levy	Difference
Operating	\$ 50,250,404	\$ 71,112,468*	\$ 20,862,064*
Pension/OPEB/Contractual	38,930,211	39,544,458	614,247
Facilities	62,657,568	64,258,911	1,601,343
Community Service	3,626,763	3,779,160	152,397
Total – All Levy Categories	\$ 155,464,946	\$ 178,694,997	\$ 23,230,051
Percent Change			14.94%

* The SPPS Proposed Pay19 Levy amount for final certification includes the Operating Referendum Levy Increase that was approved by voters on November 6, 2018.

Estimated Annual Property Tax Impact from 2018 to 2019 (assuming a 0% increase in market value)

- The estimated change at 14.94% levy increase with School Referendum was reviewed for homes.
- With Ramsey County median home market value at \$186,200, the estimated change is \$101.21.

Estimated Annual Property Tax Impact from 2018 to 2019 (assuming a 7.1% increase in market value)

- The estimated change at 14.94% levy increase with School Referendum was reviewed for homes.
- With Ramsey County median home market value at \$186,200, the estimated change is \$170.12.

Estimated Annual Property Tax Impact for Commercial/Industrial from 2018 to 2019 (assuming a 6.1% increase in market value)

- The estimated change at 14.94% levy increase with School Referendum was reviewed for commercial/industrial property.
- With Ramsey County median commercial/industrial market value at \$495,450, the estimated change is \$253.75.

QUESTIONS/DISCUSSION: None

BF 31529 Pay19 Levy Presentation and Certification

MOTION: Ms. Ellis moved that the Board of Education approve the recommendation to certify the Pay19 levy in the amount of \$178,694,997.60. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes

Ms. Foster	Yes
Mr. Brodrick	Yes
Ms. Xiong	Yes

B. Policy Update

FIRST READING: Bullying Prohibition - Policy 505.00

- Revision of the policy
- Policy changes reflect requirements of state statute:
 - Updated definitions
 - Updates to Prohibition section
 - Added three new sections
 - Investigations
 - Responses
 - Publication, Information and Training

QUESTIONS/DISCUSSION:

- This policy change reflects the requirements from state statute? Response: Yes, that is correct. Our general counsel has also worked on this policy to ensure we have the right language to reflect state statute.
- In terms of publication and dissemination and the fact that this is the first reading, before now and the third reading, there will be information sent to stakeholders so that they are made aware of the fact that we are doing this, and give input if they choose to? Response: Right now, we are working in tandem with district staff to ensure that the Rights and Responsibilities Handbook contains the right information. Due to state statute, the policy must have language that we adhere to, and are open to suggestions from stakeholders. The language moving forward is in response to the recommendation based on compliance with state statute.
- Are we satisfying the state requirement with this policy change? And when we actually implement the policy, that's when there will be procedures written to support the policy and those are procedures that building staff will be involved? Response: That is correct. Within policy, we have a publication and information training session that lays out what information to be changed and stakeholders will be engaged; moving forward, we will try to do our best to ensure the stakeholders are engaged who will be implementing this policy, and ensure we will connect with them.
- Director Brodrick noted that with all policies, they have an impact on our mission and values and impact our students. In these things and dealing with student behavior and adult behavior, and with the passing of the policy of the graduation attire, and think we made a concerted effort to ensure the people implementing that policy, they were informed of this policy readings were taking place and an opportunity give us feedback. Communication is so important, and in making these policy changes, and imperative people know we are doing them because they are important. Particularly from when we go from policy to the world of procedure that our staff and students live in. We will ensure we are receiving and connecting input on this policy, and bring those insights to the Board throughout this process.

XI. NEW BUSINESS

- A. Agreement with City of St. Paul Police Department for Contract of School Resource Officers (SROs)

2018 Year in Review

- Arrest Data for 2011-2018 was presented, with 35 arrests in 2018.
- Level 4/5 Violations vs. Arrests
 - 1798 violations
 - 34 arrests – all other violations diverted to schools for discipline and meaningful interventions and support

- Incident data was shown for 2017 and 2018, with 2542 positive contacts in 2018; 1290 advise/assist contacts in 2018, and 34 arrests.
- Use of force data was shown with 1 pepper spray in 2017-2018 and 31 use of handcuffs

Highlights

- Minnesota Trades Academy – Officer Toy Vixiavong
- PAL Leadership Camp
- Fishing Club – Harding and Johnson
- Food drive – Hallie Q. Brown Center

SY19 and Beyond

- SY19 Contract
 - Retroactive – July 1, 2018 to June 30, 2019
 - \$100,000 per officer
 - 7 officers
 - Total: \$700,000
 - Minimal language changes
 - Work schedule
 - Payment/billing
 - Checking-in/out of buildings

Next Steps

- SPPS/SPPD Negotiations begin immediately.
- Ongoing analysis of school safety needs
- Targeted Input
 - Administrators, Teachers
 - School mental health professionals
 - Counselors
 - Stakeholders
 - SEAB and Targeted Community Members
- Contract proposal to Board early May, 2019

QUESTIONS/DISCUSSION:

- Director Schumacher noted that there has been additional training and that SROs have undergone and working with folks in schools and to understand roles and conduct.
- Do we track kids after they have been arrested? That is not the end of our relationship? Response: That is not the end of our relationship. We partner with the City and Ramsey County to provide support for the students, and co-partner with positions in the district to bridge students coming out of correctional facilities, juvenile detention, or other local facilities in the state, and have conversations with the student who will be re-entering the school district and talk about what is best for them and how we can support the transition and other supports they will need. Once arrested, there is communications with parents and family, and providing information on what happens next, and a triad of communication between the parent, school district, and city.
- Director Vanderwert noted that with the special training, reflective practice has been a part of that, which connected the program with social workers, and was an opportunity to get together and reflect on the job and describe feelings to be able to look at situations with a different lens, and from the lens of a teenager. Our SROs came to understand teenagers better and their interactions and what they bring to their position. The data from that year is pretty impressive. Response: Yes, while we will not have an official contract, we do believe that there will be opportunities for classes and workshops – not as extensive, but will continue in informal fashion with the same work. Director Vanderwert also noted that she believes this contract will work for this year and that city negotiations are a good idea for be even more effective.
- How is a SRO placed in a specific school or building? Response: Typically, that happens when there is a vacancy in the building, and SPPD will assign an officer to the school resource officer unit. Once in the unit, they are then assigned to a building. Once they are assigned to the unit, SPPS has been

involved in placing them into a particular school. We have a very good practice experience with working with SPPD; they have been open to receiving our advice and recommendations. We are very supportive of our current 7 officers; they are reflective of student demographic and many have experience working with students.

- Do you ever see SPPS stopping spending potential education dollars on policing in schools? Response: It can also be thought of a different way. As a school district, we will use resources to support students, and SROS might be one of the ways to support students. We support students in community-based partnerships, and community-based partners coming to schools to improve climate, behavior, social workers and counselors, and own positions of behavior intervention specialists. It does take a village to do this work. SROs get a lot of attention because of headlines across the country, and they are a small component of small supportive work of going on in buildings. We foresee SROs to continue to be a part of that supportive network. We have been supportive of their work and appreciative of the partnership with the City of Saint Paul.
- Director Marchese noted that he is pleased the district is going to look at school safety as part of next year's planning because it is imp to not putting this contract on autopilot – that we are thinking creatively and thoughtfully about needs of students and for safety, and also all the ways could potentially use resources that we have to be done differently or alternative to this current contract and mindset. We have a responsibility primary and imp to the safety of students, we have opportunities to think about how to meet that. There are concerns about the cost and the amount of money in our budget, and ongoing question of what we receive from the police department from the funds we provide. He also hopes we think about fact that schools are not open 365 days a year, and there would be some different models for how to pay for staff; it is tough to justify the \$100,000 per officer cost when considering how much time these officers are in school. He credits the culture change to SROS to more data collection, use of reflective practice, and baseline training. Those are positive changes. As we go back to positive school climate, this work needs to be in harmony with work of strategic plan. He hopes to see hoe they interlock and use opportunity in next negotiations to harmonize those and think creatively of what safety means for our students that goes beyond law enforcement presence. He noted that he is irked by the fact that we spend a lot of money for the amount of time; he has yet to see a real justification for the \$100,000 per officer cost that is about the value to our students and to our district. He is hopeful the next round will be productive and make progress, and supportive of idea of how to engage other folks in the different ways so that we can be thoughtful. For stakeholders, it's important to think community members with deep expertise in this area, and invite people to process of dialogue to move forward. Response: We agree, which is why we're starting early.
- Are our current SROs trained in restorative justice practices? Response: Yes, they are. The type of training is not included in the contract, but the police department has been supportive of any type of training that we have brought forth. That work from earlier was a direct contract with the vendor, and the police department was open and supportive to that work. As the officers come into the school resource officer unit, any initiative, we have been purposeful in training them on inclusive climate, diversity, racial equity, and restorative practices as well.
 - Director Xiong noted that the partnership we have with the SPPD, we need to be intentional with the training. Racial equity could be administered by the City, but restorative justice practices are about a mind shift. If we are intentional about creating PBIS system, it starts with us to shift culture and mind shift. She is interested in exploring that for the next contract. She also echoed Director Marchese and SEAB about other options for school district across the nation, and what they have besides SROs. She is interested in that and encouraged the district to explore. Before we continue talks about next contract, that is something we need to research and see what other options we have because of the trauma and experience of students and interactions with police officers. To echo Director Marchese, about the fact that if we want to focus on PBIS, let's start with our practices. Is having police officers in our school byu8ilding a best practice?
- It was mentioned earlier about how we don't have a binding clause that requires or asks for district staff or district members to stand on interview committers. Could we explore having current students and staff to be on the interviewing committee for SROs? As adults, we are trying to foster and create a safe environment for our students, but our students are living in that environment and they also know best. We need to include them in the selection and if SROs are a best practice that we could have when wanting to create a safe environment for students.

- This is year three of contract negotiations with SROs, and nothing has another option except this \$700,000 that we are going to spend. Chair Ellis noted that she hoped this year would have been different with other options that have been explored. These conversations will be happening right after this. This year has not been different, and we are spending a little bit more than the last contract. She has had conversations about what else we could be doing. She encouraged looking into other options in the future contract. She is feeling annoyed that this is the place we are at because it has been playing out between the district and city. If this is partnership, that means we are not footing the bill completely, and \$700,000 doesn't feel like the middle. She doesn't like that this is the place we continue to be stuck. She hopes that for next year, this looks different. She likes things in the contract, but we are only looking at one thing, and nothing to compare it to. In spending this amount, we need to look at other things before we get to this place. Response: In next year, with the goal to have a contract before the board in early summer, it is because we have done a lot of work. SEM Director Laura Olson deserves the credit with researching other areas of the county, and we feel prepared to work with stakeholders on the proposals and to go to the City with the proposals right after the New Year. We feel confident with the research that it will only take a few months to go over the proposals, and to bring forth our values and show the support of board priorities and bringing thoughts from previous years, as well as the recommendations from SEAB and community members. The contract that will be shown in the spring will look different. In order to be a supportive and fair partner, we also felt like it was only fair to give city time and understand purpose and work we're going, and not to end a contract in the middle of the cycle. They are aware that come January the contract will look differently, that other jurisdictions will be involved, that the board has said the cost is going the wrong direction, and that the community has feelings, and are prepared to have those tough conversations about the future of the contract.
- Director Xiong noted Appendix 4 about the student designee who may submit questions to be use during the interview process. She noted that we need to include students on the panel to give feedback and to be on the selection committee as well.

BF 31530 Agreement with City of St. Paul Police Department for Contract of School Resource Officers (SROs)

MOTION: It was motioned that the Board of Education consider and authorize the Chair and Clerk to execute an agreement with the City of St. Paul Police Department to provide School Resource Officers for services to the Saint Paul Public Schools for the term July 1, 2018 through June 30, 2019 in accordance with all terms and provisions of said agreement. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	No
Ms. Foster	No
Mr. Brodrick	Yes
Ms. Xiong	No

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Xiong requested an update on the Joint Powers Agreement with Ramsey County. Superintendent Gothard provided a quick recap of where we are at – we have not taken any official or formal action yet. We are engaging in community dialogue and engagement, but currently, there has not been a formal action at this time.
- Chair Ellis noted that she and Director Brodrick attended a Hmong Parent Advisory Committee meeting where they met a staff member of the Sheridan Story, and they are helping to fight child hunger. There are currently 20 SPPS schools that receive this service, and 89 students receive a bag of groceries for the weekend. At the HPAC meeting, staff from the Sheridan Story were gaining insight into the types

of food that Southeast Asian families would prefer in each bag. It was great to be in that space to listen to dialogue about our kids and looking at opportunities for the future, including middle and high school. Each bag contains a variety of food, including fruit, protein, grains, and soups, and can be tailored to cultures.

- Chair Ellis also shared that she is participating in a collaboration with Minneapolis Public Schools, as well as Augsburg, and the Bush Foundation to focus on our American Indian students, and there is a cohort that will be collaborating with the focus on PreK to career and college readiness. The charge in the first meeting was to learn together in order to catalyze school level action values and network of the learning journey, and opportunities for collaboration to support our American Indian students. There were great conversations and will be visits to other districts, and talking about how to improve outcomes for our kids. There may be an ask of the Board in the future, or a presentation. It's exciting work, and an opportunity to build on our foundation for SPPS.
- Director Foster noted that she attended an event at Hazel Park Prep and their collaboration with Heart of Dance, and to be able to see kids showcase their skills and talents in dance was amazing in this event. The eighth graders won and took first place in the Colors of the Rainbow Dance Competition, and a special recognition to the school.
- Director Brodrick reflected on the HPAC meeting. It was a free-flowing agenda and the beauty of it was the Chair of the Board in a very meaningful and heartfelt dialogue. It was family to family. Those connections are so important and all board members have been able to do this. This is the best part of being a board member and talking with families of what they want for their kids and what we can do to make it happen for all kids.
- Director Schumacher also noted that in speaking of the community, and the community we are privileged to be a part of in Saint Paul and beyond. He thanked everyone for bring their stories and concerns to the Board. Thanks to all staff and employees. It takes a village. This is a great village and it's important to have conversations and engagement we have, as people take time off, he wished them relaxation, refreshment, and recommitment to the most important thing – our kids.

B. Items for Future Agendas

C. Board of Education Reports/Communications

XIII. FUTURE MEETING SCHEDULE

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

- January 8, 2019 | Annual Meeting | 6:00 pm
- January 22
- February 19
- March 19
- April 23
- May 21
- June 11 | Non-Renewals
- June 18
- July 23
- August 20

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

- January 8, 2019
- February 5
- March 5
- April 9
- May 7
- June 11
- August 7

MOTION: Ms. Ellis moved the Board of Education to cancel the Tuesday, August 6, 2019 Committee of the Board Meeting and reschedule it to Wednesday, August 7, 2019 due to National Night Out. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

MOTION: Ms. Ellis moved the Board of Education to approve the schedule of the 2019-2020 school year Committee of the Board Meetings and Regular Meetings of the Board of Education. The motion was seconded by Ms. Foster.

XIV. ADJOURNMENT

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

The meeting adjourned at 9:33 p.m.

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

Prepared and submitted by

Sarah Dahlke
Assistant Clerk,
St. Paul Public Schools Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE ANNUAL MEETING OF THE BOARD OF EDUCATION
January 8, 2019

I. CALL TO ORDER

The meeting was called to order at 6:00 p.m.

II. ROLL CALL

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

III. ELECTION OF OFFICERS

1. Chair of the Board of Education

The serving Chair opened nominations for the office of Chair of the Board of Education.

MOTION: Director Foster nominated Zuki Ellis for the office of the Chair.

Further nominations were called for, there being none the vote was called.

Motion was approved with the roll call vote as follows:

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

2. Vice Chair of the Board of Education

The Board Chair, opened nominations for the office of Vice Chair of the Board of Education.

MOTION: Director Xiong nominated Steven Marchese for the office of Vice Chair.

Further nominations were called for, there being none, nominations were closed.

Motion was approved with the roll call vote as follows:

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

3. Clerk of the Board of Education

The Chair then opened nominations for the office of Clerk of the Board of Education.

MOTION: Director Ellis nominated Jeanelle Foster for the office of Clerk of the Board of Education.

Further nominations were called for, there being none, nominations were closed.

Motion was approved with the roll call vote as follows:

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

4. Treasurer of the Board of Education

The Chair opened nominations for the office of Treasurer of the Board of Education.

MOTION: Director Schumacher nominated Marny Xiong for the office of Treasurer of the Board of Education.

Further nominations were called for, there being none, nominations were closed.

Motion was approved with the roll call vote as follows:

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

The Board of Education officer positions for 2019 are:

- Chair – Zuki Ellis
- Vice Chair – Steven Marchese
- Clerk – Jeanelle Foster
- Treasurer – Marny Xiong

VI. RESOLUTIONS

BF 31531 Appointment of Assistant Treasurer

MOTION: Ms. Ellis moved that the Board of Education approve the resolution naming Marie Schrul, Chief Financial Officer, as the Assistant Treasurer of Independent School District No. 625 for the year 2019. Motion seconded by Ms. Foster.

Motion was approved with the roll call vote as follows:

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

BF 31532 Appointment of Assistant Clerk

MOTION: Ms. Ellis moved, seconded by Mr. Marchese, that the Board of Education approve the resolution naming Sarah Dahlke as Assistant Clerk of Independent School District No. 625 for the year 2019.

Motion was approved with the roll call vote as follows:

Mr. Schumacher	Yes
----------------	-----

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

BF 31533 **Resolution Naming Depository Accounts**

MOTION: **Ms. Ellis moved, seconded by Mr. Schumacher, that the Board of Education approve the resolution naming the banks that are to serve as depositories of school district funds for the year 2019.**

Motion was approved with the roll call vote as follows:

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

BF 31534 **Resolution Naming Banks as Custodians for Safekeeping of Collateral**

MOTION: **Ms. Ellis moved that the Board of Education approve the resolution naming the banks that are to be used as custodians for safekeeping of pledged security for school district deposits. Motion seconded by Mr. Marchese.**

Motion was approved with the roll call vote as follows:

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

BF 31535 **Resolution Authorizing Investments of School District Funds**

MOTION: **Ms. Ellis moved, seconded by Mr. Schumacher, that the Board of Education approve the resolution that herewith authorizes the Assistant Treasurer to invest surplus funds of the school district from time to time, as provided in Minnesota Statutes and the School Board Investment Policy.**

Motion was approved with the roll call vote as follows:

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

BF 31536 **Resolution Naming Brokerage Accounts**

MOTION: **Ms. Ellis moved, seconded by Mr. Marchese, that the Board of Education approve the resolution naming the brokerage firms that are to handle the purchase and sale of securities and other property.**

Motion was approved with the roll call vote as follows:

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

BF 31537

Resolution Authorizing Entry into Joint Purchasing Agreements

MOTION: Ms. Ellis moved the Board of Education authorize the administration to continue current joint cooperative purchase agreements and to enter into other various Joint Cooperative Purchasing Agreements as deemed necessary. Mr. Schumacher seconded the motion.

Motion was approved with the roll call vote as follows:

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

BF 31538

Resolution Naming the Official Newspaper

MOTION: Ms. Ellis moved that the Board of Education approve the resolution naming the Saint Paul Legal Ledger Capitol Report as the official newspaper of the School District. Mr. Marchese seconded motion.

Motion was approved with the roll call vote as follows:

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

BF 31539

Resolution to Adopt and Confirm All Policies Contained in Board Policy Manual

MOTION: Ms. Ellis moved, seconded by Ms. Xiong, that the Board of Education approve the attached resolution confirming and adopting all policies contained in the Board Policy Manual.

Motion was approved with the roll call vote as follows:

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

VII. ADJOURNMENT

MOTION: **Ms. Ellis moved the meeting adjourn; motion seconded by Ms. Foster. It passed by acclaim.**

The meeting adjourned at 6:08 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
Board of Education

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
January 8, 2019**

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

M. Xiong arrived at 4:35 p.m.

Staff: Superintendent Gothard, T. Battle, L. Sayles-Adams, S. Koppen, A. Schilling, M. Schrul, M. Doud, K. Keller, H. Kilgore, K. Keller, J. Engen, C. Long, D. Watkins, C. Baker, L. Cathey, J. Turner, T. Parent, M. Hoerth, L. Czech, K. Burns, S. Dahlke

Other: T. Lonetree, J. Verges, J. Huegel, A. Neilson,

I. CALL TO ORDER

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

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard began the meeting with wishing everyone a Happy New Year. He noted that the School Choice Fair is on Saturday, January 12th and is a great opportunity for parents, families, and students to receive information on schools, programs, activities, transportation and other opportunities through SPPS. Principals, staff, and educators will be there to answer questions and ensure families' questions are answered. He thanked Travelers for their generosity in allowing SPPS families to park in their lot across from the RiverCenter. More information can be found at www.spps.org/schoolchoice.

He also noted the State of the District event which is planned for January 30th at Washington Tech. This will highlight achievement and look through the lens of the new strategic plan. He invited everyone to join us for the event to celebrate, honor, and recognize the collaboration occurring in SPPS, with a continental breakfast. He thanked Heather Kilgore and Kevin Burns for their organization and communication of this event. It is all hands on deck to organize and put together these events, and a great opportunity to shine the light on many great things in SPPS.

Vice Chair Marchese noted that due to a SEAB project meeting scheduled for the same time as the Committee of the Board meeting, there would not be a SEAB update at the meeting, but that there will be more details at the next COB meeting on their Ethnic Studies in SPPS project.

B. Audit Report

Superintendent Gothard then introduced Chief Finance Officer, Marie Schrul. He thanked her and the Business Office for their long hours and hard work in partnering with the auditing firm. Chief Schrul went on to introduce the results of the FY18 audit, year ending June 30, 2018, and introduced Jackie Huegel and Aaron Nielson from MMKR.

- Three reports were shared with the Board:
 - Annual Financial Statement
 - Special Purpose Report

- Management Report

Auditor's Role

- Opinion on financial statements
 - District audit
- Internal controls and compliance
 - Financial Statement Audit
 - Federal "Single Audit"
 - State Law and Regulations

District Audit

- Unmodified opinion, or clean, on basic financial statements; the District did implement GASB 75
- Internal Control and Compliance Reports
 - 2018-001 – Internal Control Over Financial Reporting – Financial Statement Adjustments
 - 2018-002 Internal Control Over Compliance with Federal Allowable Costs Requirements
 - 2018-003 Claims and Disbursements
 - 2018-004 Withholding Affidavit
 - We do follow up and circle back on findings from the previous year.

General Education Aid – Basic Formula Allowance

- The General Education Aid basic formula allowed, which is the largest funding source for the District from the State of Minnesota, was reviewed. For 2019, there was a 2.0% increase in funding.

State-Wide Fund Balance

- The state-wide unrestricted operating fund balance as a percentage of operating expenditures for SPPS versus state-wide was reviewed, with SPPS at 15.8% for FY2018. For FY2017, SPPS was at 14.2% compared to 20.3% as the state-wide average.

General Fund Financial Position

- The cash and investments, unrestricted fund balance, and annual expenditures of the General Fund were also presented, as well as the financial statement. The cash and investment balance was about \$69.6M at year end, and the unrestricted fund balance was at \$62.3M. The total fund balance of the general fund saw an increase in the current year of \$1.3M, compared to a budgeted decrease of about \$5.9M. The components of the General Fund were also presented for the last 5 years. The District had a non-spendable fund balance of about \$3.2M, which is tied up in inventory and prepaid items at year end. The restricted fund balance is at \$28.4M, mainly made up of \$37.7M restricted for OPEB and offset by LTFM restricted account deficit of \$9.7M. The committed balance in the general fund was about \$2.5M, which is committed for severance payment. The assigned fund balance at year end was about \$21M, which is assigned for contractual operations, site-based operations, and intra-school funds. The total of the unassigned fund balance is \$38.7M, which a percentage of the expenditures is about 6.5%.
- Chief Schrul noted the detailed layout of categories of fund balance as a district. It starts with non-spendable and details of numbers and how they are made up, and how district works with those dollar amounts. It is based on GASB ruling in the past 10 years.
 - We do have definitions included within the document and clarifies restricted and unrestricted.

Adjusted ADM and Pupil Units Served

- The Adjusted Daily Membership and pupil units served were shown and discussed, with the percentage change in ADM and pupil units served for the past ten years. For 2018 year, the district closed estimated APM of 35,979. It also shows the trend for the past 10 years for the ADM and pupil units served. The change in 2015 related to the pupil units decrease; it was when the legislature changed the weighting and there was a onetime conversation, and the formula accounted for those changes. It is only a difference in 2015. In 2015, the legislature made a change to how they were weighting pupil units in an effort to ease the difficulties in the reporting of Minnesota school

finance. School districts did not have a reduction in funding, there had to alter the formula allowance. The basic formula was adjusted to account for those pupil units. It is a reflection that is seen across all districts because of the legislative reductions, and not a reflection of SPPS.

Other Governmental Funds

- The other governmental funds for food service special revenue and community service special revenue funds were presented. The Food Service Special Revenue Fund financial position saw an increase of \$927,000 from prior year compared to a balanced budget with \$6.6M. The Community Service fund balance had a decrease 180,000 compared to a budget decrease of \$315,000 with \$3.6M.

District-Wide Statement of Net Position

- A district-wide statement of net position was also presented, with the total net change in position from 2017 to 2018 being \$(180M). A lot of it is in the unrestricted line and related to the OPEB line, with the implementation of GASB 75 standards for the OPEB liability for the entity-wide financial statements, and is seen across the state. It is a change in how they measure the obligations and the amortizing. Now we are not seeing the differences in how people advertise it, and there is the same set of rules.

QUESTION/DISCUSSION:

- What is the difference between unrestricted and unassigned fund balance? Response: It becomes a category of the constraints placed upon those. Non-spendable resources are purchased for inventory – inventory is purchased already, or prepaid expenses. Restricted is an outside source, like state, operating capital, facilities maintenance, health and safety dollars, and the OPEB trust. The remaining categories are more local control and committed within unrestricted can only be committed by the government. The school board would also have the ability to assign dollars. Unrestricted – outside source cannot force you to spend them, and within that, there are various layers agreed to by the school board. This is specifically within the general fund, and there others that must be spent within those funds. They are dedicated and must be spent within those funds, such as food service.
- Is it accurate that even though we had to do this ten years ago where we had to publically declare the liabilities, it didn't negatively affect school districts credit ratings because we were reporting things differently, we weren't in different shape because we had to declare them publically. It didn't mean anything was bad. Response: Correct. There was a change in GASB measurements. We would hope bond rating agencies will have understanding, because we are not the only district that has this change. All districts needs to incorporate this onto their books. The retirement funds agencies have separate audits, and SPPS is now required to put it onto the books as well. Statewide, there are discussions in districts, and how we are funding, and will be part of legislation. It is in the spirit of transparency. This really is partially with SPPS and not a separate plan. GASB is the government accounting standards board. On the bond rating calls, which are usually in May, there are questions on long term obligations, this comes up and pension obligations. There is a lot of information provided, and they know all school district face these issues, and we provide plans how to mitigate costs long term and plans for OPEB trust, and that we are covering the current liabilities. We are mindful of the obligation and the findings for many years and take measures to offset those each year with a study every two years. There is also added information in the financial statement.
- It was also noted that additional information on other funds was also provided in the financial statements.

RECOMMENDED MOTION: Mr. Brodrick moved the Board to accept the FY18 Audit Report. It was seconded by Director Foster. The motion passed by acclaim.

C. FY20 Budget Guidelines

Superintendent Gothard then thanked Chief Schrul and her team for compiling the set of budget guidelines for the FY20 budget process taking into account present standing and feedback from groups like BFAC and the Board. The response we have created will allow for a better model

forward, and really looking at how to put together a priority based budget with the understanding to build new capacity. We are looking to take a multi-faceted approach and take all models and build a budget in the best way for SPPS. Chief Schrul then reviewed the FY20 Budget Guidelines.

Philosophy

- The SPPS Achieves strategic plan sets goals for student achievement, guides decision-making and focuses our efforts on long-term outcomes. The Proposed Budget will be guided by and support the District's strategic plan. The District will focus on the five Strategic Focus Areas during budget preparations: Positive School and District Culture, Effective and Culturally Relevant Instruction, Program Evaluation/Resource Allocation, College and Career Paths, and Family and Community Engagement. The budget is the District's financial plan and supports the District's mission to inspire students to think critically, pursue their dreams, and change the world.

Preparing Budget Calculations

- Budget Model: A modified roll-over budget method will be used for program allocations. A school criteria budget method will be used for school allocations. The District has begun a transition to a priority-based budgeting method, beginning with implementation of SPPS Achieves Phase 1 Strategic initiatives.
- Revenue Projections: Revenue will be calculated using current law.
- Expenditure Projections: The Finance Office will project salary and fringe benefits using actual salary and benefit amounts if labor contracts have been negotiated and all non-personnel budget items will reflect no more than two percent (2%) inflation except for items related to contractual commitments.
- Enrollment: The Office of Research, Evaluation, and Assessment (REA) will provide the Finance Office with historical enrollment actuals that will be utilized for an initial 2019-2020 budget enrollment projection.
- Average Salary and Benefits Calculation Data: A table detailing the average salary and benefits will be provided for budget preparations at the site level.
- Fund Balance: In accordance with BOE policy, the budget will maintain an unassigned fund balance of five percent (5%) of annual General Fund expenditures. District administration will inform the Board of Education (BOE) on potential use of unassigned fund balance during the initial budget planning presentation to the BOE. The District will continue to increase its future unassigned fund balance level to six percent (6%) or greater. (A note about the government shutdown was discussed, and be mindful and plan accordingly. It should not impact us on a school district level, but we need to be mindful and plan accordingly for nutrition services and Title 1, and fund balances.)

Creating the Budget

- Schools:
 - Continuation of a refined blended Site-Based and Centralized funding method will be used for schools in 2019-2020.
 - Most staffing allocations are criteria based and determined by enrollment and type of school.
- Non-School Programs:
 - Non-School programs will be reported into three (3) categories: Administration, District-wide Support Services, and School Support Services.

Compiling and Presenting the FY20 Budget

- Presentation Format: Summary information will be presented for schools and programs in the preliminary budget document. Each summary page will include an analysis of the changes to the current year budget that are impacting the schools and programs.
- Fully Financed Budgets: Fully Financed budgets with anticipated revenues and expenditures that are \$500,000 or greater for the 2019-20 school year will be included in the Adopted budget.

- Other Resources Allocated to Schools: The Adopted budget document will include a school by school detail of resources allocated to schools such as grants, special education, operations, and student activities, to name a few.
- The Adopted Budget: Administration will present a balanced budget to the BOE. The budget for 2019-20 must be approved by the Board of Education by June 30, 2019. The Adopted budget will be published on the Business Office website (<http://businessoffice.spps.org>).

QUESTION/DISCUSSION:

- We face this delay of money, which forced us to borrow money and pay interest. Do you have any idea of how the reimbursement process will work in terms of if we have to tap into something and the Feds come back with money? Response: With the transition at the Governor's office, most of the MDE staff have remained. We have not received anything specific at this point, or notifications yet. It may be too soon for information. Our accounting staff did the last final draw of federal funds to mitigate any impact on expenditures, since Title 1 is on reimbursement basis.
 - Right now we are involved in a federal shutdown. Has any of that money come to us directly from federal government? Response: Most of it is federal through state. The District does have a plan for bills that happen during a time like this, and has a fund on the side which we have not tapped into, but a line of credit, and has a Plan B and Plan C in case we tap into that. We also have investments that we can also tap into, and details are included on the cash flow and investments of the district should the need arise. It's hard to do our work, and we don't need additional barriers, and will continue to work hard to advocate to ensure we don't forget about impact on schools.
 - People in Washington D.C. may not understand the impact of those people who live paycheck to paycheck during this government shutdown, and it relates to the school district, because in a sense, we live paycheck to paycheck, and the shutdown can certainly affect us as well. It's important to note that we have a plan. However, the government has put us in a pickle.
- In the past, is the reimbursement on this 100%? Response: Yes, but it has been delayed. The interest is not then reimbursed.
- Does Congress authorize that because it's federal money? Response: Yes, it has to be lifted.
- What is the process for doing the priority-based budget model? Response: We have gone through an extensive process in the past 5-6 months as a leadership team to identify areas that need assessment, and come up with a model of Phase 1 of strategic plan, and have identified key areas to start in plan funding for Phase 1. Some are in FY19, and the majority of Phase 1 are in FY20. Those are priorities that will be shared in the next Committee of the Board meeting where we will dive into funding the strategic plan, and how those priorities relate to the programs in those categories. The process overall has been an effort within the whole leadership team, and guided by the Superintendent and Karen Randall and others; we took extensive effort in looking at areas that the district has as priorities and continue to refine that, and there are still areas that we're looking at to see other opportunities for savings. One of the biggest changes is having the strategic plan to inform priorities, and helps to filter priorities to continue to implement and strengthen, and change the behavior of the funding of the district. There may be selective abandonment, and a solid communication around that and to ensure there are no blind spots, and look at where they may be overlap. We need to look at how they marry – the priorities and the continued roll-up funding, either overlap or some that don't fit. It's balancing the priorities and forecasting the future as well. May 20th is the end of the session and will tell us more than what we know today and how wide to go into the priorities.
 - How did we determine the item that were not priorities? Was there data to show they didn't work or balancing cost at outcomes? Who makes those decisions? Response: Data can help us and these happen each year, and for example, we look at the master schedule and what courses were selected by students in high school, and those changes made at building level, and the policies and practices to control and prioritize, and where to enhance in other areas. It's about resetting the priority and investment to a new change. We will not get better without investing and supporting the great work that needs to be done, and we cannot fund it all.

- It sounds like the strategic plan is going to drive the budget process. Response: It will allow us to make informed decisions of the priorities.
 - Those informed decisions on the education side go into “start, stop, sustain.” On the education hand, administration is educational administrators involved in instruction. They’re going to make these decisions that were talked about. Start something, stop things, and we have to sustain what we are doing. The coordination between the educational end and the financial end is very important. We need to turn to the financial person and make the educational arm work. Response: Behind success is communication. These guidelines are talking openly about what we are about and the process to get us to a better place for the budget. There will need to be great points of communication, and identifying those priorities to sustain. Building principals live in this world and face these decisions each day. They get guidance and support from administration, and there was a time with great discretionary funds. Every classroom teacher interacts with “start, stop, and sustain” every day.
- Does this mean that as this year unfolds and we begin the implementation of the strategic plan, and we start an initiative we haven’t done before. With a plan that we can now do a better job of accomplishing those things, and there is something we want to do to make strategic plan work but will be an expense, how does that fit into the budget process? Will you come to the Board and ask? When approving the budget, is that how the Board plays a role in the strategic plan as the body that controls the purse strings? Board members have looked at the strategic plan and impressed by it to make SPPS better, but as we implement it, we will be part of it, and the part of the Board will be voting yes to spend money on those initiatives. Response: Yes, there will be normal procedures and resources on board approval. Visibility will change as different nomenclature to know that different items are related to strategic initiatives and that alignment. Previously, there hasn’t been a way to do that. This will be pretty specific for the different initiatives. There may be a report to the Board to show the data for a program, and what we want to do with it, and where we will need support. We are changing language around strategic plan, and there may be an ask. We will show alignment for funding, and will take time to convert to language around the strategic plan. As it unfolds, what will you need from the Board because it will take all of us to get this done.
- A board member noted that it would be helpful to see where the priorities are located as they change and are different from the past; to pull them out in some fashion, and a more summarized view to allow us to see where we are doing those things and making adjustments in looking at priorities. It’s not always clear and vetted of where things are moving and what purpose, and to show the mechanics and “under the hood” in this transition would be helpful.
- He also noted that he is slightly confused about the modeling, and using a modified roll-over budget for program areas. It sounds like that means with respect to non-school budgets, the amounts will be rolled over and done traditionally. There will be conversations and use of priorities based on school budgets, or programs budget? It’s a transition, and we are transitioning to priorities based on initiatives. Some of it is embedded in schools. An example is middle school model, and embedded in programmatic and school models, and priorities fall within staff and team, and also within school resources allocated to schools. That’s a transition priorities for programs in the schools. The modified roll over budget is more looking at baseline from last year and starting with baseline budget from the prior year, and adjustment and allocation column for those items start, stop, or sustain, and columns noting those changes. There are things that will stop or reallocate or reallocate or adjust. To do a full priority based budget model, we would need to rest and completely transition to priorities and in starting this, we are starting with Phase 1 and as we get deeper into the strategic plan, we will be more into priorities. It is right now a blended process.
- PBIS is a program budget versus a school allocation. School budgets will be completely reset and are based on enrollment and criteria within the current year. School allocations which mainly fund comp. ed., Title 1, integration dollars mainly get a baseline allocation for teacher funding, supplies, and other support staff. PBIS falls under program budget which is separate, their allocations will be based on department and how they determine the PBIS support school. It would be priority based and how those allocations are set for school, and they determine where those supports go. It’s a transition year, and a deeper dive in some board workshops.

- On the expenditure projections, there is a 2% increase in projections for expenditures and non-salary. So that won't necessarily be a guideline for contract renewals? Response: For salary, that is still up for discussion, and there will be a meeting with the board shortly for direction on guiding values on negotiations. To be clear, the 2% is for non-salary.
 - Also, we don't know what the state formula change will be. Response: We project in current law as far as revenue for funding, but the formula change could be anything. We project current law until we know more, and assume it is flat until there is more information. We have changed that as we built the budget process, to 1 and 1.5. We have looked at those and have contingency plans around funding, and have received another 1-2% in plan in place of those dollars. We build on current law.

D. Break for Annual Meeting (6:00 p.m. Time Certain)

It was motioned to recess the Committee of the Board Meeting for the Annual Meeting. It passed by acclaim. The meeting was recessed at 5:50pm.

The Committee of the Board meeting reconvened at 6:24pm.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 6:25 p.m. by Mr. Marchese, and seconded by Ms. Ellis. The motion passed by acclaim.

IV. WORK SESSION

The Board then discussed board topics and board engagement ideas. Topics discussed included members of the Executive Committee, engagement with PACs, opportunities for information, including forums and listening sessions, engagement with city and district councils, and board accessibility.

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.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk



North Star Equity and Excellence System Overview

Sherry Carlstrom, Director Federal Programs
Stacey Gray Akyea, Director, Research Evaluation & Assessment
Hans Ott, Assistant Superintendent, Teaching & Learning
January 22, 2019

North Star Equity & Excellence System

1. Replaces the accountability systems from No Child Left Behind (NCLB) and Minnesota's NCLB waiver.
2. Identifies **districts** for support under the state's **World's Best Workforce** law.
3. Identifies **schools** for support under the federal **Every Student Succeeds Act (ESSA)**.
4. Uses **several indicators** grouped into **three stages** to prioritize schools for different **levels of support**.



Indicators

1. Academic Achievement

- MCA proficiency

2. Progress toward English Language Proficiency

- Individual Growth on ACCESS Assessment

3. Academic Progress

- Progress on MCAs

4. Consistent Attendance

- 90 percent of the days enrolled

5. Graduation Rates

- Four and seven year



Identifications

District Accountability and Support

- Three stages used to identify lowest 10 percent of districts

Comprehensive Support and Improvement (CSI)

- All public high schools with a four-year graduation rate below 67% overall or for any student group.
- 47 - The lowest 5% of Title I schools for its grade span based on Stages 1-3.

Targeted Support and Improvement (TSI)

- Student groups with low performance in at least one indicator in each stage,
- Student groups performing at or below the average of the lowest 5 percent of Title I schools for at least one indicator in each stage, or
- Title I schools with overall performance at or below the performance thresholds for at least one indicator in stages 1 and 2.



Identifications (Continued)

Support Schools

- Title I schools with overall performance below thresholds in Stage 1.

⁴⁸Reward

- Any schools that were in the highest 5% of the state overall for the each indicator or where one or more student groups were at the same level as the highest 5% for that indicator.





Support Plan for Identified Schools

Prioritizing our Resources

Supports For All Identified Schools

- Multi-Year Comprehensive Needs Assessment
- School Continuous Improvement Teams with Goals for Targeted Areas
- Minneosta Department of Education Workshops
- Coaching Supports from Academic Departments
- Continuous Improvement PD for Academic Departments

50



CSI, TSI & Support Schools

Transformation
Leadership
Academy

Transformation
Leadership
Team

Comprehensive
Needs
Assessment

Continuous
Improvement
Specialist

Additional
Literacy
Coach

Academic
Department
Support

MDE
Support

51
CSI

✓
Elementary



TSI



✓ Middle
Schools



Support



Rewards Schools

Examples of badges



SPPS Achieves

- Strategic focus areas reinforce and wrap around the areas of identification.
 - School and Culture
 - Program Evaluation
 - Resource Allocation
- Long term student outcomes of SPPS Achieves align with North Star and World's Best Workforce in two ways:
 - Indicators (Graduation)
 - Student groups (SpEd, EL)



Going Forward

- Continued support for SPPS Achieves as the anchor for all district and school improvement work.
- Continued support for multiple measures.





HUMAN RESOURCE TRANSACTIONS
December 1, 2018 – December 31, 2018
January 22, 2019

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Olson, S. A.	Classroom Teacher	12/10/2018	\$27.18	Battle Creek Middle School
Goldie, E. R.	Classroom Teacher	01/02/2019	\$27.18	271 Belvidere Bldg
Lo, V.	School/Community Professional	12/17/2018	\$29.16	Mississippi Creative Arts
Knieff, C. J.	Education Assistant	12/08/2018	\$19.39	1780 W 7th Street
Potes Mangra, S. I.	Education Assistant	01/02/2019	\$32.17	Student Placement Center
Thor, C.	Education Assistant	01/02/2019	\$18.19	Student Placement Center
Brown, G. J.	Teaching Assistant	12/17/2018	\$15.00	271 Belvidere Bldg
Brown, W. G.	Teaching Assistant	12/13/2018	\$16.00	Bruce F Vento Elementary
DeWolfe, E. A.	Teaching Assistant	12/12/2018	\$16.00	Bridge View
Flowers, D. L.	Teaching Assistant	12/03/2018	\$16.00	Journey's Secondary School
Goforth, W. A.	Teaching Assistant	01/05/2019	\$16.00	Washington Tech Sec
Janilla, A. B.	Teaching Assistant	01/02/2019	\$16.00	Frost Lake Elementary
Johnson, T. L.	Teaching Assistant	12/10/2018	\$15.00	Battle Creek Elementary
Kay, H.	Teaching Assistant	12/03/2018	\$15.00	Highwood Hills Elementary
Khammarath, C. D.	Teaching Assistant	12/17/2018	\$15.00	Parkway Montessori
Kilbourne, T. W.	Teaching Assistant	12/03/2018	\$16.00	RiverEast Elem/Secondary
Lipsey, P. L.	Teaching Assistant	12/17/2018	\$15.00	Parkway Montessori
Nord, M. C.	Teaching Assistant	12/05/2018	\$15.00	Crossroads Science
O'Berry, D. J.	Teaching Assistant	01/02/2019	\$15.00	Johnson Achievement Plus
Rauer, R. L.	Teaching Assistant	01/02/2019	\$15.00	271 Belvidere Bldg
Rios Cortez, G.	Teaching Assistant	01/02/2019	\$15.00	Adams Spanish Immersion
Robertson, J. L.	Teaching Assistant	12/08/2018	\$15.00	1780 W 7th Street
Roelofs, A. E.	Teaching Assistant	12/08/2018	\$15.00	1780 W 7th Street
Rupp, M. P.	Teaching Assistant	12/03/2018	\$15.00	Linwood Monroe Arts Lower
Simmer, E. J.	Teaching Assistant	01/02/2019	\$15.00	St. Paul Music Academy
Strong, S. D.	Teaching Assistant	12/17/2018	\$15.00	Ramsey Middle School

HUMAN RESOURCE TRANSACTIONS
December 1, 2018 – December 31, 2018
January 22, 2019

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Suehr, S. M.	Teaching Assistant	12/08/2018	\$16.00	Washington Tech Sec
Topp, J. A.	Teaching Assistant	12/17/2018	\$15.00	Cherokee Heights Elem
Wagner, E. R.	Teaching Assistant	01/02/2019	\$15.00	Central Senior High
Wright, J. T.	Teaching Assistant	12/08/2018	\$15.00	Ramsey Middle School
Phillips, D. A.	Carpenter	12/08/2018	\$37.08	Como Service Center
Shaney, D. T.	Carpenter	12/08/2018	\$37.08	Como Service Center
Kumela, M.	Clerical	01/07/2019	\$19.35	Colborne Admin Offices
Chandler, M.	Nutrition Services	12/08/2018	\$11.89	Como Service Center
Windom, C. M.	Nutrition Services	12/08/2018	\$11.89	Highland Park Senior High
Kebede, M. W.	Professional Employee	12/17/2018	\$25.24	Colborne Admin Offices
Ly, M. N.	Professional Employee	01/07/2019	\$32.85	Colborne Admin Offices
Moore, K. D.	Professional Employee	11/30/2018	\$22.43	Colborne Admin Offices

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Diemer, E. M.	Assistant Principal From: Teacher on Special Assignment	01/02/2019	\$42.41	Daytons Bluff Achievement
Pabon, C. A.	School/Community Professional From: Teaching Assistant	12/17/2018	\$25.07	Riverview School
Anderson, A. L.	Education Assistant From: Teaching Assistant	01/02/2019	\$24.55	Student Placement Center
Davis, T. L.	Teaching Assistant Career Progression	12/06/2018	\$15.00	Horace Mann School
Ihlenfeldt, S. L.	Teaching Assistant Career Progression	11/29/2018	\$15.00	The Heights
Yannarely, J. K.	Clerical Career Progression	12/08/2018	\$29.27	Bruce F Vento Elementary
Ashton, A. P.	Custodian Career Progression	12/08/2018	\$26.32	Humboldt Secondary School
Sanchez, M. E.	Custodian Career Progression	12/08/2018	\$26.32	Johnson Senior High

HUMAN RESOURCE TRANSACTIONS
December 1, 2018 – December 31, 2018
January 22, 2019

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Belmares, K. S.	Nutrition Services Career Progression	12/08/2018	\$15.86	Groveland Park Elementary
Schlieu, H. K.	Professional Employee From: School/Community Professional	12/22/2018	\$33.96	Washington Tech Sec

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Blum, J. R.	Classroom Teacher	12/04/2018	\$31.45	Horace Mann School
Daniels, A. J.	Classroom Teacher	01/05/2019	\$27.18	Hazel Park Preparatory
Graves, K. R.	Classroom Teacher	12/10/2018	\$31.28	St Anthony Park Elementary
Kristjanson, M. D.	Classroom Teacher	01/02/2019	\$27.18	Adams Spanish Immersion
Sharp, D. M.	Classroom Teacher	12/03/2018	\$42.38	Parkway Montessori

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Brash, T. M.	Classroom Teacher	12/11/2018	Washington Tech Sec
Busch, A. K.	Classroom Teacher	11/20/2018	Crosswinds Bldg
Edwardson, E. A.	Classroom Teacher	12/03/2018	Washington Tech Sec
Jordahl, K. S.	Classroom Teacher	01/02/2019	Central Senior High
Krogh, N. P.	Classroom Teacher	11/26/2018	Cherokee Heights Elem
Leepalao, M.	Classroom Teacher	12/20/2018	Phalen Lake Hmong Studies
Ripley, M. W.	Classroom Teacher	12/07/2018	Humboldt Secondary School
Holly, D. T.	Classroom Teacher	11/19/2018	Harding Senior High
Kangas, M. J.	Classroom Teacher	12/18/2018	Daytons Bluff Achievement
Springer, S. J.	Classroom Teacher	12/12/2018	American Indian Magnet
Nyo, D.	School/Community Professional	12/10/2018	271 Belvidere Bldg
Bittner, C. M.	Education Assistant	12/13/2018	Focus Beyond
Ehlers, M. L.	Education Assistant	12/21/2018	RiverEast Elem/Secondary
Favila, M. M.	Education Assistant	12/19/2018	Colborne Admin Offices
Favila, M. M.	Education Assistant	12/07/2018	Colborne Admin Offices
Payne, D.	Education Assistant	12/03/2018	Washington Tech Sec

HUMAN RESOURCE TRANSACTIONS
December 1, 2018 – December 31, 2018
January 22, 2019

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Truso, M. C.	Education Assistant	11/29/2018	1780 W 7th Street
Vang, N. B.	Education Assistant	12/19/2018	Obama Service Learning
Amundson, C.	Teaching Assistant	12/11/2018	Hamline Elementary
Larson, A. S.	Teaching Assistant	11/26/2018	Expo for Excellence
Mattila, O. L.	Teaching Assistant	11/27/2018	Humboldt Secondary School
Rousseau, B. A.	Nutrition Services	11/27/2018	Ramsey Middle School
Scarver, O.	Nutrition Services	12/07/2018	Como Park Elementary

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
M., M. D.	Classroom Teacher	12/11/2018
L., D.	Custodian	12/19/2018

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Persson, M. J.	Classroom Teacher	01/05/2019	\$47.02	Como Park Senior High
Steinke, K. A.	Classroom Teacher	12/17/2018	\$39.17	Benjamin Mays/Museum
Howard, K. H.	Teaching Assistant	01/02/2019	\$16.00	Washington Tech Sec
Sherow, R. D.	Teaching Assistant	12/17/2018	\$16.00	Ramsey Middle School
Cylkowski, J.	Custodian	12/17/2018	\$26.99	Adams Spanish Immersion

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Beckmann, E. C.	Classroom Teacher	12/10/2018	Battle Creek Middle School
Colestock, E.	Classroom Teacher	12/10/2018	Como Park Senior High
Grodin, J.	Classroom Teacher	12/07/2018	Mississippi Creative Arts
Kaufenberg, S. M.	Classroom Teacher	12/20/2018	Benjamin Mays/Museum
Lynch, K. M.	Classroom Teacher	12/17/2018	Mississippi Creative Arts
Manson, E. J.	Classroom Teacher	12/05/2018	271 Belvidere Bldg
Stohlmann, R. S.	Classroom Teacher	12/17/2018	Benjamin Mays/Museum
Uher, M. L.	Classroom Teacher	12/19/2018	Johnson Achievement Plus
Revoir, J. A.	Classroom Teacher	12/20/2018	271 Belvidere Bldg
Durkin, L. A.	Classroom Teacher	11/27/2018	Como Park Elementary

HUMAN RESOURCE TRANSACTIONS
December 1, 2018 – December 31, 2018
January 22, 2019

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Klein, L. J.	Education Assistant	11/26/2018	Focus Beyond
Knotz, E. R.	Education Assistant	11/27/2018	Int'l Academy – LEAP
Renn, T.	Education Assistant	12/17/2018	1780 W 7th Street
Khang, M.	Teaching Assistant	12/17/2018	271 Belvidere Bldg
Larson, A. S.	Teaching Assistant	12/11/2018	Expo for Excellence
Pabon, C. A.	Teaching Assistant	12/17/2018	Riverview School
Serrano, L. M.	Teaching Assistant	12/17/2018	Humboldt Secondary School
Sowemimo, R. A.	Nutrition Services	12/05/2018	Phalen Lake Hmong Studies

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Groeber, J. L.	Custodian	12/03/2018	\$25.45	Wellstone Elementary

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
P., T.	Education Assistant	01/21/2019
P., T.	Education Assistant	02/17/2019
P., T.	Education Assistant	04/01/2019
P., T.	Education Assistant	04/02/2019
P., T.	Education Assistant	04/03/2019
P., T.	Education Assistant	04/04/2019
P., T.	Education Assistant	04/05/2019
C., E. C.	Teaching Assistant	12/14/2018
J., J. P.	Custodian	12/21/2018
J., S. R.	Custodian	12/26/2018
J., S. R.	Custodian	12/30/2018
J., S. R.	Custodian	12/24/2018

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Albertson, J. R.	Classroom Teacher	01/22/2019	American Indian Magnet
Gustafson, B.	Classroom Teacher	02/01/2019	Washington Tech Sec
Gallandat, L. A.	Superintendency	01/01/2019	1780 W. 7th Street

HUMAN RESOURCE TRANSACTIONS
December 1, 2018 – December 31, 2018
January 22, 2019

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Geisbauer, C.	Education Assistant	01/19/2019	Focus Beyond
Rottman Schuler, W.	Education Assistant	02/16/2019	Focus Beyond
Kaiser, J.	Teaching Assistant	02/01/2019	Linwood Monroe Arts Upr
Dady, C. M.	Clerical	03/01/2019	Colborne Admin Offices
Glasgow, N. M.	Clerical	01/03/2019	Obama Service Learning
Joswiak, C. R.	Nutrition Services	02/01/2019	Hazel Park Preparatory
Chinn, R. D.	Supervisory	03/16/2019	Como Service Center
Engel, M. E.	Technical	03/01/2019	Colborne Admin Offices
Florian, J. A.	Tri-Council	03/01/2019	Como Service Center

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Burback, S.	Classroom Teacher	02/01/2019	Parkway Montessori
Comeford, J.	Classroom Teacher	01/27/2019	Humboldt Secondary School
He, H.	Classroom Teacher	01/12/2019	Jie Ming Mandarin Immr
Hendrickson, R. M.	Classroom Teacher	01/07/2019	Bruce F Vento Elementary
McCloud, M.	Classroom Teacher	01/11/2019	Humboldt Secondary School
Ripley, M. W.	Classroom Teacher	01/01/2019	Humboldt Secondary School
Sparks, J. L.	Classroom Teacher	12/20/2018	Ronald M Hubbs Center
Vang, E.	Classroom Teacher	01/05/2019	Frost Lake Elementary
Rehovsky, T.	School/Community Professional	01/02/2019	RiverEast Elem/Secondary
Taylor, J.	School/Community Professional	01/13/2019	Journey's Secondary School
White, B. N.	School/Community Professional	01/05/2019	Title I Fed Program Offices
Jallow, J. J.	Education Assistant	12/08/2018	Central Senior High
Bangoura, K. C.	Teaching Assistant	12/08/2018	Capitol Hill Magnet
Boone, E. L.	Teaching Assistant	02/09/2019	Linwood Monroe Arts Lwr
Jennings, A. K.	Teaching Assistant	11/30/2018	Creative Arts Secondary

HUMAN RESOURCE TRANSACTIONS
December 1, 2018 – December 31, 2018
January 22, 2019

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
John, L. R.	Teaching Assistant	01/12/2019	Focus Beyond
Lindholm, L. S.	Teaching Assistant	01/01/2019	Bruce F Vento Elementary
Sheik, F. T.	Teaching Assistant	11/26/2018	271 Belvidere Bldg
Snyder, T. O.	Teaching Assistant	12/15/2018	St. Paul Music Academy
Suggs, M. M.	Teaching Assistant	12/13/2018	Frost Lake Elementary
Vasquez, D.	Teaching Assistant	01/19/2019	Wellstone Elementary
Yang, M. K.	Teaching Assistant	12/19/2018	Jackson Preparatory Elem
Jackson, D. C.	Clerical	12/22/2018	Johnson Senior High
Juarez, A. G.	Custodian	12/08/2018	Expo for Excellence
Day, L. L.	Nutrition Services	12/11/2018	Horace Mann School
Pagidipati, T.	Professional Employee	12/15/2018	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
O., B. E.	Education Assistant	12/12/2018
T., M. M.	Education Assistant	12/10/2018
Y., T.	Education Assistant	12/11/2018
B., J. C.	Teaching Assistant	12/20/2018
B., N. P.	Teaching Assistant	11/28/2018
B., P. O.	Teaching Assistant	12/14/2018
J., T.	Teaching Assistant	01/11/2019
L., B. H.	Teaching Assistant	10/19/2018
R., E. S.	Teaching Assistant	11/24/2018
V., D. L.	Teaching Assistant	12/01/2018
A., D. P.	Custodian	12/08/2018
W., A.	Custodian	12/14/2018

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
O'Malley, B. M.	Classroom Teacher	12/22/2018	271 Belvidere Bldg

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

DATE: January 22, 2018

TOPIC: Acceptance of Gift from Minnesota State High School League Foundation

A. PERTINENT FACTS:

1. Our district high schools to accept monetary gifts in the amount listed below from the Minnesota State high School League Foundation. The MSHSL Foundation will once again award grants to member schools in order to support student participation in high school activity programs (Form A).
 - Central: \$6,243.00
 - Harding: \$10,268.00
 - Humboldt: \$9,931.00
 - Johnson: \$8,894.00
 - Washington: \$12,052.00
2. This gift will meet the District strategic plan goals of sustainability.
3. This grant will meet the District target area goals by ensuring high academic achievement for all students and accelerating the path to excellence.
4. This item is submitted by Laura Ranum, Athletic Secretary and Darren Ginther, Director of Athletics.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or Designee) to accept the gifts from the Minnesota State High School League Foundation.

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

DATE: January 22, 2019

TOPIC: Request for Permission to Submit a Grant to the US Department of Agriculture

A. PERTINENT FACTS:

1. The US Department of Agriculture is currently accepting grant applications for projects that train, support operations, plan, purchase equipment, develop school gardens, develop partnerships, and implement farm to school programs.
2. Saint Paul Public Schools Nutrition Services has prepared an application for funds to contract a School Garden Coordinator consultant and promote school gardens through a mini-grant program to district schools. The goals of this project are to provide process and support to schools to create or improve their garden, to increase fresh food consumption and broaden tastes among students, and to enhance the academic opportunities through garden activities. 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 \$100,000. The grant will affect 10 schools through a mini-grant program and 24 schools that have already started some form of school gardens.
4. This project aligns with the District strategic plan focus area 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. The project period is 24 months.
6. This item is submitted by 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 US Department of Agriculture for the funds to contract a School Garden Coordinator consultant and promote school gardens through a mini-grant 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: January 22, 2019

TOPIC: Request for Permission to Accept Grants from the F.R. Bigelow and Saint Paul Foundations

A. PERTINENT FACTS:

1. The F.R. Bigelow Foundation and the Saint Paul Foundation award grants for projects that build community capacity to produce long-term social change and advance racial equity.
2. The Saint Paul Public Schools Office of Equity has received grants from the Saint Paul Foundation and F.R. Bigelow Foundations to support Innocent Classroom. The goal of this project is to expand teacher participation in Innocent Classroom, a professional development opportunity that promotes equitable relationships with students. 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 \$50,000 from the F. R. Bigelow Foundation and \$25,000 from the Saint Paul Foundation.
4. This project will meet the District strategic plan goal of Positive School and District Culture by providing teachers with practical methodology to build strong relationships with each student.
5. This is a recurring grant funded project. The duration of this project is January 1, 2019 through December 31, 2019. This is the third consecutive year the F.R. Bigelow and the Saint Paul Foundations have supported Innocent Classroom in SPPS.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Myla Pope, Assistant Director, Office of Equity; 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 F.R. Bigelow and Saint Paul Foundations for funds to support Innocent Classroom in the district; 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: January 22, 2019

TOPIC: Request for Permission to Accept a Grant from Minnesota Agriculture in the Classroom Foundation

A. PERTINENT FACTS:

1. The Minnesota Agriculture in the Classroom Foundation Ag Literacy Grant Program funds projects that bring agriculture and food systems education “to life” by effectively integrating related content into the classroom or school.
2. Saint Paul Public Schools Central High School prepared an application and received a grant to fund field trips to two working farms. The goal of this project is to provide Advanced Placement Human Geography students with the opportunity to visit farms and experience the real-life complexities of agriculture. Staff at the school researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for this project. This grant is for approximately \$1,000. This project will impact 90 students at Central High School.
4. This project will meet the District strategic plan goal of Effective and Culturally Relevant Instruction by introducing students to working farms and farmers as a way to complement classroom instruction.
5. This is a new grant funded project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Mary Mackbee, Principal, Central High School; Dr. Theresa Battle, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept funds from the Minnesota Agriculture in the Classroom Foundation to support field trips to working farms for Central High School; and to implement the project as specified in the award documents.

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

DATE: January 22, 2019

TOPIC: Request for Permission to Submit a Grant Application to the Dollar General Literacy Foundation

A. PERTINENT FACTS:

1. The Dollar General Literacy Foundation is currently accepting grant applications for projects that provide direct services to adults in need of literacy assistance in one of the following areas:
 - Adult Basic Education
 - GED or High School Equivalency Preparation
 - English Language Acquisition
2. Saint Paul Public Schools' Department of Community Education has prepared an application for funds to purchase materials and to provide professional development to support Adult Basic Education services at Hubbs Center and Hub at Harding. The goal of this project is increased student level gains on CASAS/TABE; increased number of GED tests passed; and increased number of North Star Digital Literacy Assessments passed. 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 project will meet the District strategic plan goal of College and Career Paths by preparing all graduates for college, career and life.
5. This is a new grant-funded project. Duration of the project is May 9, 2019 to April 1, 2020.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Renada Rutmanis, ABE Supervisor, Adult Basic Education (Hubbs Center); 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 the Dollar General Literacy Foundation for the funds to purchase materials and to provide professional development to support Adult Basic Education services at Hubbs Center and Hub at Harding; to accept funds if awarded; and to implement the project as specified in the award documents.

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

DATE: January 22, 2019

TOPIC: Request for Permission to Submit a Grant Application to the National Football League Foundation

A. PERTINENT FACTS:

1. The National Football League Foundation Grassroots Program is currently accepting grant applications for projects that improve the quality, safety, and accessibility of local football fields.
2. Saint Paul Public Schools Facilities Department has prepared an application for funds to contribute to the plan to resurface the James Griffin Stadium turf football field at Central High School. The goal of this project is to improve the field's quality and safety. Department staff researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$250,000.
4. This project aligns with the District strategic plan focus area of Program Evaluation/Resource Allocation by seeking grants that support the Facilities Master Plan.
5. This is a new grant funded project.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Tom Parent, Director, Facilities; 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 the National Football League Foundation for funds to resurface the James Griffin Stadium turf football field at Central High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: January 22, 2018

TOPIC: Ramsey County Elections Contract Changes for 2019-2020

A. PERTINENT FACTS:

1. The Ramsey County Elections Manager has provided SPPS with the proposed contract for election services between Ramsey County, the City of Saint Paul, and Saint Paul Public Schools (SPPS). The term of the contract is four years January 1, 2017 through December 31, 2020. The contract may be renewed for one additional four-year period by written agreement of the parties.
2. Pertinent facts related to the proposed contract include:
 - The City and the School District are the two governmental units that hold elections on odd-numbered years. Therefore, the City and the School District bear the full cost of the elections held in the odd-numbered years.
 - The Board of Education approved the 2017-2020 contract at the October 23, 2018 Board of Education meeting for \$462,487 with eight quarterly payments of \$57,811.
3. There will be a change in the quarterly payments due under the election contract, effective with the first payment of next year, which will be due on March 31, 2019. This will be the first increase in quarterly payments since 2015.
4. The city adopted a minimum wage ordinance earlier this year. To meet the goals of the ordinance for the 2020 state primary and state general election, the following charges in quarterly payments will be added. The average increase in election judge salaries in 2020 will be about 44%.
5. With the administrative cost increase quarterly for 2019-2020 at \$1,181 and the election judge salary increase (with the \$15 minimum wage) of \$8,876, the new quarterly payments will be \$67,868. This reflects a 17% increase over the original contract.
6. The County will provide all services, equipment, and supplies as required to perform on behalf of the City and the School District and all election-related duties of the City and School District under the Minnesota Election Law and other relevant state and federal laws.
7. This project will meet the District's goal of Program Evaluation and Resource Allocation and Family and Community Engagement.
8. This item is submitted by Sarah Dahlke, Assistant Clerk; and Marie Schrul, Chief Finance Officer.

B. RECOMMENDATION:

That the Board of Education approve the election contract changes for period January 1, 2019 through December 31, 2020.

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

DATE: January 22, 2019

TOPIC: Request for Permission to Enter into Evaluation Contract with University of Minnesota that Exceeds \$100,000 per Year

A. PERTINENT FACTS:

1. In October of 2018, Saint Paul Public Schools Office of School Support received a multi-year Education Innovation and Research (EIR) grant from the US Department of Education's Office of Innovation and Improvement.
2. This grant is a research grant focused on evaluating whole-school restorative practices as an approach for developing equitable relationships, engaging students in learning and positively responding to disciplinary. This grant will support and expand on the Restorative Practices work that began in Fall of 2016 with the first 6 pilot site and were based on the agreement between Saint Paul Public Schools and Saint Paul Federation of Educators.
3. The total grant award is approximately \$3,800,000 over five years and include the following amounts for evaluation to pay for this contract:
 - a. Year 1 (2018-19) \$135,500
 - b. Year 2 (2019-20) \$107,020
 - c. Year 3 (2020-21) \$120,488
 - d. Year 4 (2021-22) \$110,486
 - e. Year 5 (2022-23) \$122,992
4. The University of Minnesota faculty, Dr. Barbara McMorris and Ms. Kara Beckman, serve as the program evaluators. They began working with SPPS and the St. Paul Federation of Educators in 2016 as part of the Restorative Practices Pilot Program. It is beneficial to have the University continue to partner on this project throughout the research grant to expand whole school implementation of Restorative Practices and ensure continuity in the research.
5. This project supports the SPPS Achieves goal of Positive School and District Culture, and is specifically connected to initiate 1A (Implement culturally relevant PBIS framework at every school that integrates social emotional learning and supports).
6. This item is submitted by Kathy Lombardi Kimani, Assistant Director, Office of School Support; Kate Wilcox-Harris, Chief Academic Officer;

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into a five-year contract with the University of Minnesota to support the work of the US Department of Education EIR grant.

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

DATE: January 22, 2018

TOPIC: Children's Defense Fund Freedom Schools Program

A. PERTINENT FACTS:

1. The Children's Defense Fund (CDF) is the national sponsor of the Saint Paul Public Schools' Freedom Schools Program for Summer Term (S-Term).
2. The CDF Freedom Schools program provides summer and after-school enrichment that helps children fall in love with reading, increases their self-esteem, and generates more positive attitudes toward learning. Children are taught using a model curriculum that supports children and families around five essential components: high quality academic enrichment; parent and family involvement; civic engagement and social action; intergenerational leadership development; and nutrition, health and mental health.
3. This project will meet the District strategic plan goal of achievement as it will be providing our ALC eligible students participating in CDF Freedom Schools Summer Term (S-Term) with the Freedom Schools curriculum and instruction designed to ensure each participating child is equipped with the necessary skills to succeed in life. The professional development, curriculum, and instruction pursuant to the CDF Freedom Schools program boosts student motivation to read, generates a more positive attitude toward learning, and connects the needs of children and families to the resources of their communities.
4. This item is submitted by Elizabeth Putnam, Assistant Director, Department of Alternative Education; and Hans Ott, Assistant Superintendent, Office of Teaching and Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the expending of ALC funds in the amount of \$149,625 to provide professional support for overall program operations including training for CDF Freedom Schools staff, according to the CDF model, and also provide for the purchasing of curriculum and books for teachers and students to use for instructional and learning purposes during CDF Freedom Schools Summer Term.

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

DATE: January 22, 2019

TOPIC: Memorandum of Understanding between Saint Paul Public Schools and Shiloh Missionary Baptist Church

A. PERTINENT FACTS:

1. The purpose of this Memorandum is to provide the framework relating to the sharing of space at RiverEast, 1055 Mackubin Street, and the parking lot at Shiloh Missionary Baptist Church, 501 West Lawson Avenue.
2. The District desires to enter into a Memorandum of Understanding with Shiloh Missionary Baptist Church. Terms and conditions of the proposed Memorandum include the following:
 - a. Shiloh will allow, at no cost to the District, District staff to park in 21 spaces as is on the north edge of the parking lot Monday through Friday between 7:00 a.m. and 6:00 p.m. central time.
 - b. The District will plow snow from the northern row of parking spaces and the related drive path on school days, and snow will be stored at a location agreeable to Shiloh; provided, however that the District is under no obligation to otherwise maintain the parking spaces.
 - c. The District will allow Shiloh use of the gymnasium for recreational use during non-school hours, to be scheduled through the SPPS Permit system.
4. This project will meet the District Strategic Plan focus area of Family and Community Engagement.
5. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to execute a Memorandum of Understanding between Shiloh Missionary Baptist Church and Independent School District No. 625 allowing the District staff to use parking spaces in exchange for use of the gymnasium at RiverEast.

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

DATE: January 22, 2019

TOPIC: Request for Permission to Enter into a Partnership Agreement & Data Agreement with the Century College Educational Talent Search (ETS) Program

A. PERTINENT FACTS:

1. The District and Century College ETS are proposing to enter into a partnership for the purpose of securing resources to accomplish the goals identified in the District's Strategic Plan of "ensuring high academic achievement for all students", and "form partnerships to meet the needs of our students, in a sustained fashion over multiple years".
2. As a college access program/partner supporting students for college/career readiness, Century College ETS proposes to serve approximately 636 students at Hazel Park Preparatory Academy, Farnsworth Aerospace Upper School, Battle Creek Middle School, Harding High School, and Johnson High School.
3. The goal of the Century College ETS Program is to generate in students the skills and motivation necessary to complete a program of secondary education, and to enter and succeed in a program of postsecondary education.
4. Program Objectives will include improvement in the areas of secondary school persistence, secondary school graduation, rigorous program of study completion, postsecondary program enrollment, and postsecondary program attainment.
4. Century College ETS Advisors will be available two days each week at each of the respective schools to meet with students about study skills, course selection, test-taking strategies, and successful transitions between middle to high school and high school to college. Program advisors will provide comprehensive twice-weekly tutoring services at each middle school, with a focus on English language development through writing.
5. Memorandums of Understanding and Data Agreements will be created and agreed upon by both the District and the Century College ETS Program. The term of this agreement is effective as of the date it is last signed by both of the parties hereto through 8/31/2022.
7. This item is submitted by Darren Ginther, Assistant Director, College & 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 enter into a partnership agreement and data agreement with the Century College ETS Program and to implement the partnership as specified in the Memorandum of Understanding and Data Agreement documents.

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

DATE: January 22, 2019

TOPIC: Request for Permission to Enter into a Purchase of Service Agreement with Lutheran Social Service

A. PERTINENT FACTS:

1. Lutheran Social Service of MN (LSS) provides career pathway services through a DEED "Pathways to Prosperity" contract. This programming, entitled "Healthcare Careers Program," provides employment and financial counseling programs. LSS will contract with Saint Paul Public Schools HUBBS Center to provide program recruitment/outreach, assessment support, and specialized ABE instruction and client academic support.
2. This is a new service agreement with Lutheran Social Service.
3. The contract period is June 1, 2018 to June 30, 2020.
4. SPPS will receive approximately \$29,026 for services.
5. This project will meet the District strategic plan focus area of College and Career Paths by connecting students to essential job readiness competencies, skill training and credentialing, and comprehensive supportive services.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Renada Rutmanis, ABE Supervisor, Community Education; Kristin Keller, Community Programs Supervisor, Community Education; Jackie Turner, Chief Operations Officer; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into a Purchase of Service Agreement with Lutheran Social Service of MN (LSS) in which Saint Paul Public Schools will provide program recruitment/outreach, assessment support, and specialized ABE instruction and client academic support to LSS.

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

DATE: January 22, 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 target area of goals alignment and sustainability.
4. This item is submitted by Marie Schrul, Chief Financial Officer.

B. RECOMMENDATIONS:

1. That the Board of Education approve and ratify the following checks and wire transfers for the period November 1, 2018 – November 30, 2018.

(a) General Account	#702309-703747	\$53,541,518.29
	#0003161-0003192	
	#7003041-7003085	
	#0002987-0003079	
(b) Debt Service	-0-	<u>\$11,275.00</u>
(c) Construction	-0-	<u>\$9,854,556.14</u>
		<u>\$63,407,349.43</u>

Included in the above disbursements are two payrolls in the amount of \$37,178,163.76 and overtime of \$196,907.05 or 0.53% of payroll.

(d) Collateral Changes

Released:

Custodian	Cusip	Security	Maturity
None			

Additions:

Custodian	Cusip	Security	Maturity
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 April 30, 2019.

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

DATE: January 22, 2019

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

A. PERTINENT FACTS:

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

B. RECOMMENDATION:

That the Board of Education excludes the named students from school effective January 31, 2019, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

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

DATE: January 22, 2019

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

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from January 1, 2018, through December 31, 2019.
2. Contract changes are as follows:

Wages: Effective July 7, 2018, the salary schedule is increased 1.5%. February 16, 2019, the salary schedule is increased to 1.0%. Maintain all step adjustments for both years.

Longevity: Effective January 1, 2018, a new longevity step for employees with 15-year through 20-years of service will receive \$1,200 per year. Longevity pay for employees who have completed 20 or more years of service increases from \$2,000 to \$2,200 per year.

Benefits: Effective January 1, 2019, the district monthly contribution of \$861 for single coverage is increased to \$878; the district monthly contribution of \$1,143 for family coverage is increased to \$1,173.

COLA is delayed within each year of the contract period. Financial impact is equivalent to 1% at the beginning of each year of the contract period.

3. The District has 54 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2017-18 budget year: \$5,824,728
 - in the 2018-19 budget year: \$5,970,012
5. This item will meet the District target area goal of alignment.
6. 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 Agreement concerning the terms and conditions of employment for Saint Paul Supervisors Organization in this School District; duration of said Agreement is for the period of January 1, 2018, through December 31, 2019.

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

DATE: January 22, 2018

TOPIC: Approval of Jie Ming Mandarin Immersion Academy Mascot

A. PERTINENT FACTS:

1. The mascot of Jie Ming Mandarin Immersion Academy is a Chinese Tiger. Jie Ming students voted for it a few years ago. Tiger in Chinese also means courage. We used Chinese folk art to design the mascot.
2. Below is the picture of our mascot. Jie Ming needs approval of the Board of Education to make the mascot official.



3. This item will meet the District strategic plan goal of Effective and Culturally Relevant Instruction.
4. This item is submitted by Bobbie Johnson, Principal of Jie Ming; Dr. Efe Agbamu, Assistant Superintendent; Cedrick Baker, Chief of Staff; and Dr. Joe Gothard, Superintendent.

B. RECOMMENDATION:

That the Board of Education approve the Chinese Tiger as the official mascot of Jie Ming Mandarin Immersion Academy.

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

DATE: January 22, 2019

TOPIC: E-STEM School Forest

A. PERTINENT FACTS:

1. The Facilities Department is seeking authorization to designate specific portions of the newly acquired Crosswinds site, E-STEM Middle School, at 600 Weir Drive in Woodbury, MN as a School Forest under the MN Department of Natural Resources (DNR) School Forest Program.
2. Under the MN School Forest program, the DNR provides curriculum support, teacher training, land management planning and other resources to support outdoor education for participating schools.
3. SPPS currently has a school forest lands at Humboldt High School, St Anthony Park Elementary, American Indian Elementary, Crossroads Elementary and Murray Middle School.
4. Except for Humboldt these are all operated through Joint Powers Agreements with City of St Paul / St Paul Park and Recreation. Because SPPS owns the land to be designated as a school forest at Crosswinds, a separate JPA would not be required to designate this property as a School Forest.
5. Crosswinds established the School Forest in 2005 and has participated every year since then. The head of the program for the DNR has indicated that they are very interested in keeping the program going at the site.
6. This item meets the District Strategic Plan goals of Positive School and District Culture.
7. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

The Board of Education authorizes the Facilities Department to designate specific portions of the Crosswinds site, E-STEM Middle School, at 600 Weir Drive in Woodbury, MN as a School Forest under the MN Department of Natural Resources (DNR) School Forest Program.

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

DATE: January 22, 2019

TOPIC: Facilities Department FY19 Purchases over \$100,000 - Adjustment

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 \$100,000 throughout the fiscal year. On occasion, anticipated expenditure amounts need to be adjusted mid-year to reflect actual costs.
2. The following list indicates said purchases:

Vendor	Description	Amount	State Contract ID Or Bid Number
Nasseff	Fire Suppression systems inspection and repair	No Change	Correct Contract # 01-444-15-0914.CF

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 of Program Evaluation and Resource Allocation.
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 the \$100,000.

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

DATE: January 22, 2019

TOPIC: Reappointment to Civil Service Commission

A. PERTINENT FACTS:

1. A request to approve a reappointment to the Civil Service Commission was received from the Office of the Mayor for the City of Saint Paul on December 13, 2018.
2. The reappointment is for Nancy Dudley Kelly, who was first appointed to the Civil Service Commission in 2006 and was reappointed in November 2012.
3. This reappointment, for a third six-year term, will end December 31, 2025.
4. This item is submitted by Chuck Long, General Counsel.

B. RECOMMENDATION:

That the Board of Education approve the reappointment of Nancy Dudley Kelly to the position of Commissioner on the Civil Service Commission as requested by the Office of the Mayor of the City of Saint Paul.

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

DATE: January 22, 2019

TOPIC: Request To Bring Former Saint Paul Public School Students That Were Supported By The Juvenile Justice Re-Entry Education Grant (JJREP) To The Grantee Meeting In Washington D.C.

A. PERTINENT FACTS:

1. The JJREP Grant is in its final year of supporting justice involved students at Boys Totem Town (BTT). The grant originator, the Department of Education, has requested that the JJREP grantees bring students to the Grantee Meeting in Washington D.C. March 6-8, 2019. These students will work with JJREP staff to prepare for and focus on the following conference objectives:
 - Center student perspectives in identifying program and system improvements to better meet the needs of justice involved youth.
 - Empower students to grow their leadership skills and motivate them to persist and thrive through their Career and Technical Education (CTE) and re-entry experiences.
 - Facilitate project momentum and launch sustainability planning with each site
2. We would like to honor the request of the Department of Education to bring our most successful students that were supported by the grant. We would like to also include staff from Ramsey County Corrections at BTT, our grant partner, who have supported these students. The students will share their successes in recovering credits while in placement, attending CTE instruction, attending CTE courses at Saint Paul College, and working with the SPPS Navigators who mentor them.
3. Travel on Wednesday, March 6, 2019, attend the conference on March 7 and 8 and return to Saint Paul on Friday, March 8, 2019.
4. The maximum approximate cost for the trip is \$7000.00 with an estimated cost of \$875.00 per person, planning for 8 attendees.
5. This project will meet the District strategic plan goal of achievement and sustainability by continuing the work at BTT focusing on credit recovery, graduation planning, CTE instruction and Saint Paul College partnership for justice involved students. These strategies can then be implemented at other sites for students post placement to further academic success for students.
4. This item is submitted by Susan Laskowski, Program Coordinator JJREP Grant, Darren Ginther, Assistant Director, College & Career Readiness; Kate Wilcox-Harris, Chief Academic Officer

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the request as specified.

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

DATE: January 22, 2019

TOPIC: Request for the Indian Education Johnson O'Malley Parent Committee and Students to Travel for the National Johnson O'Malley Conference

A. PERTINENT FACTS:

1. The National Johnson O'Malley Conference encourages all local Johnson O'Malley Parent Committee members to attend the annual conference
2. The upcoming National Johnson O'Malley Annual Conference has been scheduled for March 4th, 2019 through March 6th, 2019 in Las Vegas, Nevada.
3. Attending Parent Committee members are Tonya Long, Sheila WhiteFace, Jennie Marlow, and Michele Fairbanks. Michele is district staff who will also serve as the student chaperone. Students attending will be Angel Green, Wayne Fields, Deondra WhiteFace, Callista Grant, and Bronson Grant.
4. Initial cost to attend the National Johnson O'Malley Conference will be paid by SPPS, but reimbursement is available through the Minnesota Chippewa Tribe, which also serves the the local Johnson O'Malley fiscal agency. This request will result in no cost to SPPS.
3. Attendance at the National Johnson O'Malley Conference has implications in meeting all areas of the District strategic plan goals, and most closely aligns with the goal of Family and Community Engagement.
4. This item is submitted by John Bobolink, Program Supervisor for the Indian Education Program, on behalf of the 2018-2019 Johnson O'Malley Parent Committee; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve travel for members of the Johnson O'Malley Parent Committee to attend the National Johnson O'Malley Conference from March 4th to March 6th, 2019 in Las Vegas, Nevada.

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

DATE: January 22, 2019

TOPIC: Request for Permission to Send One SEAB Alumni to Receive the Magma Award at the National School Board Association Conference

A. PERTINENT FACTS:

1. The Student Engagement and Advancement Board (SEAB) has been awarded a Magma Award from the National School Board Association to be honored at the March 2019 Conference in Philadelphia. Community Education and the SEAB staff would like to fund one SEAB alumni, Skyler Kuczabowski, to attend the conference and receive the award.
2. This proposed project will not exceed \$1,580 (Registration: \$80, Hotel: \$700, Transportation: up to \$600, Meals: up to \$200) and will be paid from 04-005-585-362-6369-8585 & 01-005-010-000-6369-9551
3. This project meets criteria under each aspect of the Strategic Plan and most closely aligns with Sustainability: "Use and refine a system to hold ourselves accountable to our strategic goals and our community."
4. This item is submitted by Shaun Kelley Walsh, Community Education Program Manager and SEAB Facilitator

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or Designee) to approve the travel and related costs for one SEAB Alum, Skyler Kuczabowski, to attend and receive the award at the National School Board Association Conference, March 30-April 1, 2019 in Philadelphia, PA.

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

DATE: January 22, 2019

TOPIC: Premium Rates for Accident, Hospital Indemnity and Critical Illness Insurance through AFLAC

A. PERTINENT FACTS:

1. The Human Resources Department of Saint Paul Public Schools is recommending that we offer voluntary insurance products through AFLAC insurance in an effort to expand insurance offerings for employees.
2. The products associated with the agreement are Group Accident, Group Hospital Indemnity and Group Critical Illness. The Annual Premium rates for each of the products is:

a. Group Accident & Group Hospital Indemnity

Group Accident

Hospital Indemnity

	Rates			Rates	
Coverage	Low Incident	High Incident		Low Admission	High Admission
Employee	\$53.40	\$106.56		\$133.92	\$215.28
Employee + 1	\$116.28	\$232.08		\$226.80	\$377.40
Family	\$171.60	\$342.36		\$311.04	\$523.68

b. Critical Illness

	Employee			Employee + 1			Family	
Issue Age	\$15,000	\$30,000		\$15,000	\$30,000		\$15,000	\$30,000
18- 29	\$8.20	\$15.23		\$16.40	\$30.46		\$17.22	\$31.99
30 - 39	\$14.19	\$27.21		\$28.38	\$54.42		\$29.80	\$57.14
40 - 49	\$27.49	\$53.01		\$54.18	\$106.02		\$56.89	\$111.32
50 - 59	\$53.29	\$105.42		\$106.58	\$210.84		\$111.91	\$221.39
60+	\$98.02	\$194.88		\$196.04	\$389.76		\$205.85	\$409.25

Rates shown are the annual rates in highest categories. Employees actual premium will depend on level, type and payment frequency.

3. This recommendation meets the District's strategic plan focus areas of Program Evaluation and Resource Allocation.
4. This item is submitted by Joyce Victor, Manager Employee Benefits, Laurin Cathey, Executive Director of Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize offering voluntary Group Accident, Hospital Indemnity and Critical Illness products through AFLAC at the proposed rates.

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

DATE: January 22, 2019

TOPIC: Humboldt High School Addition & Renovation Low Voltage Work

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for work related to low voltage phases 1-4 at the Humboldt High School Addition & Renovation.
2. This work was originally included in People's Electric contract amount which was approved at the May 16, 2017 Board of Education Meeting.
3. People's Electric has filed for bankruptcy and will be unable to complete the remaining work in their contract. The transfer of the uncompleted work for these phases is done at the direction of the surety of the performance and payment bond.
4. There will be future board agenda item(s) to transfer future project phases of this work, again at the direction of the surety.
5. This contract transfer was reviewed by Jamie Atkins, Purchasing Manager, and General Counsel.
6. Funding will be provided from Capital Levy.
7. This project meets the District Strategic Plan goals of Program Evaluation and Resource Allocation.
8. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of the low voltage phases 1-4 at the Humboldt High School Addition & Renovation work to Egan Company for the lump sum bid for \$243,000.



Old Business

Policy Second Reading

Cedrick Baker, Chief of Staff

Board of Education Meeting
January 22, 2019

Bullying Prohibition - Policy 505.00

- Revision of the policy
- Policy changes reflect requirements of state statute:
 - Updated definitions
 - Updates to Prohibition section
 - Added three new sections
 - Investigations
 - Responses
 - Publication, Information and Training



Questions?



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

Proposed Policy:

Proposed Policy Revision:

505.00 BULLYING PROHIBITION

First Reading	<u>December 18, 2018</u>
----------------------	---------------------------------

Second Reading	<u>January 22, 2019</u>
-----------------------	--------------------------------

Third Reading	<u></u>
----------------------	----------------

COMMENTS:

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

Adopted: 8/21/2012
505.00
Revised: 6/24/2014

DRAFT – 11/19/18 Saint Paul Public Schools Policy

505.00 BULLYING PROHIBITION

I. PURPOSE

A safe and supportive environment is vital for Saint Paul Public Schools (“the District”) to support academic and social success for all of its students. Students attending school in the District are expected to respect themselves, the learning environment, other students, their parents/guardians, families and all staff. Bullying is strictly prohibited in the District. This policy addresses bullying of students; other policies apply to treatment of employees.

In an effort to provide a safe and positive school culture for all of its students for all students, it is the District’s intent to:

- Teach, model, and reinforce positive behavior, and
- Investigate, respond to, remediate, and discipline bullying behavior that has not been successfully prevented.

II. DEFINITIONS

A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

(1) there is an actual or perceive imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; **OR**

(2) materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

B. “Cyberbullying” means bullying using technology or other electronic communication, including but not limited to a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet Web site forum, transmitted through a computer, cell phone, or other electronic device.

C. “Prohibited conduct” means bullying or cyberbullying as defined in this policy or retaliation for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

D. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of the student who is the target of the prohibited conduct.

E. Intimidating, threatening, abusive or harming conduct includes, but is not limited to, conduct that:

- causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
- violates a student’s reasonable expectation of privacy;
- defames a student;

- constitutes intentional infliction of emotional distress against a student; or
 - is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in chapter 363A.
 - creates a hostile educational environment for a student, or
 - subjects a student to intimidation, ridicule, embarrassment or social isolation.
- F. "Reprisal" means retaliation, intimidation, or any form of intentionally disparate treatment against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, proceeding or hearing relating to such bullying.

III. PROHIBITION

- A. Bullying or cyberbullying against a student, by either an individual or a group, is prohibited in Saint Paul Public Schools.
- B. Reprisals or retaliation by any student or District employee against any person who in good faith asserts, alleges, or reports prohibited conduct or provides information about such conduct are prohibited.
- C. Knowingly making a false report of bullying is prohibited.
- D. Prohibited conduct is prohibited:
1. On school property, school district-provided transportation, or at designated locations for students to wait for school district-provided transportation.
 2. During any school-sponsored or school-sanctioned program, activity, event or trip.
 3. Using school computers, electronic technology, networks, forums, or mailing lists.
 4. Using electronic technology off the school premises that materially and substantially disrupts a student's learning or school environment.
- E. This policy applies to individuals who directly engage in an act of bullying, as well as to those individuals who, by their behavior, indirectly support another's act of bullying.
1. Employees, volunteers, and contractors of the District shall not allow bullying. Any school employee who witnesses prohibited conduct, or possesses reliable information that would lead a reasonable person to suspect that a student is a target of prohibited conduct, must make reasonable efforts to address and resolve the prohibited conduct.
- This policy also applies to individuals who, by their indirect behavior, support another's act of bullying.
2. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.

IV. INVESTIGATIONS

- A. The responsible administrator for implementation of, and questions regarding, this policy in any school building is the building principal, site administrator, or principal's or site administrator's designee.
- B. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct, which may constitute bullying, should

report the alleged acts immediately, or as soon after the incident as possible.

- C. The responsible administrator shall initiate an investigation into all reports of prohibited conduct within three school days of the report.
- D. Pending the completion of the investigation, the District shall take immediate steps to protect the target, reporter, students, bystanders, and others as necessary and consistent with applicable law.
- E. During the investigation, the individual alleged to have engaged in prohibited conduct will be allowed to present a defense.
- F. Complaints and investigations of bullying shall be documented using Form 415.00.1: Report of Discrimination, Harassment, Violence, Bullying and Other Offensive Behavior. The responsible administrator shall maintain all documentation regarding the complaint and investigation in accordance with procedures created by the Superintendent.
- G. The investigation shall be conducted in accordance with this policy and the procedures created by the Superintendent.
- H. A report of prohibited conduct may be made anonymously. However, the responsible administrator may not rely solely on an anonymous report to determine discipline.
- I. In determining whether a reported incident constitutes bullying, and the appropriate response, the District may take into account all relevant circumstances including, but not limited to, the following factors:
 - 1. The age, maturity, and understanding levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidents or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.
- J. Data collected by the District during an investigation is subject to the Minnesota Government Data Practices Act and the Family Educational Rights and Privacy Act.

RESPONSES

- A. When a complaint of prohibited conduct is substantiated, the responsible administrator will consider all available remedial responses and take appropriate action and/or intervention in accordance with the Student Behavior Handbook: Rights and Responsibilities and the procedures created by the Superintendent.
- B. Where appropriate for a child with a disability to prevent or respond to prohibited conduct, the child's individualized education program or section 504 plan will

address the skills and proficiencies the child needs to respond to or not engage in prohibited conduct.

VI. PUBLICATION, INFORMATION, AND TRAINING

- A. This policy will be publicized through: (1) new employee materials; (2) inclusion in the Student Behavior Handbook: Rights and Responsibilities for Students, Parents, Guardians and Staff; (3) posting on the District's website; (4) provision to each school employee and independent contractor, if a contractor regularly interacts with students, at the time of employment with the District; and (5) conspicuous posting in summary form in administrative offices throughout the District.
- B. The District will require ongoing professional development, consistent with the law, to ensure implementation of this policy.
- C. The District will provide information about available community resources to the target of prohibited conduct, the actor, and other affected individuals, as appropriate.

LEGAL REFERENCES:

Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)

CROSS REFERENCES:

102.00 Equal Opportunity/Non-Discrimination
415.00 Harassment, Violence and Other Offensive Behavior
501.00 Hazing Prohibition
506.00 Student Discipline
Student Behavior Handbook: Rights and Responsibilities
520.00 Technology Usage and Safety

Adopted: 8/21/2012
505.00
Revised: 6/24/2014

DRAFT – 11/196/5/18 Saint Paul Public Schools Policy

505.00 BULLYING PROHIBITION

I. PURPOSE

A safe and civil supportive environment is ~~needed for students to learn and attain high academic standards and to promote healthy human relationships, vital for Saint Paul Public Schools (“the District”) to support academic and social success for all of its students. Students attending school in the District are expected to respect themselves, the learning environment, other students, their parents/guardians, families and all staff. Bullying, like other intimidation, harassment, violence, and offensive behavior, has the purpose or effect of creating a hostile educational environment and may place a student in reasonable fear of harm to his or her person or property. Bullying interferes with students’ ability to learn and teachers’ ability to educate students and, as such,~~ is strictly prohibited in Saint Paul Public Schools (the District). This policy addresses bullying of students; other policies apply to treatment of employees. ~~Related policies addressing student behavior are listed for reference at the end of this policy.~~

~~In an effort to provide a safe and positive school culture for all of its students The District cannot monitor the activities of students at all times or eliminate all bullying. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations for all students,~~ it is the District’s intent to:

- Teach, Prevent bullying by teaching and modeling, and reinforce positive behavior, and
- Investigate, respond to, remediate, and discipline bullying behavior that has not been successfully prevented.

II. DEFINITIONS

A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

(1) there is an actual or perceive imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; OR

(2) materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

any verbal or electronic expression, physical act or gesture, or pattern thereof, that has the purpose or effect of causing distress to one or more students and which materially and substantially interferes with educational benefits, opportunities, or performance of the student(s).

B. “Cyberbullying” means bullying using technology or other electronic communication, including but not limited to a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet Web site forum, transmitted through a computer, cell phone, or other electronic device.

C. “Prohibited conduct” means bullying or cyberbullying as defined in this policy or retaliation for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

D. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of the student who is the target of the prohibited conduct.

E. Bullying, intimidating, threatening, abusive or harming conduct includes, but is not limited to, conduct ~~against a student that a reasonable person under the circumstances knows or should know has the effect of that:~~

- causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
- ~~harming a student,~~
~~damaging a student’s property,~~
~~placing a student in reasonable fear of harm to his or her person or property,~~
~~violatesing a student’s reasonable expectation of privacy;~~
- ~~defamesing a student;~~
 - constitutes intentionally inflicting infliction of emotional distress against a student;
or
 - is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in chapter 363A.
- ~~createsing a hostile educational environment for a student, or~~
- ~~subjectsing a student to intimidation, ridicule, embarrassment or social isolation.~~

~~A-F.~~ “Reprisal” means retaliation, intimidation, or any form of intentionally disparate treatment against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, proceeding or hearing relating to such bullying.

III. PROHIBITION

A. ~~Bullying or cyberbullying against a student, by either an individual or a group, is prohibited in Saint Paul Public Schools. This includes but is not limited to, prohibited conduct directed toward any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socio-economic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability or status with regard to public assistance, age or any additional characteristics.~~

B. Reprisals or retaliation by any student or District employee against any person who in good faith asserts, alleges, or reports prohibited conduct or provides information about such conduct are prohibited.

C. Knowingly making a false report of bullying is prohibited.

D. Prohibited conduct is prohibited:

1. On school property, school district-provided transportation, or at designated locations for students to wait for school district-provided transportation.
2. During any school-sponsored or school-sanctioned program, activity, event or trip.

3. Using school computers, electronic technology, networks, forums, or mailing lists.
4. Using electronic technology off the school premises that materially and substantially disrupts a student's learning or school environment.
- E. This policy applies to individuals who directly engage in an act of bullying, as well as to those individuals who, by their behavior, indirectly support another's act of bullying.

1. Employees, volunteers, and contractors of the District shall not allow bullying. Any school employee who witnesses prohibited conduct, or possesses reliable information that would lead a reasonable person to suspect that a student is a target of prohibited conduct, must make reasonable efforts to address and resolve the prohibited conduct.
2. ~~This policy applies to incidents and situations that occur on any property owned or controlled by the District or occurring in connection with any activity sponsored or associated with the District, including district technology resources.~~
This policy applies to individuals who directly engage in an act of bullying
This policy also applies to individuals who, by their indirect behavior, support another's act of bullying.
3. 2. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.

~~Any individual who engages in an act of bullying, reprisal, or false reporting of bullying, or who supports bullying, shall be subject to discipline for that act in accordance with district policies. The District may take into account the following factors:~~

~~The developmental and maturity levels of the parties involved;~~

~~The levels of harm, surrounding circumstances, and nature of the behavior;~~

~~Past incidents or past or continuing patterns of behavior;~~

~~The relationship between the parties involved; and~~

~~The context in which the alleged incidents occurred.~~

IV. INVESTIGATIONS

- A. The responsible administrator for implementation of, and questions regarding, this policy in any school building is the building principal, site administrator, or principal's or site administrator's designee.
- B. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct, which may constitute bullying, should report the alleged acts immediately, or as soon after the incident as possible.
- C. The responsible administrator shall initiate an investigation into all reports of prohibited conduct within three school days of the report.
- D. Pending the completion of the investigation, the District shall take immediate steps to protect the target, reporter, students, bystanders, and others as necessary and consistent with applicable law.
- E. During the investigation, the individual alleged to have engaged in prohibited conduct will be allowed to present a defense.
- F. Complaints and investigations of bullying shall be documented using Form 415.00.1: Report of Discrimination, Harassment, Violence, Bullying and Other Offensive Behavior. The responsible administrator shall maintain all

documentation regarding the complaint and investigation in accordance with procedures created by the Superintendent.

G. The investigation shall be conducted in accordance with this policy and the procedures created by the Superintendent.

H. A report of prohibited conduct may be made anonymously. However, the responsible administrator may not rely solely on an anonymous report to determine discipline.

I. In determining whether a reported incident constitutes bullying, and the appropriate response, the District may take into account all relevant circumstances including, but not limited to, the following factors:

1. The age, maturity, and understanding levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidents or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

J. Data collected by the District during an investigation is subject to the Minnesota Government Data Practices Act and the Family Educational Rights and Privacy Act.

-RESPONSES

A. When a complaint of prohibited conduct is substantiated, the responsible administrator will consider all available remedial responses and take appropriate action and/or intervention in accordance with the Student Behavior Handbook: Rights and Responsibilities and the procedures created by the Superintendent.

B. Where appropriate for a child with a disability to prevent or respond to prohibited conduct, the child's individualized education program or section 504 plan will address the skills and proficiencies the child needs to respond to or not engage in prohibited conduct.

VI. PUBLICATION, INFORMATION, AND TRAINING

A. This policy will be publicized through: (1) new employee materials; (2) inclusion in the Student Behavior Handbook: Rights and Responsibilities for Students, Parents, Guardians and Staff; (3) posting on the District's website; (4) provision to each school employee and independent contractor, if a contractor regularly interacts with students, at the time of employment with the District; and (5) conspicuous posting in summary form in administrative offices throughout the District.

B. The District will require ongoing professional development, consistent with the law, to ensure implementation of this policy.

A.C. The District will provide information about available community resources to the target of prohibited conduct, the actor, and other affected individuals, as appropriate.

LEGAL REFERENCES:

Minn. Stat. § 121A.031 (School Student Bullying Policy)

~~Minn. Stat. § 120B.232 (Character Development Education)~~

~~Minn. Stat. § 121A.03 (Model Policy Sexual, Religious and Racial Harassment and Violence)~~

~~Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)~~

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.69 (Hazing Policy)

CROSS REFERENCES:

102.00 Equal Opportunity/Non-Discrimination

415.00 Harassment, Violence and Other Offensive Behavior

501.00 Hazing Prohibition

506.00 Student Discipline

Student Behavior Handbook: Rights and Responsibilities

520.00 Technology Usage and Safety

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION - GENERAL FORM



Board File No. _____

Date _____

**RESOLUTION ESTABLISHING PROCEDURES
RELATING TO COMPLIANCE WITH REIMBURSEMENT BOND
REGULATIONS UNDER THE INTERNAL REVENUE CODE**

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 one or more series of Certificates of Participation (the "Certificates") pursuant to Minnesota Statutes, Chapter 475 and Minnesota Statutes, Section 126C.40, to finance various capital deferred maintenance projects, additions to, and repairs across existing school district facilities.

B. WHEREAS, the Department of Treasury has promulgated final regulations governing the use of proceeds of tax exempt obligations, all or a portion of which are to be used to reimburse the District for project expenditures made by the District prior to the date of issuance of such obligations. Those regulations (Treasury Regulations, Section 1.150-2) (the "Regulations") require that the District adopt a statement of official intent to reimburse an original expenditure not later than 60 days after payment of the original expenditure. The Regulations also generally require that the Certificates be issued and the reimbursement allocation made from the proceeds of the Certificates within 18 months after the later of the date the expenditure is paid or the date the project is placed in service or abandoned, but in no event more than three years after the date the expenditure is paid. The Regulations generally permit reimbursement of capital expenditures and costs of issuance of the Certificates; and

Adopted _____

CHAIR Board of Education

CLERK Board of Education

C. WHEREAS, the District desires to comply with requirements of the Regulations with respect to the project hereinafter identified.

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

1. Official Intent Declaration.

(a) The District has determined to finance various capital deferred maintenance projects, additions to, and repairs across several existing school district facilities (the "Project").

(b) Other than (i) expenditures to be paid or reimbursed from sources other than the Certificates (as defined above), (ii) expenditures permitted to be reimbursed under prior Treasury Regulations pursuant to the transitional provision contained in Section 1.150-2(j)(2) of the Regulations, (iii) expenditures constituting "preliminary expenditures" within the meaning of Section 1.150-2(f)(2) of the Regulations, or (iv) expenditures in a "de minimus" amount (as defined in Section 1.150-2(f)(1) of the Regulations), no expenditures for the Project have been paid by the District more than 60 days before the date of adoption of this Resolution.

(c) The District reasonably expects to reimburse all or a portion of the expenditures made for costs of the Project out of the proceeds of the Certificates to be issued by the District in an estimated maximum aggregate principal amount of \$275,000,000 after the date of payment of all or a portion of the costs of the Project. All reimbursed expenditures shall be capital expenditures, costs of issuance of the Certificates, or other expenditures eligible for reimbursement under Section 1.150-2(d)(3) of the Regulations.

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

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

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 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 a resolution for procedures of the District for compliance with certain IRS Regulations on the reimbursement allocation made from the proceeds of the Certificates of said District.

WITNESS my hand this _____ day of January, 2019.

Clerk

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: American Indian Magnet Renovation and Addition

Project Description: General learning addition and renovation of existing learning spaces; kitchen and cafeteria addition; restroom renovations; administrative office renovation; communication and security camera upgrades; upgrades to major building systems including plumbing, HVAC, building automation, electrical and fire suppression; site improvements including paving work and playground.

Estimated Cost: \$28,250,000

Estimated Start Date: Spring 2020

Estimated Project Length: Approximately 31 months; complete for school start Fall 2022

Executive Summary

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

Assessment of Criteria for PLA Recommendation:

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

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

Summary of Responses:

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

Staff Recommendation



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

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

The reasons for the recommendation are as follows:

- *Highly complex, multiple craft, multiple phase, coordinated occupied construction.*

Final Action

The BOE directs that a PLA

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

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

*A Project Labor Agreement is not recommended for this St. Paul Public Schools construction project for the following reasons: ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 32 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Bruce Vento Elementary Renovation

Project Description: Renovation of existing learning spaces; media center renovation; kitchen and cafeteria renovation; skylight addition; upgrades to major building systems including plumbing, HVAC, building automation; fire suppression; roofing; site improvements including enclosure of courtyard and playground renovation.

Estimated Cost: \$18,250,000

Estimated Start Date: Spring 2020

Estimated Project Length: Approximately 31 months; complete for school start Fall 2022

Executive Summary

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

Assessment of Criteria for PLA Recommendation:

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

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

Summary of Responses:

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

Staff Recommendation

☒
☐

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

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

The reasons for the recommendation are as follows:

- *Highly complex, multiple craft, multiple phase, coordinated occupied construction.*

Final Action

The BOE directs that a PLA

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

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

*A Project Labor Agreement is not recommended for this St. Paul Public Schools construction project for the following reasons: ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 32 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Central High School Stadium

Project Description: Replace artificial turf field in Griffin Stadium.

Estimated Cost: \$1,400,000

Estimated Start Date: May 2020

Estimated Project Length: 5 months

Executive Summary

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

Assessment of Criteria for PLA Recommendation:

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

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

Summary of Responses:

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

Staff Recommendation

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

The reasons for the recommendation are as follows:

- *This is complex, multiple-craft work and the potential impact of a delay on district-wide athletics may be significant.*

Final Action

The BOE directs that a PLA

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

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

*A Project Labor Agreement is not recommended for this St. Paul Public Schools construction project for the following reasons: ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 32 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: District Service Facility

Project Description: Renovation of central kitchen; renovation of office areas to increase capacity; communication and security camera upgrade; building system upgrades including HVAC, building automation and electrical.

Estimated Cost: \$9,900,000

Estimated Start Date: Fall 2019

Estimated Project Length: Approximately 18 months; Spring 2021

Executive Summary

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

Assessment of Criteria for PLA Recommendation:

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

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

Summary of Responses:

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

Staff Recommendation



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



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

The reasons for the recommendation are as follows:

- *Highly complex, multiple craft, multiple phase, coordinated occupied construction.*
- *In previous years this project was directed by the Board of Education to utilize a Project Labor Agreement. This recommendation is to affirm that direction in closer proximity to the bidding window"*

Final Action

The BOE directs that a PLA



be used for this project



not be used for this project

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

*A Project Labor Agreement is not recommended for this St. Paul Public Schools construction project for the following reasons: ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 32 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Frost Lake Elementary Renovation and Addition

Project Description: Renovation of existing learning spaces; new kitchen addition; common and administrative area addition; restroom renovations; upgrades to major building systems including HVAC, building automation; fire suppression; site improvements including playground renovation, paving site drainage.

Estimated Cost: \$18,750,000

Estimated Start Date: Spring 2020

Estimated Project Length: Approximately 31 months; complete for school start Fall 2022

Executive Summary

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

Assessment of Criteria for PLA Recommendation:

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

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

Summary of Responses:

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

Staff Recommendation

☒
☐

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

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

The reasons for the recommendation are as follows:

- *Highly complex, multiple craft, multiple phase, coordinated occupied construction.*

Final Action

The BOE directs that a PLA

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

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

*A Project Labor Agreement is not recommended for this St. Paul Public Schools construction project for the following reasons: ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 32 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Johnson High School Air Distribution System Upgrades

Project Description: Ventilation system and hydronic system replacement (steam to hot water conversion); flooring and ceiling replacement; interior painting.

Estimated Cost: \$7,800,000

Estimated Start Date: May 2020

Estimated Project Length: 16 months

Executive Summary

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

Assessment of Criteria for PLA Recommendation:

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

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

Summary of Responses:

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

Staff Recommendation



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

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

The reasons for the recommendation are as follows:

- *There is extensive, multiple-craft interior work as part of the project, and the potential impact to the school program should a delay occur is significant.*

Final Action

The BOE directs that a PLA

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

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

*A Project Labor Agreement is not recommended for this St. Paul Public Schools construction project for the following reasons: ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 32 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: L'Etoile du Nord Upper and Murray Middle School Systems Upgrades

Project Description: HVAC replacement; fire suppression installation.

Estimated Cost: \$2,200,000

Estimated Start Date: May 2019

Estimated Project Length: 4 months; complete for school start September 2019

Executive Summary

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

Assessment of Criteria for PLA Recommendation:

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

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

Summary of Responses:

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

Staff Recommendation



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



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

The reasons for the recommendation are as follows:

- *There is extensive, multiple-craft interior work as part of the project, and the potential impact to the school program should a delay occur is significant.*

Final Action

The BOE directs that a PLA

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

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

*A Project Labor Agreement is not recommended for this St. Paul Public Schools construction project for the following reasons: ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 32 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Phalen Lake Systems Upgrades

Project Description: Ventilation system and hydronic system replacement; fire suppression and fire alarm installation; VFD / motor replacements to air handlers and pumps.

Estimated Cost: \$3,200,000

Estimated Start Date: Spring 2019

Estimated Project Length: 16 months

Executive Summary

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

Assessment of Criteria for PLA Recommendation:

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

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

Summary of Responses:

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

Staff Recommendation



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

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

The reasons for the recommendation are as follows:

- *There is extensive, multiple-craft interior work as part of the project, and the potential impact to the school program should a delay occur is significant.*

Final Action

The BOE directs that a PLA

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

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

*A Project Labor Agreement is not recommended for this St. Paul Public Schools construction project for the following reasons: ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 32 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Washington Technology Magnet Athletic Improvements

Project Description: Improvements to track and artificial turf field

Estimated Cost: \$3,500,000

Estimated Start Date: Spring 2020

Estimated Project Length: 10 months

Executive Summary

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

Assessment of Criteria for PLA Recommendation:

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

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

Summary of Responses:

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

Staff Recommendation



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



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

The reasons for the recommendation are as follows:

- *This is complex, multiple-craft work and the potential impact of a delay on district-wide athletics may be significant.*

Final Action

The BOE directs that a PLA

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

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

*A Project Labor Agreement is not recommended for this St. Paul Public Schools construction project for the following reasons: ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 32 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Wellstone Elementary HVAC and Electrical Distribution

Project Description: Ventilation system and hydronic system replacement; electrical distribution system replacement.

Estimated Cost: \$5,000,000

Estimated Start Date: Spring 2019

Estimated Project Length: 16 months

Executive Summary

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

Assessment of Criteria for PLA Recommendation:

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

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

Summary of Responses:

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

Staff Recommendation

☒
☐

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

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

The reasons for the recommendation are as follows:

- *There is extensive, multiple-craft interior work as part of the project, and the potential impact to the school program should a delay occur is significant.*

Final Action

The BOE directs that a PLA

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

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

*A Project Labor Agreement is not recommended for this St. Paul Public Schools construction project for the following reasons: ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 32 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Belvidere Early Education Center Boiler Replacement

Project Description: Replacement of two boilers.

Estimated Cost: \$250,000

Estimated Start Date: Spring 2019

Estimated Project Length: 11 months including Summer 2019

Executive Summary

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

Assessment of Criteria for PLA Recommendation:

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

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

Summary of Responses:

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

Staff Recommendation

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

The reasons for the recommendation are as follows:

- *A limited number of trades are involved and the work will not interfere with the educational program.*

Final Action

The BOE directs that a PLA

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

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

*A Project Labor Agreement is not recommended for this St. Paul Public Schools construction project for the following reasons: ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 32 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Bridge View Elementary Roof

Project Description: Roof replacement

Estimated Cost: \$1,500,000

Estimated Start Date: May 2020

Estimated Project Length: 4 months; complete for school start September 2020

Executive Summary

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

Assessment of Criteria for PLA Recommendation:

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

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

Summary of Responses:

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

Staff Recommendation

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

The reasons for the recommendation are as follows:

- *A limited number of trades are involved and, as the work is largely on the exterior, there is minimal interference with the educational program.*

Final Action

The BOE directs that a PLA

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

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

*A Project Labor Agreement is not recommended for this St. Paul Public Schools construction project for the following reasons: ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 32 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Hamline Elementary School Paving

Project Description: Repaving of north and south parking lots

Estimated Cost: \$250,000

Estimated Start Date: May 2019

Estimated Project Length: 3 months

Executive Summary

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

Assessment of Criteria for PLA Recommendation:

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

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

Summary of Responses:

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

Staff Recommendation

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

The reasons for the recommendation are as follows:

- *A limited number of trades are involved and the work will not interfere with the educational program.*

Final Action

The BOE directs that a PLA

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

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

*A Project Labor Agreement is not recommended for this St. Paul Public Schools construction project for the following reasons: ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 32 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Hubbs Center Roof

Project Description: Roof replacement

Estimated Cost: \$950,000

Estimated Start Date: May 2020

Estimated Project Length: 4 months; complete for school start September 2020

Executive Summary

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

Assessment of Criteria for PLA Recommendation:

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

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

Summary of Responses:

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

Staff Recommendation

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

The reasons for the recommendation are as follows:

- *A limited number of trades are involved and, as the work is largely on the exterior, there is minimal interference with the educational program.*

Final Action

The BOE directs that a PLA

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

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

*A Project Labor Agreement is not recommended for this St. Paul Public Schools construction project for the following reasons: ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 32 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Nokomis Montessori South School Plumbing

Project Description: Plumbing piping replacement; fixtures replacement

Estimated Cost: \$344,000

Estimated Start Date: May 2020

Estimated Project Length: 4 months; complete for school start September 2020

Executive Summary

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

Assessment of Criteria for PLA Recommendation:

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

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

Summary of Responses:

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

Staff Recommendation

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

The reasons for the recommendation are as follows:

- *A limited number of trades are involved and the work will not interfere with the educational program.*

Final Action

The BOE directs that a PLA

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

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

*A Project Labor Agreement is not recommended for this St. Paul Public Schools construction project for the following reasons: ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 32 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Riverview West Side Elementary Windows

Project Description: Window replacement

Estimated Cost: \$1,150,000

Estimated Start Date: May 2020

Estimated Project Length: 4 months; complete for school start September 2020

Executive Summary

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

Assessment of Criteria for PLA Recommendation:

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

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

Summary of Responses:

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

Staff Recommendation

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

The reasons for the recommendation are as follows:

- *A limited number of trades are involved and the work will not interfere with the educational program.*

Final Action

The BOE directs that a PLA

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

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

*A Project Labor Agreement is not recommended for this St. Paul Public Schools construction project for the following reasons: ABC and our 350 contractor members who employ over 20,000 high quality craft professionals oppose discriminatory union-only project labor agreements on taxpayer funded projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors, disadvantaged businesses, and minority-owned business who choose not to be signatory to union contracts. This discrimination is particularly harmful to women- and minority-owned construction businesses whose workers traditionally have been under-represented in construction unions. Merit shop general contractors often utilize union subcontractors for projects and have had great success at doing so – both in the public and private sector. Union general contractors, however, are contractually prohibited from using merit shop subcontractors. Open jobsites that are free of labor affiliation discrimination is what the county should be promoting – not closed jobsites. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 32 percent of Minnesota construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs also take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally-supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users, like the county here, to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions can cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects across the country, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

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.

JANUARY 22, 2019

5:30 pm

6:05 pm

REGULAR MEETING OF THE BOARD OF EDUCATION

Public Comment

Regular Meeting

FEBRUARY 5, 2019

4:30 pm

COMMITTEE OF THE BOARD MEETING

FEBRUARY 19, 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

March 5

April 9

May 7

June 11

August 7 (Wed.)

September 10

October 1

November 12

December 3

Board of Education

March 19

April 23

May 21

June 11 (Special | Non-Renewals)

June 18

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

August 5 (Wed.)

January 7, 2020 (Annual Meeting)

January 21

February 18

March 24

April 21

May 19

June 9 (Special | Non-Renewals)

June 23

July 21

August 18

OTHER EVENTS BOARD MEMBERS ARE SCHEDULED TO ATTEND

* 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.