



Saint Paul Public Schools

Regular Meeting

Tuesday, December 18, 2018 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



Jon Schumacher
Treasurer



John Brodrick
Director



Mary Vanderwert
Director



Marny Xiong
Director



ADMINISTRATION
Dr. Joe Gothard
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Steven Marchese, Vice Chair

SPPS VISION STATEMENT

Imagine every student
Inspired, challenged, and cared for by exceptional educators
Imagine your family
Welcomed, respected, and valued by exceptional schools
Imagine our community
United, strengthened, and prepared for an exceptional future
Saint Paul Public Schools: Where imagination meets destination

MISSION of the Saint Paul Public Schools – PREMIER EDUCATION FOR ALL

Long-Range Goals Adopted by the Board:

HIGH ACHIEVEMENT

Learners will meet the highest district and state standards through a learning journey that is academically rich and rigorous.

MEANINGFUL CONNECTIONS

Learners will understand the relationship between their lives and the lives of others, and the relevance of their educational experiences to their roles in society.

RESPECTFUL ENVIRONMENT

The learning environment will be safe, nurturing and equitable for our diverse learners.

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

December 18, 2018
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. Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools That Have Won Athletic Awards and Championships 6
 - B. Acknowledgement of Good Work Provided by Outstanding District Employees 8
- V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- VI. APPROVAL OF THE MINUTES**
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XIV. **ADJOURNMENT**

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

DATE: December 18, 2018

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

A. PERTINENT FACTS:

1. **Humboldt High School** – The adapted PI soccer team qualified and won the State Tournament. Mary Bohland is the coach. The team consists of:

Musab Drake
Liban Farah
Isai Mazariago Fernandez
Daniel Keck
Moustaphe Mouhoumed
Timothy Ritchey

- 2 This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Darren Ginther, Assistant Director, Athletics.

B. RECOMMENDATION:

That the Board of Education recognize and congratulate the coaches, teams and individuals for their accomplishments.

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

DATE: December 18, 2018

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

A. PERTINENT FACTS:

1. **Johnson High School** – The football team qualified for the State Tournament. Eric Moberg is the coach. The team consists of:

Jamar Aedeji	Parnell Johnson	Eddie Pacheco
Mohamud Ahmedad	Rance Jones	Gabe Rivera
Kobe Anderson	Jeremiah Knox	Nico Roberts
Aharon Atlas	Samuel Kray	Mac Rosbacka
Oscar Camarena	Bush Lee	Drake Teal
Spencer Chang	Daniel Lee	Alex Thao
Keelahni Cummings	Peter Lor	Doua Thao
Ke'Ountae Davis	Javarie McCoy	Brandon Vang
Teon Dean	Terez McDaniel	Keng Vang
Jonathan Fields	Joey Moberg	Travis Xiong
Daniel Fuentes	Luke Moberg	
Luis Fuentes	Chris Moore	
Brandon Gamez	Elijah Moore	
Antoine Glasby	Jadyn Moore	
Angelo Gomez	Leng Moua	
Thomas Heesch	Daimarion Nelson	

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Darren Ginther, Assistant Director, Athletics.

B. RECOMMENDATION:

That the Board of Education recognize and congratulate the coaches, teams and individuals for their accomplishments.

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

DATE: December 18, 2018

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

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

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

B. RECOMMENDATION:

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

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

November 13, 2018

I. CALL TO ORDER

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

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31472 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **Jim Schrankler**, science teacher at St. Anthony Park Elementary School, was recently awarded the Presidential Award for Excellence in Math and Science Teaching. Only 102 people in the United States were awarded this honor - with Jim being one of two educators in Minnesota to receive the honor. St. Anthony Park Elementary School presented him with a banner and check to fund a new Schrankler Science Section in the school library at an all-school assembly in October. The award is given by the White House and/or the President, and Jim was flown to Washington to receive the award at the White House.

The Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) are the highest honors bestowed by the United States government specifically for K-12 science, technology, engineering, mathematics, and/or computer science teaching. The Awards were established by Congress in 1983. The President may recognize up to 108 exemplary teachers each year.

2. **Maureen Elwell Peltier**, French Teacher at Central Senior High School, recently was named Minnesota's World Language Teacher of the Year by the Minnesota Council of the Teaching of Languages and Cultures (MCTLC) at their annual conference on October 26. Maureen is a Fulbright Scholar and has been a teacher for 25 years.

She has taught French to Saint Paul Public Schools students for 17 years at L'Etoile du Nord French Immersion, Open World Learning Community and has led the French Department of Central Senior High School for the past decade, creating a powerhouse of French learning for students.

Maureen is a tireless advocate for the French and French Immersion program at Central. She is responsible for the expansion of the program to where it is now, and works continuously to encourage students to continue in their study of the French Language.

Maureen will also be attending the Central States Conference on the Teaching of Foreign Languages in March of 2019 in Columbus, Ohio, to represent the best of Indigenous and World Language teaching in Minnesota.

BF 31473

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

1. Battle Creek Middle School – The boys' soccer team was city champion
2. Highland Park Middle School – The girls' soccer team was city champion
3. Highland Park Middle School – The girls' volleyball team was city champion.
4. Humboldt Middle School – The flag football team was city champion.
5. Washington Technology – The boys' cross-country athlete, Suleyman Jafer, was a State Tournament Qualifier.
6. Central Senior High School – The boys' cross-country athlete – Mickies Kiros was a State Qualifier.
7. Central Senior High School – The girls' cross-country athlete – Emily Cerkenik was a State Qualifier.
8. Central Senior High School – The girls' soccer team was city champion.
9. Central Senior High School – The boys' soccer team was city champion.
10. Harding High School – The girls' tennis team was city champion.
11. Highland Park Senior High School – The boys' cross-country team was city champion and State Qualifiers.
12. Highland Park Senior High School – The girls' cross-country team was city champion and had three State Qualifiers.
13. Highland Park High School – The girls' swim team was city champions.
14. Highland Park High School – The girls' volleyball team was city champions.
15. Johnson High School – The football team qualified for the State Tournament.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

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

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of October 23, 2018
- B. Minutes of the Special Closed Meeting of the Board of Education of November 7, 2018

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of October 23, 2018, and the Minutes of the Special Closed Meeting of the Board of Education of November 7, 2018 as published. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of November 7, 2018

At the November 7, 2018 Committee of the Board meeting, Superintendent Gothard began with the celebratory announcement about the success of the referendum election results. Board members then shared their thoughts and thanked the Superintendent, staff, Saint Paul Federation of Educators, families, committees, volunteers, community members and the citizens of Saint Paul for their investment in our students.

Next, our legislative liaison, Mary Gilbert, provided an update on the upcoming legislative session, which will convene on January 8th. The proposed 2019 SPPS legislative topics will include to stabilize funding for schools, fund critical programs to close achievement and opportunity gap, increase taxpayer equity, ensure safe schools, enhance local control, and testing. Discussion from the Board involved information on the school trust lands, boost classes, students on the PreK waiting list, and opportunities for the district's special education services, as well as the role of Q-Comp and the upcoming MSBA Legislative Delegate Assembly.

The Board was then updated on next steps to the Parent Advisory Council's 2016-2017 recommendations. An overview and history of the PACs was presented, as well as membership, reporting and recommendations. In 2017, the overarching themes of recommendations included hiring and training, engagement, curriculum and materials, program and practice, equity, transportation, decision-making, and funding. The District's new strategic plan will include a robust community engagement plan, and Initiative 8a will review and update our community engagement process, including how we continue to engage with PACs. This presentation sparked discussion from the Board including the rotation of presentations to the Board, a standardized approach to orientation for students, goals and guiding principles for the Office of Family Engagement and Community Partnerships, and the role of family advocates. Board members also noted that we are practicing a two-generation approach to ensure both students and parents are successful. In thinking about the parents that are investing their time and energy into PACs, we need to continue to ensure we are honoring their time in meaningful and purposeful ways. Conversations also centered on accessibility, and opportunities to engage with groups in their neighborhood or locations across the city. Parents want their students to succeed and learn; hope is measurable, and it is through our student outcomes that we measure hope. Families are investing in SPPS to provide that hope and those outcomes for their children. The importance of communication and looping back to families was also noted. Initiative 8a will be the guide of this work moving forward, and we need to ensure we have dedicated efforts to utilize the expertise of our PACs, parents, and families. It is important that the principals of Initiative 8a permeate across all parts of the strategic plan. We need to be intentional with information that is presented and filter requests and questions to focus on for groups when we ask for help and guidance as we move forward in the next steps of family and community engagement.

The Fiscal Year 2017-2018 Budget Revision was also shown. The Board moved the recommended motion to approve the fiscal year 2017-2018 budget revision as presented.

Finally, board members and staff provided a recap on their professional development experience at the Council of the Great City Schools Annual Conference in late October. This was a valuable experience to meet with colleagues from across the country and share transformative ways in their schools, as well as in our Saint Paul Public Schools. Impactful sessions included those that focused on social/emotional health, youth voice and choice, students of the LGBTQ+ community, teacher evaluations, health activities, communications, marketing, mental health, achievement, and board governance, as well as a presentation by our MLL staff. The Board was not only able to learn more about the great work happening in large school districts across the country, but also to share best practices and amazing programs in Saint Paul.

MOTION: Mr. Marchese moved the Board accept the report on the November 7, 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:

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

VIII. SUPERINTENDENT'S REPORT

Superintendent Gothard began his report with thanking the community, staff, and families for their support of the referendum. He recapped the process, with the feasibility study in the Spring and calling for the election in July. In working with the community, we were able to put forth compelling reasons to vote yes for this referendum, and he noted he is extra proud of the community, the Board, staff, students, and everyone who put forth the message that kids matter and education is a thing of which we hold precious. We have aspirational plans for this community as it relates to their education. He can't say thank you could to the community who supported the referendum. He is beyond words of what this means for our future. The next day was a day of emotion – we have a lot of work to do. Our staff will not rest. We are constructing a strategic plan, and are going on with our current business. In trips to schools, he does recognize and value how hard everyone is working. It is the hope that we can put forth a sustainable plan to move forward, putting achievement and access to opportunities at the forefront. SPPS Achieves is each student, one community, and endless opportunities. As superintendent, he will ensure we will succeed the support that our community has given to us, and thanked the Board and the community for the opportunity.

A. School Calendar Recommendations for 2019-2020, 2020-2021, and 2021-2022

In following-up from the November 2018 Committee of the Board Meeting, Superintendent Gothard noted that he is recommending the approval of the calendars for the next three years. There was a question at the Committee of the Board meeting on beginning the school year prior to Labor Day. The decision to move the start of school is something beyond the scope of the committee itself; it's a decision that would need additional consideration from multiple perspectives, and in the next couple of years, we have some of the latest Labor Days. It does delay the start of the school year due to the calendar. First and third quarter grading days were also mentioned, with the work of finalizing quarter grades. SPPS moved to a quarter grading system to support student learning. It does include a more summative experience at the semester grading periods. This is also a key consideration in our curriculum review cycles in each content area.

Proposed 10 Month Calendars

- The proposed 10 month calendars were presented.

Proposed Year Round Calendars

- The proposed year round calendars were presented.

Committee of the Board Follow-Up

- Holidays and cultural celebrations
 - Continue to excuse students on cultural and holiday events
 - Continue to add those dates to Admin Handbook and Principal's Playbook to ensure there are not events scheduled on those cultural and holiday dates
- Communication
 - The Back to School calendar will continue to be mailed out to families as a one-pager
 - The family calendar will also be online for updates, and more robust calendar.
 - Also, continue to promote My SPPS app and the calendar feature.
 - On the family calendar, it is month-by-month and there could be room to add key dates on the calendar or a call-out box.
- Future work
 - Formats that work
 - Data (breaks, PD)
 - Creating a FAQ on the website
 - Continue with curriculum review cycles and how it aligns with the breaks.

BF 31474 School Calendar Recommendations for 2019-2020, 2020-2021, and 2021-2022

QUESTIONS/DISCUSSION:

- Director Brodrick noted the appreciation to Superintendent Gothard for point out that SPPS is now on a quarter system, this means that teacher need to compile final grade four times a year. That's a stressful time for teachers and students as we wrap up; and now that quarter grade is no long mid-semester grade, it is a final grade. He encouraged us to ensure we seek out input from teachers in the buildings to alleviate as much as possible the stress on teachers for final grades. Deadlines are always stressful for students, and teachers. Any work that could be done to ensure teachers have input in terms of easing their burden. Teaching is a tough business, and the toughest time is evaluating students and giving grades that will appear on their transcript.
- Assistant Superintendent Ott also thanked the committee and the teams, and that they put in extra time for research, to engage with community, and think about changes that could happen. There was a lot of effort also in the development of the questionnaires, and research into options that could change in looking at districts across Minnesota and the United States, and to think about the concerns heard across families and staff. He also thanked Sue Snyder for her time and institutional knowledge. She is an agent of change and really values the opinions of our stakeholders, students, and families. Whatever the committee may want to change, she pushes us to seek evidence, additional perspectives, and think before we act.
- Since this is a rolling enterprise, will you be coming back to us with another three-year recommendation next year? Response: The committee will keep working on the future considerations, the next time we come before the Board will be in two to three years.
 - The input asked about for teachers, most things as we find out during budget, always in a state of flux. On the other hand, we do need to have things in place for students and families to plan ahead. Director Brodrick encouraged the committee to continue to have input from people impacted – students, teachers, and parents. Response: If there are recommendations, they will be brought annually, otherwise the committee will continue to be researching.

MOTION: **Ms. Ellis moved the Board approve the proposed calendars for the 2019-2020, 2020-2021, and 2021-2022 school year calendars as presented. The motion was seconded by Mr. Marchese.**

The motion was approved with the following roll call vote:

Mr. Brodrick	Yes
Ms. Xiong	Yes

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

B. Human Resource Transactions

Superintendent Gothard noted that this month's HR transactions includes the recommendation provided separately for the appointment of a new Equal Employment Opportunity Director for the district. It is with great pleasure that he proposes Megan Sheppard for approval as appointee to this position.

MOTION: **Ms. Ellis moved approval of the HR Transactions for the period October 1, 2018 through October 31, 2018. Ms. Foster seconded the motion.**

The motion was approved with the following roll call vote:

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

IX. **CONSENT AGENDA**

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

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31475 Acceptance of Gift from Ecolab Foundation for Cherokee Heights

That the Board of Education authorize the Superintendent (designee) to accept a gift from the Ecolab Foundation. This gift is to be deposited in the intra-school fund, 19-428-291-000-5096-0000.

BF 31476 Acceptance of Gift from Twin Cities Dunkers Fund of the Minneapolis Foundation

Authorize the Superintendent (or Designee) to accept the gifts from the Twin Cities Dunkers Fund of the Minneapolis Foundation.

B. Grants

BF 31477 Request for Permission to Accept a Grant from the Bush Foundation

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

BF 31478 Request for Permission to Accept a Grant from the Cargill Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Cargill Foundation for the funds to support Nutrition Service's Grow Our Own Project; to accept funds; and to implement the project as specified in the award documents.

BF 31479 Request for Permission to Accept a Grant from the Minnesota Historical Society

That the Board of Education authorize the Superintendent (designee) to accept a grant from Minnesota Historical Society to support history learning at Washington Technology Magnet School; and to implement the project as specified in the award documents.

BF 31480 Request for Permission to Accept a Grant from Second Harvest Heartland

That the Board of Education authorize the Superintendent (designee) to accept a grant from Second Harvest Heartland to fund meals at Schools Saint Paul Music Academy parent events; to accept funds; and to implement the project as specified in the award documents.

BF 31481 Request for Permission to Submit a Grant 3M Gives

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M Gives for the funds to continue implementing 3M STEP; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31482 Request for Permission to Submit a Grant to the Capitol Region Watershed District

That the Board of Education authorize the Superintendent (designee) to submit a grant to The Capitol Region Watershed District for the funds make facilities improvements at LEAP High School, including: repairs to the courtyard, installation of a raingarden, and an added pretreatment structure to an existing stormwater ditch; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31483 Request for Permission to Submit a Grant to Ramsey County

That the Board of Education authorize the Superintendent (designee) to submit a grant to Ramsey County for the funds make facilities improvements at LEAP High School, including: repairs to the courtyard, installation of a raingarden, and an added pretreatment structure to an existing stormwater ditch; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31484 Request for Permission to Submit a Grant to the State of Minnesota

That the Board of Education authorize the Superintendent (designee) to submit a grant to the State of Minnesota for the funds to support new assistive technology training; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31485 Request for Permission to Accept a Grant from the Best Buy Foundation

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

BF 31486 Request for Permission to Accept a Grant from the Minnesota Super Bowl Legacy Fund

That the Board of Education authorize the Superintendent (designee) to accept funds from the Minnesota Super Bowl Legacy Fund for the Tastemasters Taste Test Program; and to implement the project as specified in the award documents.

- C. Contracts - None
- D. Agreements - None
- E. Administrative Items

BF 31487 Monthly Operating Authority

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

(a) General Account	#699242-700506	\$50,461,380.74
	#0003108-0003136	
	#7002963-7002990	
	#0002811-0002871	
(b) Debt Service	-0-	\$0
(c) Construction	-0-	<u>\$11,872,061.12</u>
		<u>\$62,333,441.86</u>

Included in the above disbursements are two payrolls in the amount of \$34,308,682.87 and overtime of \$193,726.63 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 February 28, 2019.

BF 31488 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective November 26, 2018, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31489 2018 Facilities Radon Testing Results

The District is required by law to report the results to the Board of Education. This agenda item fulfills that reporting requirement.

BF 31490 Closure of Sites to Open Enrollment

That the Board of Education authorize the Superintendent (designee) to close Open Enrollment to grades KG-12 at Bridge View, River East, Journeys and Focus Beyond for the 2018-2019 school year.

BF 31491 Facilities Department FY19 Purchases over \$100,000

That the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over the \$100,000.

BF 31492 Plat of 900 Albion

That the Board of Education approve the execution of the combined plat for West End Second Addition to create two T3 traditional neighborhood parcels, for the area bounded by Lexington Parkway, West 7th Street, and Albion Avenue as part of the disposition of the 900 Albion parcel.

BF 31493 Settlement of Partially Insured Claim (L.J.)

That the Board of Education approve the Settlement Agreement in the above referenced matter; authorize its Superintendent to sign the Settlement Agreement; and authorize School District administration to issue payment and otherwise perform the Settlement Agreement.

BF 31494 Settlement of Partially Insured Claim (L.L.K.)

That the Board of Education approve the Settlement Agreement in the above referenced matter; authorize its Superintendent to sign the Settlement Agreement; and authorize School District administration to issue payment and otherwise perform the Settlement Agreement.

F. Bids - none

G. Change Orders

BF 31495 Construction Change Directive (CCD) #232 for Commercial Flooring Services at Adams Spanish Immersion School

That the Board of Education authorize the Superintendent (or Designee) to sign Construction Change Directive #232 for Commercial Flooring Services at Adams Spanish Immersion School for an amount not to exceed \$156,835.

X. **OLD BUSINESS** - None

XI. **NEW BUSINESS**

A. Canvass of November 6, 2018 Election Results

BF 31496 Canvass of the November 6, 2018 General Election Results

**RESOLUTION CANVASSING RETURNS OF VOTES OF
INDEPENDENT SCHOOL DISTRICT NO. 625 GENERAL ELECTION**

BE IT RESOLVED by the Board of Education of Independent School District No. 625, as follows:

1. It is hereby found, determined and declared that the general election of the voters of this District held on November 6, 2018, was in all respects duly and legally called and held.

2. As specified in the attached abstract and return of votes cast, a total of 127,311 voters of the District voted at said general election on the question of revoking the school district's existing operating referendum revenue authorization of \$704.52 per pupil and to replace that authorization with a new authorization of \$1179.52 per pupil. The proposed referendum revenue authorization would increase each year by the rate of inflation and be applicable for ten years, beginning with taxes payable in 2019, unless otherwise revoked or reduced as provided by law, of which 76,072 voted in favor; 40,025 voted against the same.

3. Said proposition, having received the approval of at least a majority of such votes, is hereby declared to have carried.

4. The School District Clerk is hereby directed to certify the results of the election to the Ramsey County Auditor and notify the Commissioner of the Department of Education of the results of said general election.

QUESTIONS/DISCUSSION:

- Director Schumacher echoed Superintendent Gothard's comments earlier in the meeting in thanking folks and the citizens of Saint Paul for their dedicated commitment to public education. The percentage of yes votes aligns with the confidence of our kids. Anybody who spend any time with our kids understands that the "education they deserve" isn't a phrase that is thrown around – our students are wonderful, engaged, and citizens who are already making a difference in cities and communities and continue to do that. He thanked the folks of Saint Paul and those who worked hard in the district who were out and about to make sure that this was a success.
- Director Xiong echoed the Superintendent's and colleague's words. She thanked the neighbors and constituents of Saint Paul in this vote to support the referendum. It talks about how we as the City of Saint Paul believe in education and believe in our kids. We are investing in the future of the city, and thanked everyone for their work, and to our diverse communities – we couldn't have done this without you.
- Director Marchese noted that it is important to step back and really acknowledge this decision to move forward, and to the work that was done to get the support. We have the opportunity to be optimistic about the district and seeing the kids, we know there is optimism in the community. This is a partnership with the district, the community, and the taxpayers. This approval does not mean the work is done – the work is being launched by this vote. There is more work to be done with the legislature, and to bring funding to public education, stability, and equity. It is an important down payment to the district from the community and we are grateful to the volunteers, partners, and voters for making this possible.
- Director Brodrick noted his thanks for the trust and confidence the community gave to us on November 6th. He knows the Board and staff across the city are pledges to hold this trust dear to them as we do our work in SPPS. Once again, he is proud to be a lifelong resident of Saint Paul and to be a product of SPPS. One again, we are shown what a great city and school system we have and will continue to have. He thanked the citizens of Saint Paul for their investment in the future of Saint Paul.
- Director Vanderwert echoed the previous comments. She thanked everyone for their work, and this is a true vote of confidence and support for our kids, and a vote for a bright future. Great cities begin with great schools, and we can accomplish that will the extra support to make us greater. She thanked Saint Paul and those who listened to us and shared our hopes and dreams for the children of Saint Paul. We take them all very seriously, and the future is bright, and we are very grateful.
- Director Foster noted her thanks for every phone call, every door knock, and everyone who checked the yes box on the ballot, for our schools doing a lot of things after hours with parents and staff and door knocking to ensure people understand what this means for us and our

community. Thanks to the fellow board members for their time and the Vote Yes committee and the volunteers. We have more work to do, and we are optimistic as we say that we value education in Saint Paul, and we will continue to serve our kids in the best way possible.

- SEAB Member Mendez Portillo also thanked everyone for their support, and supporting the future, and especially the future of students in SPPS that they will have, and also the English learners that we will have and currently have. SEAB Member Vang also thanked everyone for their work and support.
 - What is the next action steps, and how will the money be used to help students for their opportunities, and for our students to achieve even better and greater? Response: The proceeds from the referendum will go into effect next year. It is more planning for the future. We will introduce the strategic plan in December and begin budget process, which needs to be balanced by June 30th. Our final audit from last year will be finalized soon, and we will then be able to understand where money is and balance. In the process we will also be looking at ways to improve guided by strategic plan, know the additional proceeds to help us to prioritize where make greater impact on long-term student outcomes, which is important to us and guide decisions. Secondly, we hope we won't have to make cuts as we have the previous five years. The proceeds and revenue will help us to continue doing great work, adding support staff and resources where they may have previously been stretched thing, and in the prioritization process in budget process, knowing there will be an additional \$18.6M to work with in SPPS.
 - Will students be able to put voice into the plan? Response: We engage with students in different ways, and think there are always opportunities for students to say what they feel and want. We hope you feel in the strategic plan process, that student voice was a part because we truly believe it was integrated.
- Chair Ellis also thanked all board members with each person out the community, and Saint Paul Federation of Educators – so many people worked hard to get this referendum passed, including unions, our staff, and the amazing people that work with our kids every day, our families hosting information sessions, door-knocking campaigns, passing out literature, and to our the community that showed they believe in the school district and our students. She recapped a conversation with one person who spoke of paying it forward and planting the seed for the next generation. None of us know who invested in our education, but we know that people did. It is a message that resonated and was carried out throughout the community. Our students only get one chance for a great education. We get to be here in this space advocating for funds that we should already be getting, and also to be here and doing right by our kids, and that we understand we can't do this by ourselves. It was important to have our partners and our mayor to be supportive. It was a community and city effort. Many people showed up in many ways to support the referendum. She really expressed gratitude for the city that has a mayor that went to SPPS and invested in him, that has three school board members that went to SPPS and people invested in us. The history in Saint Paul is long and beautiful, and we are able to watch more students grow and see what our city continues to be, and there is also work to do.
- Director Schumacher also acknowledged the Vote Yes committee. There were numerous folks who contributed money from outside the district. Teachers, elected officials, corporate partners, and families donated money so that we could make this effort possible, including the purple signs, that made a difference in this. With our mayor, that partnership and Saint Paul coming together is critical. He also noted that the money that was spent in the Vote Yes committees was half of what was spent last time, and they were mindful to ensure they only spent what we needed. It's important to note that in moving forward. He also thanked all folks that came together and supported the effort. It is very appreciated.
- Director Xiong added that many of colleagues thanked staff, and recapped a photo of senior staff and leadership team out phone banking. After a long work day, staff made efforts to make sure students are supported and the referendum efforts were supported. She thanked all staff members at all leadership levels, and those who came out to phone bank and support financially, we couldn't have done it without our staff as well.

MOTION: **Ms. Ellis moved the Board of Education adopt the resolution canvassing returns of votes of the Independent School District No. 625 General Election. The motion was seconded by Ms. Xiong.**

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses - None

B. Items for Future Agendas - None

C. Board of Education Reports/Communications

- Director Xiong recounted her experience at the Equity Summit for Courageous Conversations that she attended with the SPPS Equity Team. It was transformational to be with students and staff at this event. It was a wonderful opportunity to meet with school districts across the nation and their work in equity to address disparities, and learn from each other. SPPS was also continuously praised for our work to address equity and racial equity and was an example in many discussions, and share out about the work from students that also attended, and shared back their experiences in school settings, and how we elevate student voices. She attended a session on racial equity in education from top down, and bottom up as well, and was fascinating to hear across the nation, that students are at the center of this work and how do we co-lead with participants of the community. There was so much learning, and questions during the experience, and to review our policies again and how we are addressing racial equity in the district, and where we are progressing, and it was transformational to share the space with students and debrief with them, grow them, and learn from them on their views to create a more equitable school district.

XIII. FUTURE MEETING SCHEDULE

Chair Ellis reminded everyone that the next Committee of the Board meeting will be on Tuesday, December 4th with the Truth in Taxation public hearing beginning at 6:00pm. The Regular Board of Education Meeting will be December 18, 2018 beginning at 5:30pm with public comment.

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

- December 18
- January 8, 2019 | Annual Meeting
- 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)

- December 4
- January 8, 2019
- February 5
- March 5
- April 9
- May 7
- June 11
- August 6

XIV. ADJOURNMENT

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

The meeting adjourned at 7:43 p.m.

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

Prepared and submitted by

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

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE SPECIAL MEETING OF THE BOARD OF EDUCATION
FOR A PUBLIC HEARING ON THE PAY 19 LEVY

December 4, 2018

I. CALL TO ORDER

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

II. ROLL CALL

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

Ms. Foster was absent (pre-planned out-of-town event)

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion passed with the following roll call vote:

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

IV. OLD BUSINESS

- A. Administration Presentation and Public Hearing on the Proposed Pay 19 Levy
State statute requires that all local governments (cities, counties, and school districts) to hold a public hearing prior to finalizing their levy authority and allow for public comment. The hearing must follow the release of the proposed tax notices from the county. The notice provides information on estimated taxes as well as market value and other homestead adjustments.

The Chief Financial Officer stated school levy authority is established in law. School budgets are a combination of State, Federal and local funding, including the voter approved referendum. The Pay19 school levy funds the 2019-2020 school year. Levies are approximately 20% of the SPPS budget. The Levy can only move down after October 1.

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

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

- Overall estimated market values are up 7.1% from prior year
- Double digit increases for a number of commercial, industrial and apartment properties
- Residential more moderate — areas of higher increases: Thomas/Dale, North End, Greater East Side, West 7th
- School portion of fiscal disparities aid increasing \$449,739 or 1.4%
- Changes to St. Paul Right of Way (ROW)/Street maintenance program

Other factors are:

- Changes in pupil counts
- Legislative changes to education formulas
- Referendum inflationary increase
- Voter-approved referendum on 11/6/2018
- Pension contribution changes required by law
- OPEB obligations
- Employment changes that drive severance and unemployment levies
- Capital bonding, refunding of bonds, abatements, long-term maintenance, health & safety projects, lease levy changes

SPPS levy categories are:

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

Proposed Pay 19 Annual School Levy

(excluding voter-approved Referendum increase on 11/6)

Levy Category	Certified Pay18 Levy	Proposed Pay19 Annual School Levy (excluding the voter-approved Referendum increase)	Difference
Operating	\$ 50,250,404	\$ 53,967,603	\$ 3,717,199
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	\$ 161,550,132	\$ 6,085,186
Percent Change			3.91%

Proposed Pay 19 Levy for Final Certification

(excluding voter-approved Referendum increase on 11/6)

Levy Category	Certified Pay18 Levy	Proposed Pay19 Annual School Levy (excluding the voter-approved Referendum increase)	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.

The CFO reviewed the estimated annual property tax impact from 2018 to 2019 assuming 0% increase in market value and assuming a 7.1% (home) for both the estimated change at 3.91% levy increase without School Referendum as well as the estimated change at 14.94% levy increase with School Referendum with the median home market value in Ramsey County at \$186,200; and the estimated annual property tax impact for commercial/industrial properties from 2018 to 2019 assuming a 6.1% increase in market value at estimated change at 3.91% levy increase without School Referendum, as well as the estimated change at 14.94% levy increase with School Referendum with the median commercial/industrial market value in Ramsey County at \$495,450.

The Pay 19 levy calendar was then reviewed. The Board of Education will certify the Pay19 levy at the December 18, 2018 Board of Education Meeting. SPPS will certify the Pay19 levy to Ramsey County on December 28, 2018.

Questions/Discussion: None

V. PUBLIC HEARING

- Mark Lehner
- Jo Jacobson

VI. ADJOURNMENT

Ms. Ellis moved the meeting adjourn, seconded by Mr. Schumacher. The motion passed by acclaim.

The meeting adjourned at 6:16 p.m

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

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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
December 4, 2018**

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

J. Foster was absent due to an out-of-town event.

SEAB: C. Vang

Staff: S. Gray Akyea, C. Long, C. Baker, J. Turner, L. Sayles-Adams, J. Wollenzien, M. Yackley, A. Collins, J. Engen, B. Richter, S. Carlstrom, J. Williams, L. Erickson, K. Cordes-Sween, T. Parent, M. Throop, M. Hoerth, T. Battle, H. Kilgore, Superintendent Gothard, J. Jonassen, M. Schrul, J. Kelly, I. Primer, M. Sáenz

Other: K. McCauley, E. Scott, T. Lonetree, J. Verges, Z. Ellis, J. Kopp, E. Jacobson, P. Perez, C. Perez, B. Shelby, M. Steigauf, S. Hugel, A. Rcos

I. CALL TO ORDER

The meeting was called to order at 4:32 p.m.

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard began the meeting with thanking the members of the Board for their time at the MSBA delegate assembly and the approval process for moving resolutions forward. In following on social media, there was good collaboration around matters that are meaningful and moving forward to working with new legislative administrators in the beginning of the year. He thanked them for their time on Saturday and making sure our voice was in the work.

B. SEAB Report

SEAB Member Cheng then provided a recap on the work of SEAB. There are three main projects this year, with Ethnic Studies being one of them. The definition of ethnic studies is the learning of one's culture or another. Not only is it culture, history, and language, but the essence and origin of itself and oneself. SEAB believes ethnic studies play a huge role in identity, but also to become awoken to who they are and the world around them. The model group has done research on other ethnic studies outside of Minnesota. In LA there is a school that has an ethnic studies, but they use language classes as a getaway for ethnic studies. Oregon Governor Kate Brown in June 2017 signed the ethnic studies legislation, House Bill 2845, which is where all Oregon k-12 schools must incorporate ethnic studies into the main curriculum. It must be implemented in 2021. Indiana Governor Eric Holcomb signed legislation that requires all Indiana high schools to offer an ethnic studies course every year starting 2017. Other states are starting to incorporate ethnic studies as collected by the model group. The publicity group has been figuring ways to bring awareness to ethnic studies in SPPS, but to also interact with students. SEAB students have done interviews

with district staff and curriculum staff. Today SEAB is also doing more interview with staff. SEAB plans to present in February at the COB or BOE.

C. Enrollment Report

Superintendent Gothard then introduced Dr. Stacey Gray Akyea, Director of Research, Evaluation, and Assessment, to provide the School Year 2018-2019 Enrollment Overview, with District data such as grades, race/ethnic, English Language Learners, students receiving Specialized Services, and Pre-K; focus areas of continuation and alternative enrollment; and a summary of uptrends and horizontal/downtrends.

How Many Students Are Enrolled?

- SPPS total enrollment for school year 2018-2019 is 38,872 PK-12 students.
- SPPS state-funded enrollment for school year 2018-19 is 36,871 PK-12 students; a decrease of 314 students from state-funded enrollment for SY2017-18.
- SPPS state-funded enrollment (excluding PK), 36,439, is 340 students below the projected enrollment of 36,779.

Trend: State-Funded Enrollment Over Time

- A bar graph of enrollment figures throughout the years was shown.
- Four years of incremental declines, with 37,605 in 2015-16, 37,040 in 2016-17, 37,186 in 2017-18, and 36,872 in 2018-19 (SY2018-19 enrollment data is preliminary until finalized by Minnesota Department of Education.)

Grades: School Year 2018-2019

- ECSE 885
- VPK 433
- K 3,122
- 1 2,910
- 2 2,854
- 3 2,739
- 4 2,796
- 5 2,844
- 6 2,479
- 7 2,450
- 8 2,396
- 9 2,713
- 10 2,709
- 11 2,564
- 12 2,978

Student Groups: Unchanged Percentages from SY17-18

- Students of Color
 - 79%
 - Steady and incremental increases since SY2002-03
- Students Receiving Special Education Services
 - 16%
 - Small changes in percentages since 2011-12 peak of 18%
 - Large ranges across schools
- English Language Learners
 - 31%
 - Small changes since 2011-12 peak of 36%
 - Large ranges across schools

Continuation

- Continuation is the percentage of students who return to the district or school from the previous school year. Overall, it is 86%, and slightly lower for students returning to same school at 69%.
- A chart of Pre-K, Grade 5, and Grade 8 of students continuing in SPPS and Out of District Students was shown.
- Continuation at transitional grades above 70%
- Continuation from grades 8 to 9 remain the highest of transitional grades
- Historical PreK to K continuation rates are very high at the district level; particularly for EC students in PreK classrooms and full day PreK; above 80%. Trend suggest approximately 80% of last year's PreK is currently in K.

Enrollment Alternatives to SPPS: During School Year 17-18

- 62% school-aged resident children attended SPPS
- 19% school-aged resident children attended a charter schools
- 13% school-aged resident children attended a non-public school
- 6% school-aged resident children attended a neighboring district school via open enrollment, and
- 1% school-aged resident children attended other schools
- 1300 students open enrolled into SPPS from neighboring school districts

Summary: Uptrends

- Lower grade enrollments larger than projected
 - K is the largest grade; over 3,000 students
- Continuation from grade 8 to 9
 - Continuation from grades 8 to 9 remain the highest of the transition grades
- PreK expansion
 - Historical PreK to K continuation rates are very high at the district level; particularly for EC students in PK classrooms and full day PreK; above 80%.

Summary: Horizontal/Downtrends

- Declining overall enrollment
 - Seven of the last ten years saw declines
- Alternative enrollment
 - Charter, non-public and other district enrollment of school-aged resident students comprises a sizeable percentage of school-aged resident children.
 - Alternative enrollment outside of SPPS is not mitigated by the number of students enrolling in SPPS from out of district.

QUESTIONS/DISCUSSION:

- For the alternative school enrollment, it would be interesting to see a similar graph of how that has grown, as well as how it's trending and where, and breakdown by race and ethnicity to see which communities are choosing alternatives, and how that is impacting our enrollment. Response: We've been looking at who is enrolling in alternatives, and preliminarily it is our Asian families, East African families, Black families, Hispanic families, and we have found that students who received FRL and happening in elementary schools and less likely in secondary schools. They may transition out of the district and then come back in 9th grade. That may change with charters now extending to secondary grade levels.
- For the data who are coming back post-10/31 and what does that look like? Are families re-enrolling post-10/31? It will be interesting to look at that in comparison to our current numbers.
- Are there any patterns we see among our schools in terms of year over year in certain buildings that seem to have decreased, or buildings that have declining enrollment, trends by area or building type? It would be helpful to get a sense of the district overall, but also 70 different schools where it plays out. Some might be full, and some might not be as full. Response: There has not been an exhaustive analysis at the site level yet. There are three things that are involved though, which are the impact of district decisions and policies that impact schools tremendously. To the extent that they can fill is somewhat of a distinct situation and the limitations on schools on class size or staffing; the extent to which they are language academies or specialized service program; all those things put parameters on

a school's enrollment could be impacted. The second thing is that families that are enrolling back in the district for Grade 9 are interested in and attracted to on the West Side are Central and Como, and on the East Side is Harding.

- Are there any schools with waiting lists? Response: There are a host of programs at the PreK level that have wait lists at every site, and Capital Hill Middle and Highland Middle have students on the wait list; there are programmatic waiting lists at different grades in the high schools.
- This report has good news and bad news. Wondering if there is a correlation between enrollment and budget cuts? Are families leaving because they hear about cuts? Response: We have begun to do analysis in choice and families, and from the analysis so far, that doesn't seem to be a reason that families are leaving, particularly with families that received FRL and families of color. It seems to be something else. Although there are cuts, families that come back, the extent to which we have so many choice and offerings still, even though we have cut, still tends to outweigh their other alternatives. That appears to be a factor in 9th grade. There are several complexities embed in that and depends on who is doing the examination. The bubble of kindergartners is encouraging.
- It would be helpful to hear about ways the District is going to address the market share competitiveness and the current thinking of Administration from this information and to address the decline. This isn't a situation that we want to continuously see in the long-term, and how are we going to address that? Response: With our kindergarten numbers, that shows our demonstrated commitment to early childhood is a great thing for our community. It allows our families to experience our schools and develop relationships and see the affinities in our staff and leaders. Our middle schools deserve to have a model to promote and support the great work that needs to be done in those developmental years and the strategic plan will address the middle school model and ways to build capacity. Also, the Crosswinds factor will open new capacity on the East Side for a comprehensive, E-STEM magnet and open other opportunities for students, as well in the comprehensive neighborhood schools, and fill in middle schools to continue in 9th-12th grades. In college and career pathways, we will work with communities in new ways and build excitement to show our families that SPPS is worth staying and to not take a detour or leave; they will be able to find everything they need in SPPS. It's not only about enrollment, but also to do great work for our students and ensure they are doing great work, and we are providing the support and structure for enrollment to build and grow in those ways.
- Director Vanderwert noted that in 5th grade, kids are developmentally starting to act different, and parent support or education could help families. If parents see SPPS as the support system and source for information for changes, it could be helpful in keeping families in SPPS. That support is so critically important, and some schools have been able to build continuity and consistency. We may want to consider Middle School Family Education in addition to Early Childhood Family Education.
- With the 300-some student decrease, are those largely middle school or spread throughout? Are our high schools at capacity? Is there capacity that we have at the high school level if we start to fill up, and what does that trend look like? Response: For those students, we will check by grade. For the high school capacity, the schedule is driven by graduation requirements and electives, and areas of passion. It is finding that balance to offer grade levels, and able to afford the sustainability, and keep classes at a rate to sustain and support those offerings.
- Director Marchese requested to see capacity in grades compared to where we are in each grade, including at, near and below capacity based on the current staffing. Also, by building and what is our capacity and where are we at in each of our buildings.
- How do we account for PSEO students? Response: They are counted as SPPS students. We are still receiving that funding in our headcount.
- It was also noted that in thinking about the future and that charter schools will be bringing secondary programs on line, and to the extent to which they become alternatives to our high schools. We don't want to see students in our middle schools and then transfer to those charter schools for high school. What is the capacity we have at the high school level, and if those programs are successful, people will stay in SPPS. With other reports on enrollment, there are recommendations that we can look at in a holistic way to address where we are in the marketplace of schools in a more comprehensive way. The middle school numbers and programming will influence that gap. If there is an unevenness in our system, there are opportunities there as well. Response: That will be a topic of additional, ongoing information. Our Select SPPS effort with SPFE is not a one-and-done type event; it did create some attention throughout the community, and it is those types of efforts that needs to continue. We also

need to be strategic to get enrollment up in those schools. The baseline underway allows us to use data to be strategic with the enrollment plan.

- It's also important to think about how do we find information from families that are leaving the district and a systematic way of gathering that data and surveying those families, and integrating that data back into our planning process. We should want to have that information to use it. Response: A number of districts do that in different ways, and it will be worth investigating what is right for SPPS.
- For that 11th grade drop, are those students leaving? Are they dropping out? Are families making other choices? Response: Currently the principals are trying to get students who have left and with programs to prevent dropouts, including Gateway to College. It is a one-year anomaly. Part of the attraction in the other grades is that they leave and then come back. We are working with REA to determine if they have returned because we have so much to offer and different specialty programs and academies. We also offer other specialties, such as JROTC. The key is to see if they come back.
- For the Gateway programs, those numbers are included? Response: Yes.
- One way to look at the 11th grade is that it is closer to the 10th grade. The 12th grade also represents the students that are continuing, and we do have 5-year, 6-year, and 7-year graduates, and as long as they stay in the district, they are counted in these enrollment numbers.

D. Policy Update

Superintendent Gothard then introduced Cedrick Baker, Chief of Staff, to provide the Policy Update. Chief Baker noted the dedicated efforts of the Policy Work Group and their willingness to meet before the Thanksgiving holiday. He also recognized Jada Wollenzien and Jamie Jonassen for their work in policy.

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
- Work group recommendation: advance to three-reading process

Drug and Alcohol Testing – Policy 416.00

- New policy that will provide authority so that SPPS may require all employees and/or job applicants to submit to drug and alcohol testing
- Reason for new policy:
 - Liability and safety issue
 - Concerns being identified that employees were under the influence of drugs or alcohol at work but there is no current mechanism (for any employees other than drivers) to rule out or confirm
- Policy covers:
 - Definitions related to drug and alcohol testing
 - Drug and alcohol testing for employees that are already federally mandated to do so (i.e. school bus drivers)
 - Drug and alcohol testing for other employees
- Work group recommendation: advance to three-reading process

QUESTIONS/DISCUSSION:

- With the proposed drug policy, there was a part about non-prescribed and prescribed medical cannabis. In 2c, it talks about not being on non-prescribed drugs, but even medically prescribed cannabis cannot be used as an employee. It seems that there are some cases that are medically prescribed and legal, how does that have an impact to employees and why is that different from other drugs? Response:

This is balancing act. Cannabis isn't permitted under federal law, and the testing of bus drivers come from federal law. It's a balancing act of protecting students and employees.

- Minnesota has legally said that people can treat with certain types of medically prescribed cannabis. Will we run into problems of discrimination on legally prescribed drugs? Response: there are provisions to if an employee has a prescription for a certain drug and certification from the provider stating that it will not affect their ability to perform a certain task, and that will be permitted.
- In talking about employees in the drug testing policy. For subcontractors, vendors, and drivers, do they fall under the federal testing requirements as well? Response: Yes, they do – anything dealing with commercial driver's licenses.
- A board member also noted that there are specific question from an employee's point of view as well. Will we be looking at testing all applicants or just some? How will that determination be made? What are the cost associated? Will it be random testing for all or just some? If just some, how will that determination be made? What job titles are considered safety sensitive? If we are moving forward with this, we need to ensure we are doing outreach and advertising of what we are doing. We need to think about the bargaining units and negotiations as well. We need to proceed with a real sense of respect toward the people that it will affect. We do not want employees on the job under the influence of any type of mind-altering substance, both for the safety of our kids and our staff. This should a policy protecting the integrity of SPPS and the safety of students, and a protection and respect to help employees. He noted that he was not ready to move on this one at this time because we have not had this policy in the past, and that it should spend more time in the Policy Work Group.
- The procedure for this policy will also be important. Employees work in procedure. What's the procedure and how does it affect a person if they are accused, or are we looking at a policy of testing everyone that is hired? Will there be random drug testing? What does that entail? Response: It was noted that this policy deals with the safety of students and employees, and that is how it came before us. There will be stakeholder group engagement with unions to provide insight to the procedure and feedback that will be helpful in the process. Also, we currently do not have a mechanism to deal with the issue of an employee under the influence and how to deal with that issue. For random testing, and the process and how we go forward. This would not be a judgement sample. If there is employee assumption and agreement within the procedure and working with others outside the district and staff on those procedures. Our goal is to work with stakeholders. In other instances, the supervisor may need to make the call to move forward for the safety of students and staff.
 - For the job applicants, that will be part of the procedure, and will be worked out through the three reading process.
- It was also noted that the Policy Work Group spent a lot of time discussing scenarios where it seems an employee may be on the job and something is wrong, and what do we do? It will be important in the procedure for those to be handling the situation, it will be important for that supervisor to talk to the person involved. This is where the procedure is so important, and this policy precedes the policy. We will need to be careful that we are not accusing, but are concerned about that person's safety and this will need to be set within the procedure. We need to be set Response: Yes – reasonable suspicion and the process of testing is included, and the protocol in training staff members, what that looking like, professional training, and currently we do not have a mechanism to deal with those situations in the best way.
- It was noted that it seems like there are pieces that are missing, in talking HR, Legal, building staff, unions. Not sure how they all align and ready to go to the reading process yet. There is federal language here. It's understood that we currently do not have a mechanism, but we cannot create a policy if we are not for sure in this is what we are going to do to follow this policy. Before we institute this policy, these are the things that we need to know are already done. Response: The Legal team has added input within the realm of submitting this for policy. We have said we will definitely work with stakeholders that will be affected and do this concurrently in this process to move forward in that direction. We can provide suggestions and specifics around procedures on specifically those types of things and reactions. Right now this policy is not in place. If something happens where an employee is thought to be under the influence and is, the only action we have is to send them home. We feel this policy allows us to support that person, and we also talked about supporting that person and help they need. Knowing there's a problem, there may be resources to connect that employee to in order to get them the help we need. We can provide more insight to the procedure to clear up those questions.

- For bus drivers and CDL, this is already happening as required by federal law. That is about pages 2-15; that language after will be new.
- Is there a sense of urgency? Response: Yes, we have heard from supervisors and other employees to move on this as soon as possible. We could perhaps move forward and it would be February before the final reading. We could monitor the progress and answer those questions, and could pull it before the third reading or hold off. Is there an appetite to concurrently work with the stakeholders and get insight into the process, while at the same time, provide insight to build out the procedure and react to it and thinking how it would go forward.
- Within this policy, is there a statement that commits we will be working with stakeholders to bring them to the table to discuss? Response: In this statement right now there is not. There are meetings currently scheduled to work with stakeholders and unions.
 - What if we proposed to add a statement to commit that our discussion and to create procedures will continually include stakeholders from unions to district staff to Legal? Response: We will be working with unions and staff throughout the next three months to gain their input into this proposed policy. We have meetings currently scheduled regarding this proposed policy, and to have discussions with those unions, and the timeframe will be determined by the next steps. Information will be sent out to our unions to have discussions with them and gain their insights and answer questions for those bargaining units as we move forward with the policy and procedure.
- Another board member noted that he is not sold on this policy yet in that the Board determines policy. He is not certain that we have the basis yet. He encouraged Administration to look into how a policy such as this happened in other governmental entities that are dealing with these same issues, and the standards held to drug testing, circumstances, and discretion. He would like to be clear to ensure we comply with existing state and federal law, and supported by the best practices for school districts and the ways to approach this. This proposed policy does not seem solid enough and we should wait for implementation, and will be smart to have conversations with bargaining units and invite them as early as possible into the process, and to understand the implications of grievances and contractual rights, representation of employees, and understand the purpose and process. Since this has not been a policy in place for the life of the district, it doesn't seem to create emergency for tomorrow. We need to be clear in this policy and to provide notice and clarity at all levels and for the community to understand the expectations, and the reading process does that. He would rather see us come forward with a more developed policy and procedure. He is not in favor of moving forward with a reading and doing more work to bring it back, and raised concerns about the policy and if we should move forward with it right now, and more deliberation at the policy level. Response: We can go back and provide the documentation that supports ideas from the board to give more clarity on the structure of the policy, and also ensure we are reaching out to stakeholders as early as possible, and also to ensure that everyone is on the same page to move forward and start a communication plan to ensure employees are reached about the new policy and mechanisms to move forward.
- For the bullying prohibition policy, it was noted that board members wanted to make sure it was clear to folks are having the responsibility to report bullying, a clear route to who they should report to. There is legal ease around what a "reasonable person" would define to be bullying. The other piece is the reporting obligations, where it talks about the person at each site who is the responsible party, which is the designated person, especially helpful for new staff.
 - One of the things this policy requires is that in all new employee materials, the designee, the principal, is identified as the person to who staff should report bullying incidents.
- Director Vanderwert noted that while it legally needs to be called "bullying prohibition", she suggested focusing on what we want instead, to create an environment that is accepting, nurturing, and respectful. She noted that we should focus on saying we are a caring community, which portrays a different, positive message, and hopes that we communicate that to our buildings that we are focusing on building community.
 - Also, the rationale is the searchability for "bullying" by staff in policy.
- Does it align with federal and statewide guidelines and legal terminology? Response: Yes, that is the reason for the revision is that the policy did not comply with statutes and that we need to have an anti-bullying policy. It was adopted in 2012. With our work, we are working on more positive behaviors,

and an emphasis on the work moving forward. It's also anti-bullying bystander behavior too, which is also important.

- For investigations and responses, who is doing each of those? What is publication and information and training? Response: Investigations are leaning more so on buildings, and would be the principal or designee. This aligns with the Students Rights and Responsibilities handbook in regard to student behavior, and would be the building administration, principals, assistant principals or the designee. Investigation is not new, and has been a part of the prior procedure and needs to be in order to comply with state statute. It won't be a lot of changes, but more formalized process. For responses, statues says we need to consider remedial responses, and our handbook lists out the different interventions to consider with behavior, that administrators consider. Training is about being in staff materials, in the handbook, and posted throughout the district. Investigations can sometimes seem minimal, but then starting to ask questions and realize it is a bigger issue, and administration will get a call to determine the proper investigations.
- The Board noted that they are comfortable with moving Policy 505.00 – Bullying Prohibition to the three-reading process.
- A board member also noted that we need to do a thorough job of getting this information to buildings to talk to those that will be implementing this policy, and certainly hear from principals and staff in buildings as much as possible, and to have a robust effort to tell everyone what we are doing.

E. Break for Administration Presentation on the Pay 19 Levy and Public Hearing (6:00 p.m. Time Certain)

It was motioned to recess the Committee of the Board Meeting for the Administration Presentation on the Pay19 Levy and Public Hearing. It passed by acclaim. The meeting was recessed at 5:50pm.

The Committee of the Board meeting reconvened at 6:33pm.

F. SPPS Administrative Response to the Latino Consent Decree Parent Advisory Council

Superintendent Gothard ten introduced the Latino Consent Decree administrative staff, Pablo Matamoros and Sara Reyes, to provide an update on the response to the LCD Parent Advisory Council as we work together to serve students and families. This is part of the cycle that started in June when the advisory council presented to the Board and administration will now respond to those recommendations in three parts – recommendations that will be addressed by the Office of College and Career Readiness, recommendations by Office of Family Engagement and Community Partnerships, and a status report of the previous recommendations the PAC has presented to the Board.

Demographics

- Latino Students – 5,065 (14%)
- Home Language Spanish – 9%
- LCD Eligible K-12 – 2,329 (6.3)
 - LCD Eligible K-6 – 1,487 (64%)
 - LCD Eligible 7-12 – 842 (36%)

Latino Consent Decree (LCD)

- The Latino Consent Decree (LCD) is a legally binding court order (consent decree) which the Saint Paul Public Schools entered into as part of the settlement of the federal court case. It details the full range of responsibilities which SPPS has agreed to, regarding the education of Latino students who have limited English proficiency.
- The purpose of the Latino Consent Decree Program shall be to provide for the systematic development of basic cognitive, affective, and psychomotor skills and to bring such Latino students enrolled in SPPS to the educational performance level that is expected by the District of non-limited English-speaking students whose primary language is English.

LCD Parent Advisory Council

- Board Resolution
 - The District shall provide effective parent and community participation. This shall include continuation of the parent advisory group established by the District pursuant to a Resolution of the Board of Education on July 26, 1983.
- Purpose
 - Serve as a forum for the expression of concerns and recommendations of Latino parents, representatives of community-based organizations and public school personnel, pertaining to the education of Spanish-speaking students in SPPS.
- Function
 - Assist the Superintendent and Board by providing information and input on needs of Hispanic students in the District.
- Responsibility
 - Review and make recommendation to the Superintendent/Board of Education regarding the education of Spanish-speaking students

Background

- Implementation Guide
 - The existing Latino Consent Decree Implementation Guide, as it is today, does not address all the advancements, improvements, and best practices in education. There are also considerable gaps between what the LCD Stipulation states and what is actually done across the SPPS district.
- LCD PAC Task
 - The LCD Parent Advisory Council continues to work in revising and updating specific areas of the LCD Implementation Guide.
- 2017-2018
 - Counseling guidelines under LCD

SPPS Administrative Response to the 2017-2018 Latino Consent Decree (LCS) Annual Report to the Superintendent and Board of Education

Darren Ginther then noted the support of balance and push and the collaboration is appreciated, with challenging conversations, and also thanks to the parents and their committed time and energy. He also recognized the building site counselors that sit in on the PAC and provide support, and it is a two-way street and a true partnership with families and the community.

Response

- Recommendation 1
 - Revise the district guidelines in regards to counseling and support in the schools to LCD eligible students.
 - Counseling: District guidelines under LCD
 - Access to elective courses
 - The School Counseling Leadership Team will work with the Office of Teaching and Learning and Middle School teams to find ways to promote elective course options to middle school students at open houses and showcase nights.
 - School Counselors will ensure graduation requirements are met while also promoting elective courses which will allow our Latino students to seek out their own unique interests.
 - Examples within high schools were provided to get students “to and through” and work of counselors to show opportunities and classes to students
 - Access to advanced courses
 - The School Counseling Leadership Team will: partner with the LCD staff, PAC and SPPS Communications to find new and additional ways to promote academic planning nights and partner with SPPS

Communications to ensure documents, advertisements and other information are accessible and translated for students and families.

- School Counselors will promote advanced courses during classroom lessons and spring registration at all grade levels and partner with building staff to provide needed supports to increase success in advanced courses.
- Scheduling
 - School Counselors will continue to engage and partner with students' families during the scheduling process, collaborate with LCD Bilingual Educational Assistants during the scheduling process, and collaborate with the LCD Bilingual Educational Assistants in contacting parents regarding their student's schedule.
- Professional development
 - The School Counseling Leadership Team will partner with LCD District staff in planning a training for School Counselors that is culturally responsive to the educational needs of Latino students and their families, invite LCD District staff to SPPS Middle and High School Counselors' Professional Development annually, and partner with LCD District staff in planning additional professional development for School Counselors new to SPPS.
- Program coordination
 - The School Counseling Leadership Team will collaborate and meet regularly with LCD district staff to review and evaluate guidelines 1 and 2 and the professional development provided to new and existing school counselors in SPPS.
- Monitoring graduation requirements
 - The School Counseling Leadership Team will create and share a mailing calendar for graduation progress letters with LCD district staff and work in collaboration with the LCD Program in the development of a program for parents to learn about students achievement in alignment with SPPS Achieves.
 - School counselors will mail home a "graduation progress letter" translated in the student's home language and collaborate with the LCD Bilingual Educational Assistants in contacting parents/guardians regarding their student's academic progress towards graduation.
 - A Senior Progress Letter was shown detailing a student's graduations requirements and progress.

Mr. Matamoros thanked Darren and the team. Historically he couldn't be more happy for the professional respect received and has given us these six guidelines will help all Latino students, and this is only the surface. He is optimistic and happy to have the mutual respect received from everyone in this process.

- Recommendation 2

Mr. Matamoros thanked Director Heather Kilgore and Sara Reyes, and thanks for continuing to support engagement for Latino families. He provided examples of helping our families, not only with reading and writing, there are other things to help our parents and students. LCD Training was provided to help them understand their rights. The Parent Academy was also a success to teach them the basic steps to college enrollment. In the winter, there will be sessions with CLUES and Wilder. There is a connection in all we do. Our PAC will continue to meet monthly as well.

- Continue strengthening the collaboration with community-based organizations and SPPS district programs and schools

- Engagement opportunities for LCD families include LCD Parent Training, LCD Parent Academy, Sexual Health Education, Latino Leadership Program, LCD Parent Advisory Council, through both SPPS and partners.

Status: 2016-2017 Administrative Responses

- Update the Latino Consent Decree (LCD) Teacher Responsibilities – In place
- Prioritize recruiting and hiring EL-LCD qualified bilingual teachers – Under review
- Increase the number of LCD Bilingual Educational Assistants EA2 – In progress (13 EAs in 2016 to 15 EAs in 2018)
- Re-write job titles and descriptions for all LCD EA2 – In place
- Create an "LCD Flag" in the SPPS Student Information System – In place
- Continue to strengthen the collaboration with community-based organizations and SPPS district programs – In place

QUESTIONS/DISCUSSION:

- Are we doing things in high school to recruit Latino students to be teachers or EAs? Response: There are "Grow Your Own" programs, especially in education, and we are working on how we develop and diversify the pool of teachers eligible. Saint Paul is one of the most diverse communities, and this is work we can do ourselves, and working with students in career pathways to the education field.
- Is our SUTR program also recruiting? Response: Yes, we are also working with SUTR. The past vice chair of the LCD PAC is actually now a teacher in the SUTR program.
- For the first recommendation about the accelerated classes and AP classes. If kids aren't prepared for those in middle school, it affects if they take them in high school. Are there opportunities in middle school for kids to get on track and how are we thinking about it to ensure kids are pushed up and ready before high school? Response: We are most certainly preparing students in middle school for more advanced classes, and focusing on student/teacher relationships. All students should be able to access any class, and it's important to showcase that access and support students to be successful. We aim to maximize and accelerate, utilizing counselors, social workers, college access partners, and AVID to create a system that enhances that, and engage with students and families on their future. Staff do a great job of advocating for and encouraging students to take classes at a level at which they are comfortable, but also nudge them a little higher. Examples of high schools providing access were provided where the handbook was reviewed and the wording for prerequisites for classes, and what it means to be open to students. Could a prerequisite be a class or a teacher recommendation. There are words floating around in handbooks, and it might be worthwhile to get on the same page for prerequisites for either classes or teacher recommendations. We work with staff and teacher recommendations to ensure that students aren't blocked from those classes and have access to them.
- For the senior progress letter, when is that sent out to families? Response: By 1st quarter of senior year all 12th graders and their families receive the letter. By the end of 3rd quarter, all 9th-12th grade families receive it to plan for S-Term and other programs. This does need to be more than a one-and-done process because it is a summary of where a student is in a moment on time, and an invitation to conversations, especially for those students who may be off track, and bring great dialogue, and thanked parents and LCD staff who have worked together to create a tighter way of communicating. Counseling staff also noted that it takes a lot of time to compile data for the letters, and to ensure they are accurate – it is helpful to have the Infinite Campus system, but tracking those credit takes time and to ensure inaccurate information isn't sent to families. It would be great if there was a computerized system to automatically compile that information so that it wouldn't require devoting so much time, when there are other personal issues that students face and need help.
 - The Campus Team is working on that; it is a big and complex system and there are ways to get there and we will continue to keep working and pushing. We need counselors to be there for students for social-emotions support and academic support, meeting with families, and helping students instead of counting credits. OTL has mapped our current course catalog so that things do accurately fill-in to ensure what we are pushing our is accurate. We will check into how long that update will take and provide an update.
- In the recommendation that centered around building capacity with counselors, and realizing there are complicated ratios with the number of counselors per students, how do we look at building capacity

through support positions as well? Counselors wear a lot of hats in schools, and how do we move toward best practices in how to handle that capacity? Response: One of the things we work on is scope, and meeting every month from different supports and talk about the role of social worker, etc., and how to constructively work together to provide the best service for students, and to ensure that our job complement each other. Training is also very important and that everyone is doing work in which they are prepared, and automated systems for other things in their work, such as tallying credits. We have highly skilled staff to support social-emotional, academic, and career needs. Also in high schools are college access programs, which are grant-funded, to support and meet the needs of a population of students, and Pre-AVID to fill those gap areas and build the ladder forward.

- What percentage of Latino students are currently taking advanced courses? Response: In SY16-17, for 9-12 grade, there was a 57% participation rate, and the follow-up piece is that emerging bilingual EL students were at 38%. Our district average is 58% in one or more advanced classes.
- What do we know now and are we seeing progression in Latino students? Response: We can get that data from REA. We are also working with SEAB on one of the recommendations, and we are meeting with them monthly to break down barriers and prerequisites. An example is College in the Schools with the U of M, and it was as if SPPS was more strict on who could be in those classes than the U of M in past practices. Now, recommendations from a teacher or staff can provide access and support in those hurdle of advanced courses and advocate and support for students. We are hoping to get a better understanding to dig into the data and figure out how to hone in on key attributes or specifics to break it down. That work group also represents middle school and high schools, and to go back and look at what grade 6 looks like for the future.
 - A board member noted she is interested in looking at that report and the past three years of data and the breakdown between Latino female and Latino male students, as well as by high school to see how do we know what is going on in in the district overall and if our Latino students in one school are more likely than another to be a part of advanced classes.
- A member of the LCD PAC noted that it is important for the counselor to engage with parents and how they read those letters to be able to understand them. If they don't know what they are seeing, they won't be able to do something about it. Also on the website, to see how their child is doing is important. If the parent does not know how to use it, and maybe a training and explaining to a parent, and how is my student doing, and show how to go through website and actually use it.
- A staff EA noted that she has noticed with students that are new to the country, often times, some of the things that are naturally explained to high school students are lost in the mix because the emphasis is on language acquisitions, and for the grade level meetings, those students may not attend and not everything is translated directly or informed to the EA to inform the students, which ends up creating a barrier to advanced classes. If the student is new to the country, the level of academics isn't always engaged, and more level of English, and students may lose interest if they are taking lower level classes. Language should not be a barrier in advanced classes. Response: There is a small group meeting with language academy chairs on this topic. There are discussions on solutions to open doors and to get into the classroom if information is being lost or not presented, and MLL is critical in those conversations, and we have had counselors modeled things that work, including from LEAP, Harding, so that it is "language and" in academic development.
- She also noted that for the new students from other countries, that they may enroll without records, and the counselor automatically places that student in a foundations class, and assume the teacher will adequately assess the student, which is a challenge. A student may feel stuck in a foundations class and become bored, because it is elementary level. There should be a standard taken that all math teachers will assess and determine timelines, because it may take a teacher a while to realize a student's skills and at that point, the student has missed a portion of the other class. Response: We have been talking about this same topic. That is something that we have reached on for credit by assessment and what that looks like. They have the skills and knowledge that they need to complete a higher level.
 - She also noted that as an EA she has a lot of individual conversations, but does not have capacity to have an individual conversation with each student, and there needs to be more systems changes.
- Something interesting in Latino students that are coming into SPPS is that they have some type of previous schooling. There is a new position at Placement for records. Part of it is sitting with an EL

student we are working off a set of scores, and may or may not have records and understanding those records. Particularly with our Latino students, those evaluations are needed in every subject area because they have probably had schooling. Counselors are also dealing with different transcripts. If you feel comfortably with transcripts from different countries, and with different country's set of transcripts, evaluation is necessary. At Como, they are set up with an initial schedule, and ask to let us know if they are above or below. Students are given an evaluation and asked to go as far as possible, and then a math teacher can determine where they are in terms of appropriate classes. The focus is on academics, not language.

- One of the LCD teachers wondered if it was possible to identify individuals in the organization for teachers with a willingness to serve Latino students. We have the resources; it is a matter for HR to investigate who has the willingness to help LCD students.
- For the first recommendation and program coordinating, you mentioned regular meetings, what is the timeline and commitment? Response: We are thinking quarterly, and maybe monthly. "One and done" items don't work, and trying to get away from compliance and go to best practices and creating those expectations of one another.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 7:51 p.m by Mr. Marchese, and seconded by Ms. Ellis. The motion passed by acclaim.

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

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS
RESOLUTION



Board File No. _____

Date _____

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.

AYE

NAY

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

Adopted _____

CHAIR Board of Education

CLERK Board of Education

A blue-tinted background image showing a classroom scene. On the left, a young boy is looking through a microscope. In the center, a woman with glasses is smiling and looking down. On the right, a young girl with glasses is laughing joyfully. The image is overlaid with a large white title and a three-colored banner.

SPPS Achieves

Each student. One community. Endless opportunities.

Strategic Plan 2019-23

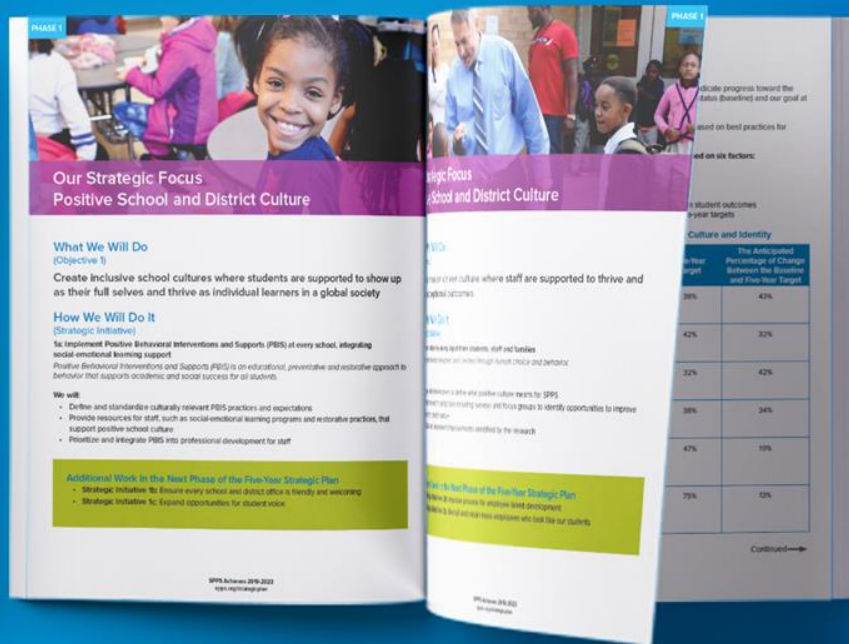
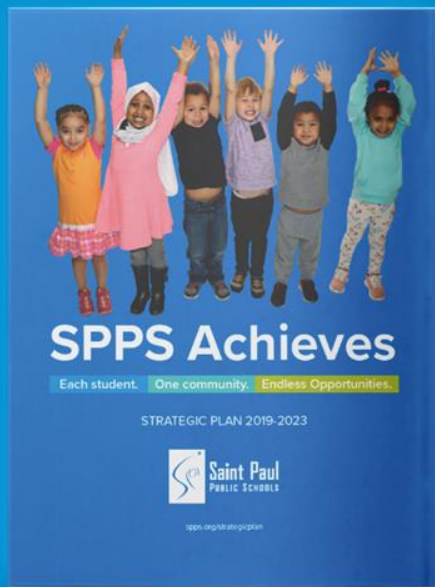
Board of Education
Dec. 18, 2018

Strategic Plan Development Timeline

Analysis	Development	Planning
Dec. 2017 - Feb. 2018	Feb. 2018 - June 2018	June 2018 - Dec. 2018
- Review past surveys, reports and data - Create community input opportunities through surveys and meetings - Present findings to district leaders and the Board of Education	- Develop proposed long-term outcomes and strategic work areas for review and revision - Hold community input sessions - Present final long-term outcomes and strategic work areas - Determine strategic initiatives	- Develop strategic initiative action plans (Phase 1) - Develop metrics for monitoring implementation and progress toward long-term student outcomes - Share strategic plan report with the SPPS community (Phase 1)



Strategic Plan Report



spps.org/strategicplan

Proposed Mission Statement

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



Our Guiding Values

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



Stakeholder Engagement



- Engagement during the planning process
- Ongoing engagement
 - Variable engagement strategies
 - Fixed engagement strategies



Long-term Student Outcomes

1	2	3	4	5	6
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

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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

Example

Increase Academic Growth in Reading and Math for All Students			MCA
	Current Status (Baseline)	Five-Year Target	The Anticipated Percentage of Change
The percentage of students meeting math proficiency in the prior year who are not proficient in the current school year	23%	12%	-48%

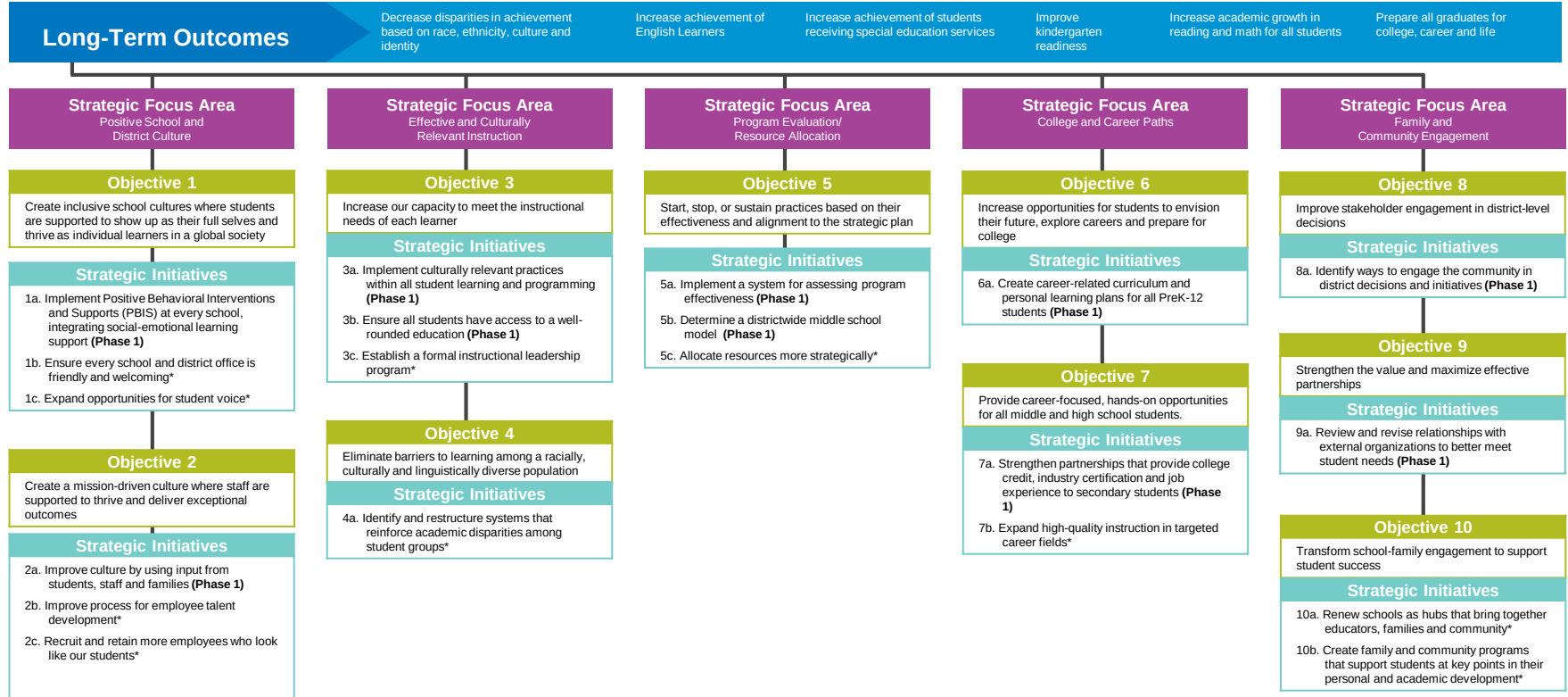


Increase Academic Growth in Reading and Math for All Students

	Current Status (Baseline)	Five-Year Target	The Anticipated Percentage of Change
The percentage of students meeting math proficiency in the prior year who are not proficient in the current school year	23%	12%	-48%
The percentage of students not proficient in the prior school year now meeting math proficiency in the current school year	8%	18%	125%
The percentage of students meeting reading proficiency in the prior school year who are not proficient in the current school year	16%	7%	-56%
The percentage of students not proficient in the prior school year now meeting reading proficiency in the current school year	14%	24%	71%
The percentage of students achieving typical or aggressive growth in literacy	56%	70%	25%



SPPS Achieves Strategic Plan



*Additional work in the next phase of the five-year strategic plan

Our Strategic Focus

Positive School and District Culture



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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



Our Strategic Focus

Positive School and District Culture

How We Will Do It

1a. Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support

Actions:

- Define and standardize **culturally relevant PBIS practices and expectations**
- Provide resources for staff, such as **social-emotional learning programs and restorative practices**, that support positive school culture
- Prioritize and integrate PBIS into **professional development** for staff

Our Strategic Focus

Positive School and District Culture

How We Will Do It

2a. Improve culture by using input from students, staff and families

Actions:

- Engage with stakeholders to **define** what **positive culture** means for SPPS
- Conduct research to **identify opportunities to improve** school and district culture
- Prioritize and **implement improvements** identified by the research



Our Strategic Focus

Effective and Culturally Relevant Instruction



55

What We Will Do

Objective 3. Increase our capacity to meet the instructional needs of each learner



Our Strategic Focus

Effective and Culturally Relevant Instruction

How We Will Do It

3a. Implement culturally relevant practices within all student learning and programming

Actions:

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- Integrate the Culturally Proficient School Systems design model* with current SPPS equity practices and use stakeholder input to **create a shared understanding** of culturally relevant instruction
- Provide resources for educators that **support culturally relevant practices**
- Prioritize and integrate culturally relevant practices in all staff **professional development**



Our Strategic Focus

Effective and Culturally Relevant Instruction

How We Will Do It

3b. Ensure all students have access to a well-rounded education

Actions:

- Establish expectations that each school creates an **annual report** documenting how much instruction is taking place in Minnesota academic content areas
- Identify and **address barriers** at schools in order to provide a well-rounded education
- Use existing digital tools to create a **common format and source** for district curriculum, course expectations and instructional resources
- Establish consistent **districtwide expectations and grading systems** for secondary courses and elementary grade levels



Our Strategic Focus

Program Evaluation and Resource Allocation



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What We Will Do

Objective 5. Start, stop or sustain practices based on their effectiveness and alignment to the strategic plan



Our Strategic Focus

Program Evaluation and Resource Allocation

Program Evaluation and Resource Allocation

5a. Implement a system for assessing program effectiveness

Actions:

- Develop the capacity for program staff to **measure and analyze results** toward improving effectiveness
- Create a calendar for conducting **regular reviews** of programs

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Our Strategic Focus

Program Evaluation and Resource Allocation

How We Will Do This

5b. Determine a districtwide middle school model

Actions:

- **Revise middle school schedules** with consideration for job-embedded professional development
- Support the middle school structure, including organizing groups of teachers and students as **learning communities**
- Update the curriculum and implementation of the middle school **Foundations advisory course**
- **Redesign 6th grade literacy** to provide both Readers and Writers Workshops

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Our Strategic Focus

College and Career Paths



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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.



Our Strategic Focus

College and Career Paths

How We Will Do This

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

Actions:

- Establish a catalog of **career-focused curriculum resources** for educators
- PreK-12 students create and regularly update **personal learning plans** that include their strengths, interests and goals for the future
- Implement **career awareness** programming for students in grades **PreK-5** and **career exploration** for students in **grades 6-8**, identifying community partners to help



Our Strategic Focus

College and Career Paths

How We Will Do This

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

Actions:

3

- Implement and **standardize career pathways** at all secondary schools
- Establish a **family outreach program** to build awareness of SPPS career-related programs
- **Partner with higher education** institutions to provide career-related programs that supplement SPPS career pathways



Our Strategic Focus

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



Our Strategic Focus

Family and Community Engagement

Family and Community Engagement

8a. Identify and formalize structure to engage the community in district decisions and initiatives

Actions:

- Develop and **standardize districtwide engagement guidelines** that define stakeholder roles
- Create a collection of staff **resources on engagement strategies**
- Provide **training for staff and community members** on engagement guidelines and strategies
- Identify and **revise practices** that hinder community engagement



Our Strategic Focus

Family and Community Engagement

Family and Community Engagement

9a. Review relationships with external partners to better meet student needs

Actions:

- **Align partnerships to meet the needs of students**, as prioritized by the SPPS Achieves Strategic Plan
- **Centralize the management of partnerships** within the Office of Family Engagement and Community Partnerships
- Establish **standardized partnership requirements** with ongoing data collection and reviews
- **Document current partnerships** and **identify opportunities** for new relationships aligned to long-term student outcomes



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



Academic Services

Additional actions to address long-term student outcomes include:

Personalized Learning – Embrace technology as a key strategy for schools, educators and students to enhance achievement, productivity and creativity

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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





SPPS Achieves

Each student. One community. Endless opportunities.

Strategic Plan 2019-23

HUMAN RESOURCE TRANSACTIONS
November 1, 2018 – November 30, 2018
December 18, 2018

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Braun, K. S.	Classroom Teacher	11/05/2018	\$27.18	Battle Creek Middle School
Butzlaff, H. R.	Classroom Teacher	11/21/2018	\$27.18	Johnson Achievement Plus
Jaastad, B. D.	Classroom Teacher	11/05/2018	\$42.16	Frost Lake Elementary
Parlin, J. L.	Classroom Teacher	11/10/2018	\$27.18	Highland Park Elementary
Ramos, G. A.	Classroom Teacher	11/26/2018	\$29.01	Mississippi Creative Arts
Thompson, G. L.	Classroom Teacher	11/15/2018	\$36.37	Ramsey Middle School
Sheppard, M. H.	Superintendency	11/14/2018	\$55.29	Colborne Admin Offices
Watkins, D. J.	Superintendency	01/02/2019	\$79.33	Colborne Admin Offices
Faehner, T. M.	School/Community Professional	11/10/2018	\$21.03	RiverEast Elem/Secondary
Brezler, K. M.	Education Assistant	11/05/2018	\$30.28	Washington Tech
Brochet, S. D.	Education Assistant	01/03/2019	\$18.43	Student Placement Center
Dufault, M. F.	Education Assistant	12/17/2018	\$19.77	Humboldt Secondary School
Sisneros, A. D.	Education Assistant	12/03/2018	\$25.39	Focus Beyond
Wright, D. E.	Education Assistant	11/12/2018	\$19.39	1780 W 7th Street
Anderson, K.	Teaching Assistant	11/05/2018	\$16.00	Murray Middle School
Buchmann, K. N.	Teaching Assistant	11/05/2018	\$16.00	Bridge View
Carlson, J. D.	Teaching Assistant	11/10/2018	\$16.00	Parkway Montessori
Mercado, J. A.	Teaching Assistant	11/20/2018	\$15.00	271 Belvidere Bldg
O'Neill, A. K.	Teaching Assistant	12/03/2018	\$15.00	Highland Park Elementary
Panganiban, K. M.	Teaching Assistant	11/05/2018	\$16.00	Battle Creek Elementary
Paredes, A. R.	Teaching Assistant	11/14/2018	\$15.00	Highwood Hills Elementary
Santithanyaroj, R.	Teaching Assistant	12/03/2018	\$15.00	271 Belvidere Bldg
Sheik, F. T.	Teaching Assistant	11/26/2018	\$15.00	271 Belvidere Bldg
Weiss, E. O.	Teaching Assistant	11/05/2018	\$16.00	Focus Beyond
Paramo, N. M.	Clerical	11/19/2018	\$18.66	Rondo Education Center

HUMAN RESOURCE TRANSACTIONS
November 1, 2018 – November 30, 2018
December 18, 2018

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Sameru, K. S.	Custodian	11/19/2018	\$16.38	Como Service Center
Day, L. L.	Nutrition Services	12/08/2018	\$11.89	Horace Mann School
Suarez-Guzman, Y.	Nutrition Services	12/08/2018	\$9.92	Como Park Senior High
Taylor, T.	Nutrition Services	12/10/2018	\$11.89	Ramsey Middle School
Yusuf, N. M.	Nutrition Services	12/08/2018	\$11.89	Johnson Senior High

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Yang, K.	Classroom Teacher Career Progression	10/13/2018	\$50.58	Como Park Senior High
George, R. M.	Education Assistant From: Teaching Assistant	12/03/2018	\$21.51	Focus Beyond
Wiggins, K. D.	Education Assistant From: Teaching Assistant	11/10/2018	\$17.62	Focus Beyond
Bergquist, J. G.	Custodian Career Progression	11/10/2018	\$26.32	Washington Tech Sec
Carraher, M. J.	Custodian Career Progression	12/03/2018	\$26.99	Wellstone Elementary
Hamm, R. L.	Custodian Career Progression	11/03/2018	\$26.99	Obama Service Learning
Larson, L. M.	Custodian Career Progression	11/10/2018	\$26.32	Como Park Senior High
Lindberg, D. D.	Custodian Career Progression	11/24/2018	\$28.73	Colborne Admin Offices
Bohmer, M. M.	Nutrition Services Career Progression	11/05/2018	\$16.78	Johnson Achievement Plus

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hoffman, Z. W.	Classroom Teacher	11/07/2018	\$27.18	Wellstone Elementary
O'Malley, B. M.	Classroom Teacher	10/13/2018	\$54.09	271 Belvidere Bldg
Wathum-Ocama, J. C.	Classroom Teacher	11/19/2018	\$56.20	271 Belvidere Bldg

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Carlson, J. S.	Classroom Teacher	11/05/2018	Farnsworth Aerospace Lwr
Kaufenberg, S. M.	Classroom Teacher	11/26/2018	Benjamin Mays/Museum

HUMAN RESOURCE TRANSACTIONS
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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Lynch, K. M.	Classroom Teacher	11/28/2018	Mississippi Creative Arts
Manson, E. J.	Classroom Teacher	11/27/2018	271 Belvidere Bldg
Mattlin, A. D.	Classroom Teacher	11/16/2018	Wellstone Elementary
Moua, G. C.	Classroom Teacher	12/03/2018	Jackson Preparatory Elem
Prohaska, J. E.	Classroom Teacher	11/07/2018	Humboldt Secondary School
Rinn, M. E.	Classroom Teacher	11/28/2018	Capitol Hill Magnet
Shetka, K.	Classroom Teacher	12/18/2018	Chelsea Heights Elementary
Stohlmann, R. S.	Classroom Teacher	11/07/2018	Benjamin Mays/Museum
Uher, M. L.	Classroom Teacher	11/15/2018	Johnson Achievement Plus
Hendrickson, R. M.	Classroom Teacher	11/01/2018	Bruce F Vento Elementary
O'Brien, M. A.	Classroom Teacher	10/31/2018	Como Park Elementary
Revoir, J. A.	Classroom Teacher	11/20/2018	271 Belvidere Bldg
Mikel, E. A.	Classroom Teacher	11/05/2018	Daytons Bluff Achievement
Sack, A. E.	Classroom Teacher	11/17/2018	Linwood Monroe Arts Lwr
Salazar, E.	Education Assistant	01/02/2019	Humboldt Secondary School
Jennings, A. K.	Teaching Assistant	11/05/2018	Creative Arts Secondary
Xiong, M.	Teaching Assistant	11/05/2018	St. Paul Music Academy
Meehan, W. J.	Custodian	11/06/2018	Phalen Lake Hmong Studies
Lewis, V. R.	Nutrition Services	11/10/2018	Como Service Center
Schuna, J. A.	Nutrition Services	10/23/2018	Randolph Heights Elem
Shanley, T. J.	Plumber	11/12/2018	Como Service Center

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
E., K.	Classroom Teacher	11/29/2018

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Carr, K.	Classroom Teacher	11/05/2018	\$35.32	Ramsey Middle School
Olson, M. K.	Classroom Teacher	11/26/2018	\$28.13	Riverview School
Doud, M. A.	Superintendency	12/08/2018	\$76.92	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
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REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Barnwell, J. C.	Teaching Assistant	11/13/2018	\$15.00	Farnsworth Aerospace Up
Brown Gantt, L. L.	Teaching Assistant	11/12/2018	\$15.00	Crossroads Science
Olivo, Y. C.	Teaching Assistant	11/07/2018	\$15.00	Wellstone Elementary
Vue, P.	Teaching Assistant	12/03/2018	\$15.00	Johnson Achievement Plus

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Pottle, B. L.	Classroom Teacher	11/19/2018	Maxfield Elementary
Prohaska, J. E.	Classroom Teacher	11/12/2018	Humboldt Secondary School
Retezan, E. A.	Classroom Teacher	11/05/2018	Wellstone Elementary
Smith, L. A.	Classroom Teacher	11/26/2018	Adams Spanish Immersion
Xiong, C.	Classroom Teacher	11/19/2018	Nokomis Montessori North
Campbell, L. G.	Classroom Teacher	10/15/2018	Washington Tech Sec
Martin, H. M.	Classroom Teacher	11/19/2018	Obama Service Learning
Osman, S. M.	Classroom Teacher	11/27/2018	Student Placement Center
Babu, C.	Classroom Teacher	11/01/2018	Ramsey Middle School
Grant, C.	Classroom Teacher	11/19/2018	Harding Senior High
Priess, M. A.	Classroom Teacher	11/07/2018	Battle Creek Elementary
Hendrickson, R. M.	Classroom Teacher	11/26/2018	Bruce F Vento Elementary
Moss, J. M.	Classroom Teacher	11/19/2018	271 Belvidere Bldg
Vang, P. S.	Classroom Teacher	11/26/2018	Phalen Lake Hmong Studies
Cobb, P. A.	Teaching Assistant	11/05/2018	Creative Arts Secondary
Sellers, G. T.	Teaching Assistant	11/12/2018	RiverEast Elem/Secondary
Tschida, C. R.	Teaching Assistant	10/22/2018	Como Park Elementary
Vang, K.	Teaching Assistant	11/26/2018	Mississippi Creative Arts
Hernandez, P. L.	Clerical	11/19/2018	Colborne Admin Offices
Akeredolu, A. F.	Nutrition Services	11/19/2018	American Indian Magnet
Schuna, J. A.	Nutrition Services	11/26/2018	Randolph Heights Elem

HUMAN RESOURCE TRANSACTIONS
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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kellam, W. T.	Operations	11/27/2018	Como Service Center
Yang, K.	Professional Employee	11/01/2018	Colborne Admin Offices
Love, I. E.	Technical	11/05/2018	Como Service Center

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Alaziz Muhammad, S.	Teaching Assistant	11/10/2018	\$15.00	Linwood Monroe Arts Up
Bohmer, M. M.	Nutrition Services	11/07/2018	\$16.09	Creative Arts Secondary

REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Boland, J. J.	Custodian	11/10/2018	\$25.45	Cherokee Heights Elem

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
A., M.	Classroom Teacher	12/21/2018
A., M.	Classroom Teacher	12/26/2018
A., M.	Classroom Teacher	01/21/2019
A., M.	Classroom Teacher	02/18/2019
A., M.	Classroom Teacher	04/01/2019
B., J. D.	Classroom Teacher	11/07/2018
B., J. D.	Classroom Teacher	11/13/2018
B., J. D.	Classroom Teacher	11/20/2018
B., J. D.	Classroom Teacher	11/27/2018
M., M. D.	Classroom Teacher	12/21/2018
M., M. D.	Classroom Teacher	12/26/2018
M., M. D.	Classroom Teacher	01/21/2019
M., M. D.	Classroom Teacher	02/18/2019
M., M. D.	Classroom Teacher	04/01/2019
M., M. D.	Classroom Teacher	04/19/2019
M., M. D.	Classroom Teacher	05/27/2019

HUMAN RESOURCE TRANSACTIONS
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SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
C., S. B.	Classroom Teacher	12/10/2018
C., S. B.	Classroom Teacher	12/17/2018
C., S. B.	Classroom Teacher	11/29/2018
F., J.	Classroom Teacher	11/21/2018
F., J.	Classroom Teacher	02/16/2019
F., J.	Classroom Teacher	02/18/2019
F., J.	Classroom Teacher	02/19/2019
F., J.	Classroom Teacher	05/22/2019
H., K. M.	Classroom Teacher	11/22/2018
H., K. M.	Classroom Teacher	12/21/2018
H., K. M.	Classroom Teacher	11/16/2018
N., M. H.	Custodian	12/26/2018
N., M. H.	Custodian	12/20/2018
N., M. H.	Custodian	12/24/2018

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Mesick, D. C.	Principal	12/21/2018	1780 W. 7th Street
Wittgenstein, S.	Education Assistant	12/01/2018	Harding Senior High

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Jentz, M.	Classroom Teacher	12/21/2018	Humboldt Secondary School
Marshall, K. I.	Classroom Teacher	12/01/2018	Linwood Monroe Arts Up
Sherwood, A. N.	Classroom Teacher	11/10/2018	Galtier Elementary
Ashley, K. E.	School/Community Professional	12/07/2018	Mississippi Creative Arts
Burch, P. L.	Teaching Assistant	11/03/2018	Cherokee Heights Elem
Goldman, K. K.	Teaching Assistant	11/17/2018	Horace Mann School
Laroche, J. P.	Teaching Assistant	11/16/2018	Journey's Secondary School

HUMAN RESOURCE TRANSACTIONS
November 1, 2018 – November 30, 2018
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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Lee, G. R.	Teaching Assistant	11/09/2018	Como Park Elementary
Nelson, T. J.	Teaching Assistant	12/01/2018	Murray Middle School
Vang, L.	Teaching Assistant	11/22/2018	Farnsworth Aerospace Lwr
Westberry, N. C.	Teaching Assistant	11/22/2018	Ramsey Middle School
Blair, J.	Clerical	09/05/2018	Obama Service Learning
Campbell, L. M.	Clerical	11/17/2018	Highland Park Senior High
Lor, M.	Clerical	11/28/2018	Hamline Elementary
Sierra, M.	Supervisory	12/08/2018	Colborne Admin Offices

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
W., K. L.	Education Assistant	11/30/2018
H., N.	Teaching Assistant	10/13/2018
H., D. M.	Teaching Assistant	12/01/2018
M., J. D.	Teaching Assistant	11/08/2018
M., S. E.	Teaching Assistant	11/08/2018
S., W. A.	Teaching Assistant	11/01/2018

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S., G. A.	Teaching Assistant	11/22/2018

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Denisson, K. B.	Bricklayer	11/10/2018	Como Service Center

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

DATE: December 18, 2018

TOPIC: Acceptance of Monetary Gift to Open World Learning Community

A. PERTINENT FACTS

1. Monetary gift of \$15,000 was presented to Open World Learning Community from Open World Learning Community PTA.
2. Budget code 19-250-000-000-5096-0000.
3. This will meet the District target area goal of achievement by offering scholarships for Fall Retreat field trips for our students who cannot afford to pay.
4. During Fall Retreats, all of our students participate in field trips:
 - 6th grade students spent an overnight at Baker Wilderness Retreat and attended the Bakken Museum
 - 7th grade students spent an overnight at Baker Wilderness Retreat, and attended the Belwin Nature Center
 - 8th grade students spent three overnights at Itasca State Park
 - 9th grade students spent two overnights at Camp Saint Croix
 - 10th grade students spent four days touring various colleges
 - 11th grade students spent three overnights at YMCA Camp DuNord
 - 12th grade students spent four overnights at Voyageur Outward Bound Basecamp
5. This item is submitted by David Gundale, Principal, Open World Learning Community; and Dr. Efe Agbamu, Assistant Superintendent, High Schools.

B. RECOMMENDATION:

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.

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

DATE: December 18, 2018

TOPIC: Gift Acceptance from Ecolab Foundation for Riverview West Side School of Excellence

A. PERTINENT FACTS:

1. Riverview West Side School of Excellence to accept a gift of \$5,000 from the Ecolab Foundation.
2. This gift is for the principal's fund to advance and support educational programming for students and other projects for students and staff.
 - \$3,000 – Curriculum Development & Resources (including paid time for staff and materials)
 - \$1,000 – Light meals for staff for extended professional development days/evenings
 - \$1,000 – Student Extra-Curricular Activities, Programming
3. This gift will meet the District strategic plan goals of sustainability and Program Evaluation and Resource Allocation.
4. This item is submitted by Nancy Páez, Principal, Riverview West Side School of Excellence, and Dr. Efe Agbamu, Assistant Superintendent of PreK – 5 schools.

B. RECOMMENDATION:

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

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

DATE: December 18, 2018

TOPIC: Request for Permission to Accept a Gift from the Allstate Foundation

A. PERTINENT FACTS:

1. The Allstate Foundation's Employee Engagement Program allows Allstate employees to designate charitable contributions to organizations of their choosing.
2. Saint Paul Public Schools Johnson Aerospace and Engineering High School has received a gift from the Allstate Foundation for general operations.
3. Saint Paul Public Schools will serve as fiscal agent for the award. This gift is for approximately \$8,000. Students at Johnson Aerospace and Engineering High School will be impacted by this gift.
4. This project will meet the District strategic plan goal of Effective and Culturally Relevant Instruction by ensuring that all students have access to a well-rounded education.
5. This is a new gift.
6. This item is submitted by Rebekah Doyle, Gifts Management Coordinator; Michael Thompson, Principal, Johnson Aerospace and Engineering High School; Theresa Battle, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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

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

DATE: December 18, 2018

TOPIC: Request for Permission to Accept an Anonymous Gift

A. PERTINENT FACTS:

1. Saint Paul Public Schools has received an anonymous gift of stock investments. The net proceeds on October 22, 2018 was approximately \$13,477.20.
2. The donation is designated for the SPPS Urban Teacher Residency program. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of Effective and Culturally Relevant Instruction.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Laurin Cathey, Executive Director of Human Resources; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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.

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

DATE: December 18, 2018

TOPIC: Request for Permission to Accept a Gift from Dennis Shannon

A. PERTINENT FACTS:

1. Saint Paul Public Schools Department of Special Education has received a donation in the amount of \$5,000.
2. This donation is designated to fund Assistive Technology. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of Effective and Culturally Relevant Instruction.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Dr. Theresa Battle, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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

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

DATE: December 18, 2018

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

A. PERTINENT FACTS:

1. The FACE Foundation's Dual Language Fund awards grants for projects that support and expand the burgeoning nationwide network of French bilingual programs in American public schools.
2. Saint Paul Public Schools has received two awards:
 - Central High School; to support the project "Seeing results: auxiliary testing to encourage growth and sustain interest in French." The goal of this project is increased student access to the National French exam, given by the American Association of Teachers of French, and the Diplôme D'études en Langue Française exam, given by the French Ministry of Education. This grant is for approximately \$3,000.
 - L'Etoile du Nord French Immersion; to support the project "Pedagogical Centered Science Classroom." The goal of this project is to strengthen inquiry based science classrooms by providing appropriate curriculum materials in French. This grant is for approximately \$4,000.Staff at the schools researched these grant opportunities.
3. Saint Paul Public Schools will serve as fiscal agent for the projects. These projects will impact 932 students at two schools.
4. These projects will meet the District strategic plan goal of Effective and Culturally Relevant Instruction by providing additional resources to strengthen French language curriculum and participation.
5. These are new grant-funded projects which will take place throughout the 2018-2019 school year.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Lourdes Flores-Hanson, Principal, L'Etoile du Nord French Immersion; Mary Mackbee, Principal, Central High School; Dr. Efe Agbamu, Assistant Superintendent; Dr. Theresa Battle, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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.

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

DATE: December 18, 2018

TOPIC: Request for Permission to Accept Three Grants from Second Harvest Heartland

A. PERTINENT FACTS:

1. Second Harvest Heartland funds projects that increase participation in school based federal nutrition programs.
2. Saint Paul Public Schools Nutrition Services has received grants for projects in three SPPS schools:
 - Four Seasons A+ Elementary; to fund a convection steamer. The goal of this project is to help school kitchen staff more easily and consistently prepare rice for student meals.
 - Humboldt Senior High; to fund a convection steamer. The goal of this project is to help school kitchen staff more easily and consistently prepare rice for student meals.
 - Central High School; to fund audio equipment for use by Central's Food Services. The goal of this project is to enable the Food Services staff to capture the attention of students as they enter school.Staff at the program researched these grant opportunities.
3. Saint Paul Public Schools will serve as fiscal agent for these projects. These grants are for approximately \$12,600. Students at Four Seasons A+ Elementary, Humboldt Senior High, and Central High School will be impacted by these projects.
4. These projects will meet the District strategic plan goal of Positive School and District Culture by increasing student participation in school breakfast programs.
5. These are new grant-funded projects. The duration of these projects is December 3, 2018 through June 30, 2019.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Heidi George, Principal, Four Seasons A+ Elementary; Michael Sodomka, Principal, Humboldt Senior High; Mary Mackbee, Principal, Central High School; Andrew Collins; Assistant Superintendent; Theresa Battle, Assistant Superintendent; Stacy Koppen, Director, Nutrition Services; Jackie Turner, Chief Operations Officer; and Marie Schrul; Chief Financial Officer.

B. RECOMMENDATION:

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.

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

DATE: December 18, 2018

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

A. PERTINENT FACTS:

1. 3M Gives is currently accepting grant applications for projects that increase student interest in STEM and business to help build a diverse pipeline of future leaders.
2. Saint Paul Public Schools Grants Office has prepared an application for funds to support implementation of the strategic initiative to implement culturally relevant practices within all student learning and programs. The goals of this project is increase our capacity to meet the instructional needs of each learner. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$50,000. This project will impact the entire district through strategic plan implementation.
4. This project aligns with the District strategic plan focus area of Effective and Culturally Relevant Instruction by implementing culturally relevant practices within all student learning and programming.
5. This is a new grant-funded project. The project period is one year.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Karen Randall, Strategic Planning; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M Gives for 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.

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

DATE: December 18, 2018

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

A. PERTINENT FACTS:

1. The Ecolab Foundation is currently accepting grant applications for projects that promote youth development, particularly youth at-risk, in the Saint Paul area.
2. Saint Paul Public Schools Humboldt High School has prepared an application for funds to support its AVID college readiness program. The goals of this project is to continue expanding the number of students who are served by the AVID elective class and AVID as a school-wide system for all classroom teachers to use to affect all students. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$60,000. The project affects all students and staff at Humboldt High School.
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 recurring grant-funded project. The project period is one year. The Ecolab Foundation is a long-time supporter of Humboldt High School.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Mike Sodomka, Principal, Humboldt High School; Dr. Theresa Battle, Assistant Superintendent; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: December 18, 2018

TOPIC: Request for Permission to Submit Three Grants to the Minnesota Department of Education

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that pay for licensed agricultural education teachers for an agricultural program over the summer for high school students in extended programs.
2. Saint Paul Public Schools Office of College and Career Readiness has prepared applications for funds to provide summer agriculture programs for students at Highland Park Senior High School, Como Park High School and Humboldt High School in summer 2019. The goal of these projects is to create a summer program that includes leadership development, service learning, experiential learning and career exploration activities. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the projects. These grants are for approximately \$4,662. These projects will affect approximately 105 students and four teachers at Highland Park Senior High School, Como Park High School and Humboldt High School.
4. These projects aligns with the District strategic plan focus area of College and Career Paths by providing career-focused, hands-on opportunities for high school students.
5. These are recurring grant-funded projects. The project period is June – August 2019. The district submitted two grant applications under this program last year for Highland and Humboldt.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Kathy Kittle, Supervisor, Postsecondary Partnerships; Darren Ginther, Assistant Director, College and Career Readiness; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit 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.

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

DATE: December 18, 2018

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Labor and Industry

A. PERTINENT FACTS:

1. The Minnesota Department of Labor and Industry is currently accepting grant applications for APEX Apprenticeship projects that create career exploration opportunities in registered apprenticeship programs for youth ages 16-24.
2. Saint Paul Public Schools Humboldt High School has prepared an application for funds to provide a summer career exploration program for students at five local registered apprentice-training programs. The goals of this project is to expose students to apprenticeship programs and careers in the skilled trades. 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. The project will affect 12 students at one school.
4. This project aligns with the District strategic plan focus area of College and Career Paths by increasing opportunities for students to envision their future, explore careers and prepare for college.
5. This is a new grant-funded project. The project period is January 1, 2019 to September 30, 2019.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Mike Sodomka, Principal, Humboldt High School; Dr. Theresa Battle, Assistant Superintendent; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of 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.

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

DATE: December 18, 2018

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

A. PERTINENT FACTS:

1. Innocent Technologies will enter into contracts with John A. Johnson Achievement Plus and the Equity Department which will total over \$100,000 during SY 2018-2019.
 - a. Equity Department funds: \$40,000
 - b. St. Paul Foundations Grant: \$50,000 - Pending grant approval
 - c. John A. Johnson School Improvement Grant: \$50,000
2. The contracts will be for the purpose of training SPPS staff:
 - a. The Heights Community School: Licensed staff will receive Innocent Classroom InPractice program.
 - b. John A. Johnson Achievement Plus: Licensed staff receive Innocent Classroom InPractice program.
 - c. Jackson Elementary School: Licensed staff receive Constructing the Innocent Classroom Labs program.
 - d. Leadership cohort for all leaders who have completed whole building training and who are exploring implementation.
3. The Office of Equity has been collaborating with Innocent Technologies since 2014 to offer training to over 500 participants who have completed their programs.
4. This project will meet the District strategic plan goal of Achievement – Racial Equity Transformation by providing this social and emotional learning opportunity for staff as part of our Equity in the Classroom offering.
5. This item is submitted by Nicole Bates, Equity Department, Myla Pope, Assistant Director Equity Department, and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: December 18, 2018

TOPIC: Letter of Agreement Between Belwin Conservancy and Saint Paul Public Schools

A. PERTINENT FACTS:

1. Saint Paul Public Schools and Belwin have partnered for over 40 years to provide students with a standards based outdoor learning experience as part of Saint Paul Public School's science curriculum. Belwin Outdoor Science serves over 10,000 students a year, including all 3rd and 5th grade students. This Letter of Agreement will replace the 2001 Letter of Agreement and will reflect the changes that have taken place in the Belwin Conservancy as well as Belwin Outdoor Science in the past 18 years.
2. This Letter of Agreement will allow us to continue using the Belwin educational property to provide outdoor science learning experiences for the students of Saint Paul Public Schools.
3. This is a 5-year agreement with an automatic roll over for another 5 years.
4. Saint Paul Public Schools will provide all educational staff, technology and materials necessary to operate the educational program. This will include a full-time teacher serving as the educational director of Belwin Outdoor Science. The District will also provide personnel and equipment needed to perform all custodial services at the main educational building and the lower classroom.
5. This project will meet the District strategic plan goals of achievement and alignment.
6. This item is submitted by: Megan Dols Klingel, Assistant Director, Office of Teaching and Learning; William Forbes, Assistant General Counsel; Hans Ott, Assistant Superintendent, Office of Teaching and Learning; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: December 18, 2018

TOPIC: 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

A. PERTINENT FACTS:

1. Keystone Community Services, Community Kids have a strong history (approximately 15 years) of an effective partnership in providing Extended Day Learning (EDL) and Summer Learning (S-Term) services at West 7th Community Center.
2. Extended Day Learning (EDL) and Summer Learning (S-Term) instruction in the Community Kids program will provide opportunities for students to become: proficient in reading and math, at grade level, and on track to graduate.
3. 2019 Summer Learning (S-Term) and 2019-2020 Extended Day Learning (EDL).
4. This agreement documents each party's willingness to cooperate to implement Extended Day Learning (EDL) and Summer Learning (S-Term) services as detailed below.

SPPS will provide the following services that include, but are not limited to:

- a. SPPS will hire and pay Community Kids program staff; Licensed Site Leader/Teacher, Licensed Teachers, and Non-Licensed Instructors according to SPPS pay rates and schedules. Staffing will be allocated based on daily average student attendance; 1 teacher per every 20-25 students. The staff will be paid by SPPS for pre-arranged hours of program instruction and prep; (currently 3.25 hours per session for Site Leader/Teacher, and 2.25 hours per session for Licensed Teachers and Non-licensed Instructors during Extended Day for Learning (EDL); and 8 hours per session for Site Leader/Teacher, and 7 hours per session for Licensed Teachers and Non-licensed Instructors during Summer Learning (S-Term.)
- b. SPPS will provide program reading and math curricula materials comparable to other sites, as well as consumables needed for instruction such as folders, notebooks, and pencils.
- c. SPPS will provide student data management system (CAMPUS) access to the Community Kids Site Leader.
- d. SPPS will provide student MARSS numbers to the Community Kids Site Leader for students enrolled in Extended Day Learning (EDL) and Summer Learning (S-Term) at Community Kids.

Community Kids Program will provide the following services that include, but are not limited to:

- e. Community Kids will provide space to hold Extended Day Learning (EDL) and Summer Learning (S-Term) instruction.
 - f. Community Kids will recruit and manage staff hiring procedures (e.g. new hire paperwork and online application) based on staffing allocations provided by SPPS staff.
 - g. Community Kids Site Leader will provide student registration information to the SPPS staff to be enrolled in CAMPUS. The student enrollment data and class rosters will be managed by the Site Leader in CAMPUS throughout programming as students enroll and exit programming.
 - h. Community Kids Site Leader will enter student daily attendance in the SPPS student data management system (CAMPUS) as well as enter daily total attendance numbers in the Google doc daily head count tracking document.
 - i. Community Kids will provide daily snack, approved and reimbursed by the CACFP food program.
 - j. Community Kids will provide van transportation home for students whose families are unable to pick their children up from the program.
 - k. Community Kids will provide supplemental educational materials such as; books, access to the public library, computers, tablets, Wi-Fi, educational games, etc.
 - l. Community Kids is responsible to provide MAARS student numbers to the Minnesota Department of Education to maintain compliance with 21st Century Community Learning Center status.
 - m. Community Kids Licensed Teachers and Non-licensed Instructors will administer pre-and-post-assessments as directed by SPPS Extended Day Learning (EDL) and Summer Learning (S-Term) staff.
 - n. Community Kids Licensed Teachers and Non-licensed Instructors will implement standards-based instruction based on the Continuous Learning Plan (CLP) identified needs.
 - o. Community Kids Site Leader will distribute and collect a Continuous Learning Plan (CLP) for all students that have attended 1 or more program days and turn into SPPS at the end of programming.
5. This project will meet the District strategic plan goal/goals of sustainability and achievement.
4. This item is submitted by Elizabeth Putnam, Assistant Director, Office of Teaching and Learning, 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 sign the Memo of Understanding between Keystone Community Services, Community Kids and Saint Paul Public Schools.

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

DATE: December 18, 2018

TOPIC: Request to Sign Concurrent Enrollment and PSEO Joint Powers Agreement with Saint Paul College

A. PERTINENT FACTS:

1. Request to Sign Concurrent Enrollment and PSEO Joint Powers Agreement with Saint Paul College.
2. This partnership supports student across our high schools where students are able to earn 3-5 Saint Paul College credits per semester course. These rigorous course options help prepare students for college and career; the courses also save students/families tuition dollars by taking college courses while in high school.
3. This has been an ongoing partnership with a similar request as approved last year; this will be an annual request.
4. Fees paid to the college at the rate of \$2,250 per concurrent enrollment course, not to exceed \$31,500.
5. This project will meet the District strategic plan goal/goals of achievement by strengthening college and career paths opportunities.
6. This item is submitted by Darren Ginther, Assistant Director Office of College and Career Readiness; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: December 18, 2018

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

A. PERTINENT FACTS:

1. The District and Century College UB 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 UB proposes to serve approximately 80 students at Harding, Como, & Johnson High Schools.
3. The goal of the Century College UB 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 academic performance, standardized test performance, secondary school retention & graduation, rigorous program of study completion, and postsecondary enrollment.
4. Century College UB Advisors will be available two days each week at each of the respective high schools, as well as after school two days per week to meet with students who have questions, discuss course selection, concerns, or need for intervention or referral. Program tutors will provide comprehensive twice-weekly tutoring services at the high school, with a focus on Math, Science, and English.
5. Memorandums of Understanding and Data Agreements will be created and agreed upon by both the District and the Century College UB 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 Metro State Upward Bound 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: December 18, 2018

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

A. PERTINENT FACTS:

1. The District and Metro State UB 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, Metro State UB proposes to serve approximately 70-75 students at Washington Technology Magnet School.
3. The goal of the Metro State UB 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 academic performance, standardized test performance, secondary school retention & graduation, rigorous program of study completion, and postsecondary enrollment.
4. Metro State UB staff will be available four days each week at the high school, as well as after school three days per week to meet with students who have questions, discuss course selection, concerns, or need for intervention or referral. Program tutors will provide comprehensive weekly tutoring services at the high school, with a focus on Math, Science, and English.
5. Memorandums of Understanding and Data Agreements will be created and agreed upon by both the District and the Metro State UB Program. The term of this agreement is effective September 1, 2017 through August 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 Metro State Upward Bound 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: December 18, 2018

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

A. PERTINENT FACTS:

1. The District and St. Olaf 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, St. Olaf ETS proposes to serve approximately 300 students at Humboldt High School.
3. Program Objectives will include improvement in the areas of school persistence, high school graduation rate, rigorous course completion, and postsecondary education enrollment.
4. St. Olaf ETS staff will examine individual student data (GPA, test scores, student feedback, and student interest data) on an annual basis to develop or update an educational services plan for each student.
5. Memorandums of Understanding and Data Agreements will be created and agreed upon by both the District and the St. Olaf ETS Program. The term of this agreement is effective September 1, 2017 through August 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 St. Olaf College Educational Talent Search 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: December 18, 2018

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

A. PERTINENT FACTS:

1. The District and St. Olaf UB 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, St. Olaf UB proposes to serve approximately 88 students at Central High School & Humboldt High School and approximately 60 students at Highland High School, Open World Learning Community, & Creative Arts Secondary School.
3. The goal of the St. Olaf UB 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 academic performance, standardized test performance, secondary school retention & graduation, rigorous program of study completion, and postsecondary enrollment.
4. St. Olaf UB staff will be available 1-3 days each week at each site to meet with students. Each student will meet with St. Olaf UB staff a minimum of one time a month to assess progress, identify additional needs, and establish new academic and personal goals.
5. Memorandums of Understanding and Data Agreements will be created and agreed upon by both the District and the St. Olaf UB Program. The term of this agreement is effective September 1, 2017 through August 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 St. Olaf College Upward Bound 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: December 18, 2018

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

A. PERTINENT FACTS:

1. The District and UW - River Falls UB Program 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, UW - River Falls UB proposes to serve approximately 73 students at Johnson High School and Washington Technology Magnet School.
3. The goal of the UW - River Falls UB 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 academic performance, standardized test performance, secondary school retention & graduation, rigorous program of study completion, and postsecondary enrollment.
4. UW - River Falls UB staff will have one-to-one meetings with students four times per year to determine the level of support/contact they will need. UW - River Falls UB staff will also involve parents/guardians and school staff in student educational planning.
5. Memorandums of Understanding and Data Agreements will be created and agreed upon by both the District and the UW - River Falls UB Program. The term of this agreement is effective September 1, 2017 through August 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 University of Wisconsin - River Falls Upward Bound 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: December 18, 2018

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 October 1, 2018 – October 31, 2018.

(a) General Account	#700507-702308	\$58,464,247.64
	#0003137-0003160	
	#7002991-7003040	
	#0002872-0002986	
(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.

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

DATE: December 18, 2018

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

A. PERTINENT FACTS:

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

B. RECOMMENDATION:

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.

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

DATE: December 18, 2018

TOPIC: 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

A. PERTINENT FACTS:

1. New Agreement is for a one-year period from July 1, 2018, through June 30, 2019.
2. Contract changes are as follows:

Wages: Effective March 4, 2019, increase wage schedule 2.0%.

Safety Shoes: Effective 2018-19 contract year, the District agrees to pay \$150 toward the purchase safety shoes.

Deferred Compensation: Effective January 1, 2019, the District's contribution to a deferred compensation match will increase from \$1,100 to \$1,200 per year for employees hired after January 1, 1996.

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 11 regular FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:

- in the 2018-19 budget year: \$665,755

6. This item will meet the District target area goal of alignment.
5. 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 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.

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

DATE: December 18, 2018

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

A. PERTINENT FACTS:

1. In the normal course of work, the Facilities Department must establish purchases with vendors that may incur costs in excess of \$100,000 throughout the fiscal year.
2. The following list indicates said purchases:

Vendor	Description	Amount	State Contract ID Or Bid Number
All Furniture Commercial Services	Moving Services through June 2019	Original PO: \$225,000 (BOE Approved 8/21/2018) Increase by \$200,000 New PO Amount: \$425,000	A213552-A

3. The purchases have been approved by Jamie Atkins, Purchasing Manager.
4. Funding will be provided from the approved Facilities Department Fiscal Year 2019 budget.
5. The purchases meet the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over the \$100,000.

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

DATE: December 18, 2018

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

A. PERTINENT FACTS:

1. The City of Saint Paul is preparing a grant application to the Minnesota Department of Transportation to improve infrastructure in the neighborhood around Washington Technology High School.
2. Safe Routes to School is grant program that supports projects that create a safer and more accessible environment for students to walk and bike.
3. The District will continue to collaborate with the City of Saint Paul and other stakeholders through the Safe Routes to School steering committee. Additionally, as part of the proposed grant application, the District commits to conducting classroom tallies and parent surveys at Washington Technology High School following the project to evaluate changes in the walking and biking environment around the school.
4. The District will not receive or contribute any funds to the project. The City of Saint Paul is the applicant and will receive all funds to complete the project.
5. The project will not take place on District property or school grounds. The project serves school walkers and bicyclists on the route to school.
6. The granting agency requires that the Board of Education approve the resolution language as part of the grant application.
7. This item is submitted by Megan Garrido, Fund Development Coordinator; Carol Grady, SHIP Coordinator; Mary Yackley, Student Health and Wellness; Marcy Doud, Assistant Superintendent of Specialized Services; Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

That the Board of Education approve the resolution language.

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS
RESOLUTION



Board File No. _____

Date _____

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.

Adopted_____

CHAIR Board of Education

CLERK Board of Education

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

DATE: December 18, 2018

TOPIC: Settlement of Uninsured Claim

A. PERTINENT FACTS:

1. B.S. and M.D., parents of student, L.S., have made an uninsured claim against the School District.
2. Parents are willing to settle the claim for a \$26,600 payment.
3. This settlement supports the District's strategic plan goal of alignment and resource allocation.
4. This item is submitted by Chuck Long, General Counsel; Dr. Theresa Battle, Former Interim Director of Special Education Services; and Dr. Joseph Gothard, Superintendent.

B. RECOMMENDATION:

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.

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

DATE: December 18, 2018

TOPIC: Approval for Pay Equity Implementation Report

A. PERTINENT FACTS:

1. The Local Government Pay Equity Act, M.S. 471.991-471.999 and Minnesota Rules Chapter 3920, require school districts to provide a Pay Equity Implementation Report every three years to show that they are in compliance with these rules. The report is public data under Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13. The report is available to anyone requesting this information. Information regarding pay equity and required compliance reports can be accessed online at: <https://mn.gov/mmb/employee-relations/compensation/laws/local-gov/local-gov-pay-equity/>.
2. The District last reported in 2016 for the 2015 calendar year. The data for this report is as of December 7, 2018. The report is due to the Minnesota Management and Budget office by January 31, 2019 and shows that the District remains in compliance.
3. There is no cost associated with the submission of this report.
4. This project will meet the District strategic plan goal of alignment.
5. This item is submitted by Patty Norwig, HRIS/Compliance/Payroll Manager; Laurin Cathey, Executive Director of Human Resources and Labor Relations; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the Pay Equity Implementation Report to be submitted to the Minnesota Management and Budget office.

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

DATE: December 18, 2018

TOPIC: Adoption of Project Labor Agreement (PLA) Revised Language

A. PERTINENT FACTS:

1. In February 2005, the Board of Education established use of a Project Labor Agreement (PLA) and a process by which the task force reviews the criteria for evaluation of projects for implementation of a PLA.
2. The Board of Education has adopted PLA language to be included in contract documentation for identified projects.
3. District administration proposes that the BOE approve the revised PLA language submitted by the Saint Paul Building and Construction Trades Council and reviewed by District Counsel for use on future construction projects deemed appropriate for the use of a PLA.
4. The Board of Education will have continued input into the use of a PLA on future construction projects.
5. This project will meet the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities; Jackie Turner, Chief Operations Officer; and Chuck Long, General Counsel.

B. RECOMMENDATION:

That the Board of Education approves the adoption of the Project Labor Agreement (PLA) Revised Language.

**PROJECT LABOR AGREEMENT
FOR
[DESCRIBE PUBLIC PROJECT]**

ARTICLE I

PURPOSE

This agreement is entered into this _____ day of _____, 20____, by and between _____ [Name of General Contractor/Project Manager] (“Project Contractor”) and the _____ BUILDING AND CONSTRUCTION TRADES COUNCIL (hereinafter called the “Council”), acting on its own behalf and on behalf of all the Building Trades Local Unions affiliated with the Council (hereinafter collectively called the “Union” or “Unions”), with respect to the construction of the _____ [Name of Project] _____, (hereinafter called the “Project”).

The term “Contractor” shall include all construction contractors and subcontractors of whatever tier engaged in onsite construction work within the scope of this Agreement, including the Project Contractor when it performs construction work within the scope of this Agreement. Where specific reference to _____ [Name of Project Contractor] _____ alone is intended, the term “Project Contractor” is used.

The Parties to this Project Labor Agreement acknowledge that the construction of the Project is important to the development of _____ [Description of Project and the specific needs it will serve] _____. The Parties recognize the need for the timely completion of the Project without interruption or delay. This Agreement is intended to enhance this cooperative effort through the establishment of a framework for labor-management cooperation and stability.

The Contractor(s) and the Unions agree that the timely construction of this Project will require substantial numbers of employees from construction and supporting crafts possessing skills and qualifications that are vital to its completion. They will work together to furnish skilled, efficient craftworkers for the construction of the Project.

Further, the parties desire to mutually establish and stabilize wages, hours and working conditions for the craftworkers on this construction project, to encourage close cooperation between the Contractor(s) and the Unions to the end that a satisfactory, continuous and harmonious relationship will exist between the parties to this Agreement.

Therefore, in recognition of the special needs of this Project and to maintain a spirit of harmony, labor-management peace, and stability during the term of this Agreement, the parties agree to abide by the terms and conditions in this Agreement, and to establish effective and binding methods for the settlement of all misunderstandings, disputes or grievances which may arise. Further, the Contractor(s) and all contractors of whatever tier, agree not to engage in any lockout,

and the Unions agree not to engage in any strike, slow-down, or interruption or other disruption of or interference with the work covered by this Agreement.

ARTICLE II

SCOPE OF AGREEMENT

Section 1. This Project Agreement shall apply and is limited to the recognized and accepted historical definition of new construction work under the direction of and performed by the Contractor(s), of whatever tier, which may include the Project Contractor, who have contracts awarded for such work on the Project. Such work shall include site preparation work and dedicated off-site work.

The Project is defined as: (list all aspects of the construction work involved).

It is agreed that the Project Contractor shall require all Contractors of whatever tier who have been awarded contracts for work covered by this Agreement to accept and be bound by the terms and conditions of this Project Agreement by executing the Letter of Assent (Attachment A) prior to commencing work. The Project Contractor shall assure compliance with this Agreement by the Contractors. It is further agreed that, where there is a conflict, the terms and conditions of this Project Agreement shall supersede and override terms and conditions of any and all other national, area, or local collective bargaining agreements, except for all work performed under the NTL Articles of Agreement, the National Stack/Chimney Agreement, the National Cooling Tower Agreement, all instruments calibration work and loop checking shall be performed under the terms of the UA/IBEW Joint National Agreement for Instrument and Control Systems Technicians, and the National Agreement of the International Union of Elevator Constructors, with the exception of Articles VIII (Work Stoppages and Lockouts), X (Disputes and Grievances), and XI (Jurisdictional Disputes) of this Project Agreement, which shall apply to such work. It is understood that this is a self-contained, stand alone Agreement and that by virtue of having become bound to this Project Agreement, neither the Project Contractor nor the Contractors will be obligated to sign any other local, area, or national agreement.

Section 2. Nothing contained herein shall be construed to prohibit, restrict or interfere with the performance of any other operation, work, or function which may occur at the Project site or be associated with the development of the Project.

Section 3. This Agreement shall only be binding on the signatory parties hereto and their heirs, successors, and assigns, and shall not apply to their parents, affiliates or subsidiaries.

Section 4. The Owner and/or the Project Contractor have the absolute right to select any qualified bidder for the award of contracts on this Project without reference to the existence or non-existence of any agreements between such bidder and any party to this Agreement; provided, however, only that such bidder is willing, ready and able to become a party to and comply with this Project Agreement, should it be designated the successful bidder.

Section 5. Items specifically excluded from the scope of this Agreement include but are not limited to the following: [list all items to be excluded].

Section 6. The provisions of this Project Agreement shall not apply to [Owner] (hereinafter “Owner”), and nothing contained herein shall be construed to prohibit or restrict the Owner or its employees from performing work not covered by this Project Agreement on the Project site. As areas and systems of the Project are inspected and construction tested by the Project Contractor or Contractors and accepted by the Owner, the Project Agreement will not have further force or effect on such items or areas, except when the Project Contractor or Contractors are directed by the Owner to engage in repairs, modifications, check-out, and warranty functions required by its contract with the Owner for the Project.

Section 7. It is understood that the Owner, at its sole option, may terminate, delay and/or suspend any or all portions of the Project at any time.

Section 8 It is understood that the liability of any employer and the liability of the separate Unions under this Agreement shall be several and not joint. The Unions agree that this Agreement does not have the effect of creating any joint employer status between or among the Owner, Contractor(s) or any employer.

Section 9. It is understood and agreed that all Project work must be performed by employees of employers bound by the terms of this Agreement.

ARTICLE III

UNION RECOGNITION

Section 1. The Contractors recognize the signatory Unions as the sole and exclusive bargaining representatives of all craft employees within their respective jurisdictions working on the Project within the scope of this Agreement.

Section 2. The hiring of employees shall be governed by the procedures set forth in the collective bargaining agreements which form Schedule A, except that employers not party to any Agreements which form Schedule A will be entitled to retain their core employees, defined as no more than 15% of the employer’s construction employee workforce assigned to work on the Project, when commencing work on the project. It is further agreed that there shall be no discrimination against any employee or applicant for employment because of his or her membership or non-membership in a union or based on race, creed, color, sex, age, or national origin of such employee or applicant.

Section 3. All employees covered by this Agreement shall be subject to the union security provisions contained in the applicable collective bargaining agreement in Schedule A.

ARTICLE IV

UNION REPRESENTATION

Section 1. Authorized representatives of the Union shall have access to the Project, provided they do not interfere with the work of employees and further provided that such representatives fully comply with posted visitor and security and safety rules of the Project.

Section 2. Each signatory Local Union shall have the right to designate a working journeyman as a steward, and shall notify the Project Contractor in writing of the identity of the designated steward prior to the assumption of his or her duties as steward. Such designated steward shall not exercise any supervisory functions. There will be no non-working stewards. Stewards will receive the regular rate of pay of their respective crafts.

ARTICLE V

WAGES AND BENEFITS

Section 1. All employees covered by this Agreement shall be classified in accordance with work performed and paid the base hourly wage rates for those classifications as specified in the applicable local collective bargaining agreements ("CBAs") in attached Schedule A.

Section 2. The Contractors agree to pay contributions to the established employee fringe benefit funds in the amounts designated in the applicable CBAs in Schedule A; provided, however, that the Contractors and the Unions agree that only such bona fide employee benefits as accrue to the direct benefit of the employee (such as pension and annuity, health and welfare, vacation, apprenticeship and training funds, etc.) shall be included in this requirement and paid by the Contractors on the Project. If any new bona fide, jointly trustee fringe benefit funds are established in any of the CBAs in Schedule A during the life of this Agreement, the Contractors agree to pay the contributions required by the applicable CBA to the new fund.

The Contractors adopt and agree to be bound by the written terms of the legally-established Trust Agreements specifying the detailed basis on which payments are to be made into, and benefits paid out of, such Trust Funds. The Contractors authorize the parties to such Trust Agreements to appoint trustees and successor trustees to administer the Trust funds and hereby ratify and accept the Trustees so appointed as if made by the Contractors.

ARTICLE VI

HOURS OF WORK, OVERTIME, SHIFTS AND HOLIDAYS

Section 1. The work week and work day shall be determined as set forth in the applicable Schedule A collective bargaining agreement ("CBA").

Section 2. Overtime pay shall be established by reference to the applicable Schedule A CBA.

Section 3. It shall not be a violation of this Agreement if the Project Contractor considers it necessary to suspend all or portion of the job to protect the life and safety of an employee. In such cases, employees will be compensated only for the actual time worked; provided, however, that where the employer requests employees to remain at the site and available for work, the employees will be compensated for the standby time at their base hourly rate of pay.

Section 4. Shift work will be performed in accordance with the currently existing Schedule A CBA.

Section 5. Recognized holidays on this Project shall be those in the Schedule A CBAs in existence for the appropriate Local Unions on the date of this Project Agreement as contained in the attached Schedule A. There shall be no change in the established holiday schedules and the days upon which those holidays are celebrated, except by mutual agreement.

ARTICLE VII

MANAGEMENT'S RIGHTS

The Project Contractor and Contractors of whatever tier retain full and exclusive authority for the management of their operations. Except as otherwise limited by the terms of this Agreement, the Contractors shall direct their working forces at their prerogative, including, but not limited to hiring, promotion, transfer, lay-off or discharge for just cause. No rules, customs, or practices shall be permitted or observed which limit or restrict production, or limit or restrict the working efforts of employees. The Contractors shall utilize the most efficient method or techniques of construction, tools, or other labor saving devices. There shall be no limitations upon the choice of materials or design, nor shall there be any limit on production by workers or restrictions on the full use of tools or equipment. There shall be no restriction, other than may be required by safety regulations, on the number of employees assigned to any crew or to any service.

ARTICLE VIII

WORK STOPPAGES AND LOCKOUTS

Section 1. During the term of this Agreement there shall be no strikes, picketing, work stoppages, slow downs or other disruptive activity for any reason by the Council, a Local Union or by any employee, and there shall be no lockout by the Contractor. Failure of the Council, Local Union or employee to cross any picket line established at the Project site is a violation of this Article.

Section 2. The Council and Local Unions shall not sanction, aid or abet, encourage or continue any work stoppage, strike, picketing or other disruptive activity at the Contractor's project site and shall undertake all reasonable means to prevent or to terminate any such activity. No employee shall engage in activities which violate this Article. Any employee who participates in or encourages any activities which interfere with the normal operation of the Project shall be subject

to disciplinary action, including discharge, and if justifiably discharged for the above reasons, shall not be eligible for rehire on the Project for a period of not less than ninety (90) days.

Section 3. Neither the Council nor any Local Union shall be liable for acts of employees for whom it has no responsibility. The Building Trades Council Business Manager will immediately instruct, order and use the best efforts of his office to cause the Local Union or Unions to cease any violations of this Article. By complying with this obligation the Building Trades Council shall not be liable for unauthorized acts of a Local Union. The principal officer or officers of a Local Union will immediately instruct, order and use the best efforts of his or her office to cause the employees that the Local Union represents to cease any violations of this Article. A Local Union complying with this obligation shall not be liable for unauthorized acts of employees it represents. The failure of the Contractor to exercise its right in any instance shall not be deemed a waiver of its right in any other instance.

ARTICLE IX

FAILURE TO COMPLY

Any Contractor that refuses to sign a Letter of Assent (Attachment A) to be bound by this Agreement or fails to comply with this Agreement shall be terminated from the Project unless said refusal to sign or failure to comply is corrected retroactively within five (5) working days following written notice of the refusal to sign or non-compliance from the Union to the refusing or non-complying Contractor, the Project Contractor, and the Owner.

ARTICLE X

DISPUTES AND GRIEVANCES

Section 1. This Agreement is intended to provide close cooperation between management and labor. Each of the Unions will assign a representative to this Project for the purpose of completing the construction of the Project economically, efficiently, continuously, and without interruptions, delays, or work stoppages.

Section 2. The Contractors, Unions, and the employees, collectively and individually, realize the importance to all parties to maintain continuous and uninterrupted performance of the work of the Project, and agree to resolve disputes in accordance with the grievance-arbitration provisions set forth in this Article.

Section 3. Any question or dispute arising out of and during the term of this Project Agreement (other than trade jurisdictional disputes) shall be considered a grievance and subject to resolution under the following procedures:

Step 1. (a) When any employee subject to the provisions of this Agreement feels he or she is aggrieved by a violation of this Agreement, he or she, through his or her local union business representative or job steward, shall, within five (5) working days after the

occurrence of the violation, give notice to the work-site representative of the involved Contractor stating the provision(s) alleged to have been violated. The business representative of the Local Union or the job steward and the work-site representative of the involved Contractor and the Project Contractor shall meet and endeavor to adjust the matter within three (3) working days after timely notice has been given. The representative of the Contractor shall keep the meeting minutes and shall respond to the Union representative in writing (copying the Project Contractor) at the conclusion of the meeting but not later than twenty-four (24) hours thereafter. If they fail to resolve the matter within the prescribed period, the grieving party may, within forty-eight (48) hours thereafter, pursue Step 2 of the Grievance Procedure, provided the grievance is reduced to writing, setting forth the relevant information concerning the alleged grievance, including a short description thereof, the date on which the grievance occurred, and the provision(s) of the Agreement alleged to have been violated.

(b) Should the Local Union(s) or the Project Contractor or any Contractor have a dispute with the other party and, if after conferring, a settlement is not reached within three (3) working days, the dispute may be reduced to writing and proceed to Step 2 in the same manner as outlined herein for the adjustment of an employee complaint.

Step 2. The Business Manager of the Council and the involved Contractor shall meet within seven (7) working days of the referral of a dispute to this second step to arrive at a satisfactory settlement thereof. Meeting minutes shall be kept by the Contractor. If the parties fail to reach an agreement, the dispute may be appealed in writing in accordance with the provisions of Step 3 within seven (7) calendar days thereafter.

Step 3. (a) If the grievance has been submitted but not adjusted under Step 2, either party may request in writing, within seven (7) calendar days thereafter, that the grievance be submitted to an Arbitrator mutually agreed upon by them. The Contractor and the involved Local Union shall attempt mutually to select an arbitrator, but if they are unable to do so, they shall request the Federal Mediation and Conciliation Service to provide them with a list of seven (7) arbitrators in a sub-regional panel from which the Arbitrator shall be selected by the parties alternatively striking names from the list. The first strike shall be determined by the toss of a coin. The decision of the Arbitrator shall be final and binding on all parties. The fee and expenses of such Arbitration shall be borne equally by the Contractor and the involved Local Union(s).

(b) Failure of the grieving party to adhere to the time limits established herein shall render the grievance null and void. The time limits established herein may be extended only by written consent of the parties involved at the particular step where the extension is agreed upon. The Arbitrator shall have the authority to make decisions only on issues presented to him or her, and he or she shall not have authority to change, amend, add to or detract from any of the provisions of this Agreement.

Section 4. The Project Contractor and Owner shall be notified of all actions at Steps 2 and 3 and shall, upon their request, be permitted to participate in all proceedings at these steps.

ARTICLE XI

JURISDICTIONAL DISPUTES

Section 1. The assignment of work will be solely the responsibility of the Contractor performing the work involved; and such work assignments will be in accordance with the Plan for the Settlement of Jurisdictional Disputes in the Construction Industry (the “Plan”) or any successor Plan.

Section 2. All jurisdictional disputes on this Project, between or among Building and Construction Trades Unions and employers, parties to this Agreement, shall be settled and adjusted according to the present Plan established by the Building and Construction Trades Department or any other plan or method of procedure that may be adopted in the future by the Building and Construction Trades Department. Decisions rendered shall be final, binding and conclusive on the Contractors and Unions parties to this Agreement.

Section 3. All jurisdictional disputes shall be resolved without the occurrence of any strike, work stoppage, or slow-down of any nature, and the Contractor’s assignment shall be adhered to until the dispute is resolved. Individuals violating this section shall be subject to immediate discharge.

Section 4. Each Contractor will conduct a pre-job conference with the appropriate representative of the Council and Local Unions prior to commencing work. The Project Contractor and the Owner will be advised in advance of all such conferences and may participate if they wish.

ARTICLE XII

SUBCONTRACTING

The Project Contractor agrees that neither it nor any of its contractors or subcontractors will subcontract any work to be done on the Project except to a person, firm or corporation who is or agrees to become party to this Agreement. Any contractor or subcontractor working on the Project shall, as a condition to working on said Project, become signatory to and perform all work under the terms of this Agreement.

ARTICLE XIII

HELMETS TO HARDHATS

Section 1. The Contractors and the Unions recognize a desire to facilitate the entry into the building and construction trades of veterans who are interested in careers in the building and

construction industry. The Contractors and Unions agree to utilize the services of the Center for Military Recruitment, Assessment and Veterans Employment (hereinafter “Center”) and the Center’s “Helmets to Hardhats” program to serve as a resource for preliminary orientation, assessment of construction aptitude, referral to apprenticeship programs or hiring halls, counseling and mentoring, support network, employment opportunities and other needs as identified by the parties.

Section 2. The Unions and Contractors agree to coordinate with the Center to create and maintain an integrated database of veterans interested in working on this Project and of apprenticeship and employment opportunities for this Project. To the extent permitted by law, the Unions will give credit to such veterans for bona fide, provable past experience.

ARTICLE XIV

SAVINGS AND SEPARABILITY

It is not the intention of Project Contractor, Contractors, or the Unions to violate any laws governing the subject matter of this Agreement. The parties hereto agree that in the event any provisions of the Agreement are finally held or determined to be illegal or void as being in contravention of any applicable law, the remainder of the Agreement shall remain in full force and effect unless the part or parts so found to be void are wholly inseparable from the remaining portions of this Agreement. Further, the Project Contractor and Unions agree that if and when any and all provisions of this Agreement are finally held or determined to be illegal or void by a Court of competent jurisdiction, the parties will promptly enter into negotiations concerning the substance affected by such decision for the purpose of achieving conformity with the requirements of the applicable law and the intent of the parties.

ARTICLE XV

DURATION OF THE AGREEMENT

This Project Agreement shall be effective on _____, 20____ and shall continue in full force and effect for the duration of the Project construction work as described and defined in Articles I and II of this Agreement.

The applicable provisions of the collective bargaining agreements (“CBAs”) included in Schedule A of this Project Agreement shall continue in full force and effect unless and until the Contractor and/or Union parties to said CBAs notify the Project Contractor in writing of any mutually agreed upon changes to those provisions and their effective date(s), which shall become the effective date(s) for purposes of applying said provisions under this Agreement.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed and effective as of the day and year above written.

**FOR THE _____ BUILDING AND
CONSTRUCTION TRADES COUNCIL**

By: _____
[Insert Name], Executive Secretary

Dated: _____

FOR [Insert Contractor Name], PROJECT CONTRACTOR

By: _____
[Insert Name and Title]

Dated: _____

SCHEDULE A

LOCAL COLLECTIVE BARGAINING AGREEMENTS

The applicable Local Collective Bargaining Agreements (“CBAs”) for the Building Trades Unions affiliated with the Council are incorporated herein by reference. For copies of the applicable CBAs, contact the Local Unions directly or the St. Paul Building and Construction Trades Council at 353 W 7th Street, Suite 203, St. Paul MN 55102; Telephone: 651-224-9445; Fax: 651-224-9783.

ATTACHMENT A

LETTER OF ASSENT

_____ [Name of Contractor] _____ hereby agrees to accept and be bound by the terms and conditions of the Project Labor Agreement between _____ [Name of Project Contractor] _____ and the _____ BUILDING AND CONSTRUCTION TRADES COUNCIL, dated and effective _____ [Insert Effective Date] _____, for _____ [Name of Project] _____ with respect to all construction work at the site of the construction and during the course of the construction as those terms are used or defined in the Project Labor Agreement.

_____ [Contractor Name & Address] _____

By: _____

Its: _____

Dated: _____

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

DATE: December 18, 2018

TOPIC: Change Order #17 for Commercial Drywall at Adams Spanish Immersion School

A. PERTINENT FACTS:

1. This change order provides all labor, material, equipment and services necessary for the following items:
 - a. Framing and drywall changes for toilet redesign, wall revisions, framing for exterior ductwork, end of summer expediting, temporary walls for phasing, and added hallway bulkheads.
2. Funding will be provided from Capital Levy.
3. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
4. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.
5. Including this change order, total change to the original contract amount of \$1,169,000 is \$150,031 which is a 12.8% change. With execution of this change order, the new total contract amount will be \$1,359,056. The total amount of change with all project contracts combined to date is \$2,519,985 which is a 14.2% change. The items on these change orders have been reviewed and validated by LSE Architects and Wenck Construction.

B. RECOMMENDATION:

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.



Proposed Pay19 Levy

Board of Education

Marie Schrul
Chief Financial Officer
December 18, 2018

Purpose

- To present 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

125

	Date	Action
X	August-early Sept	District submits levy information to MDE
X	September 7	MDE provides preliminary calculations
X	September 11	COB discusses Pay19 levy
X	September 18	Pay19 Levy Update to BOE
X	September 24	JPTAC (Joint Property Tax Advisory Committee) adopts joint levy resolution
X	September 25	BOE to set Pay19 levy ceiling (Special BOE meeting at 6pm)
X	October 1	SPPS provides Pay19 levy ceiling data to Ramsey County and MDE.
X	Oct 7 – Oct 22	SPPS mails notice of referendum to each taxpayer in the district
X	November 6	General Election/Operating Levy (Referendum) increase vote
X	November 7	MDE adjusts the Pay19 levy ceiling based on Nov 6 election results
X	Oct 1 – Nov 10	Ramsey County calculates taxes and prepares tax statements
X	November 15	Anticipated Ramsey County mailing of tax statements
X	December 4	TNT Public Hearing at 6:00 p.m. & COB Meeting
	December 18	BOE certifies Pay19 levy
	December 28	SPPS certifies Pay19 levy to Ramsey County

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	<u>3,626,763</u>	<u>3,779,160</u>	<u>152,397</u>
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

Home Estimated Market Value	Estimated change at 14.94% levy increase with School Referendum
\$75,000	\$ 45.15
100,000	57.82
186,200	101.21
200,000	108.13
300,000	158.44
400,000	208.76
500,000	260.64

Source: Ramsey County - Median home market value is \$186,200



Estimated Annual Property Tax Impact from 2018 to 2019 Assuming a 7.1% Increase in Market Value

Home Estimated Market Value	Estimated change at 14.94% levy increase with School Referendum
\$75,000	\$ 63.61
100,000	94.84
186,200	170.12
200,000	182.69
300,000	270.02
400,000	357.35
500,000	434.53

Source: Ramsey County - Median home market value is \$186,200

Estimated Annual Property Tax Impact Commercial/Industrial from 2018 to 2019 Assuming a 6.1% Increase in Market Value

Commercial/ Industrial Estimated Market Value	Estimated change at 14.94% levy increase with School Referendum
200,000	\$ 109.48
495,450*	253.75
500,000	255.72
1,000,000	500.28

Source: Ramsey County *Median commercial/industrial market value is \$495,450



Recommendation

- That the Board of Education approve the recommendation to certify the Pay19 levy in the amount of \$178,694,997.60

Old Business Policy First Reading

Cedrick Baker, Chief of Staff

Board of Education Meeting
December 18, 2018



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

December 18, 2018

Second Reading

Third Reading

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 – 11/196/5/18 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

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.

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

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(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.
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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;
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 - 3. Past incidents or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
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- 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.

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- 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



SY18 SRO Year End and SY19 Contract Review

**Board of Education
December 18, 2018**

Jackie Turner, Chief Operations Officer

Purpose

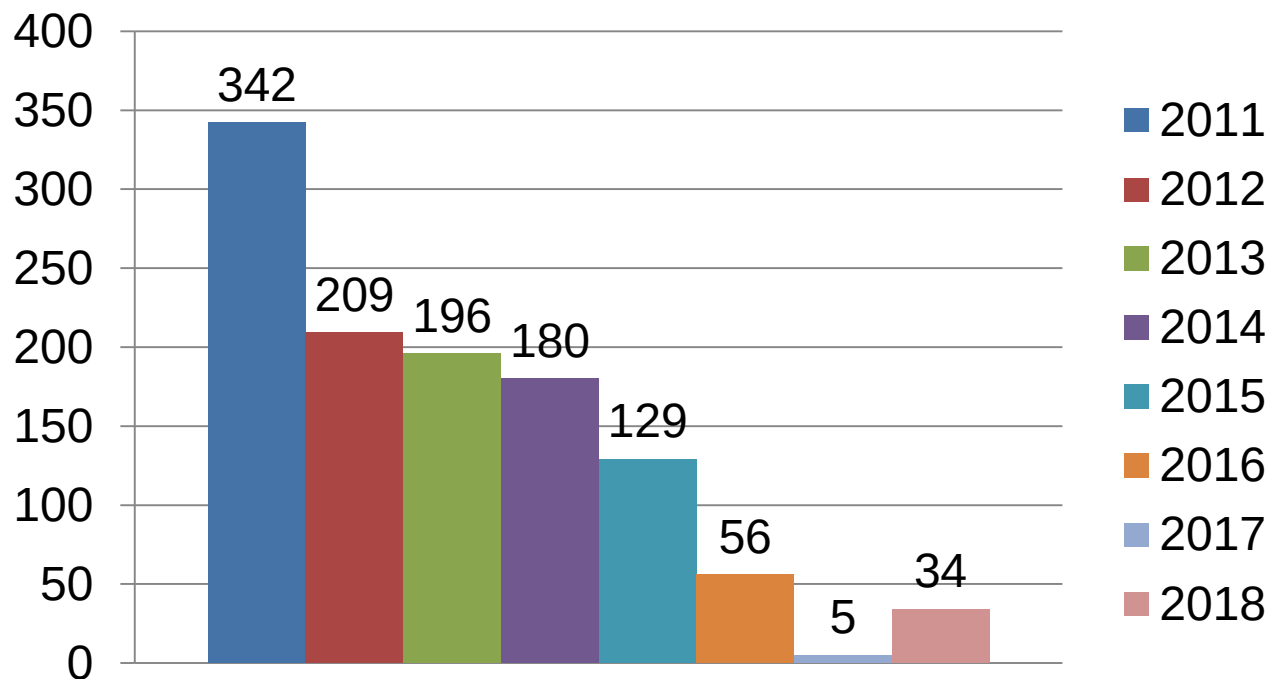
- 2018 Year End Review
 - Arrest data
 - Incident data
 - Use of force data
 - Level 4/5 violations vs. arrests
 - Highlights
- SY19 and Beyond
 - SY19 Contract
 - Next Steps



2018 Year In Review



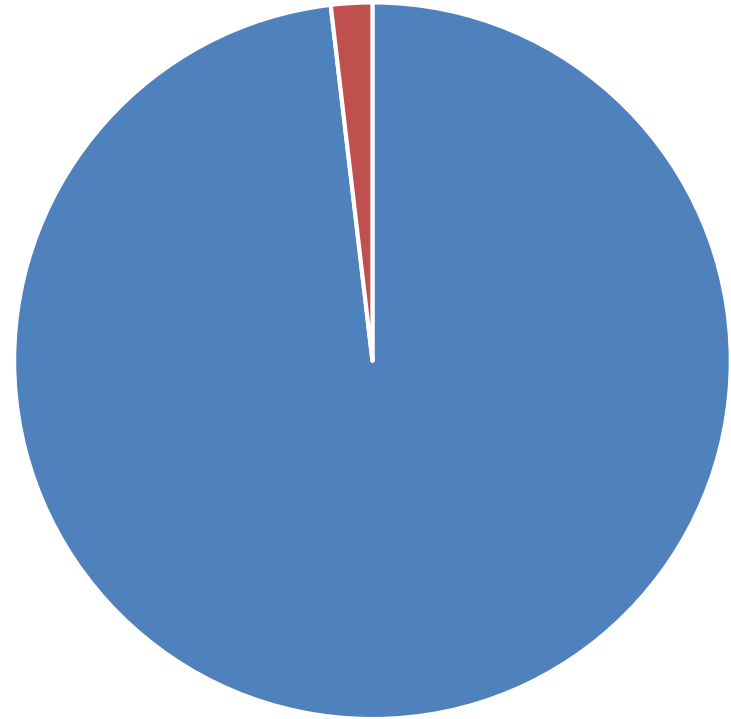
Arrest Data (SY11-SY18)



Level 4/5 Violations vs Arrests

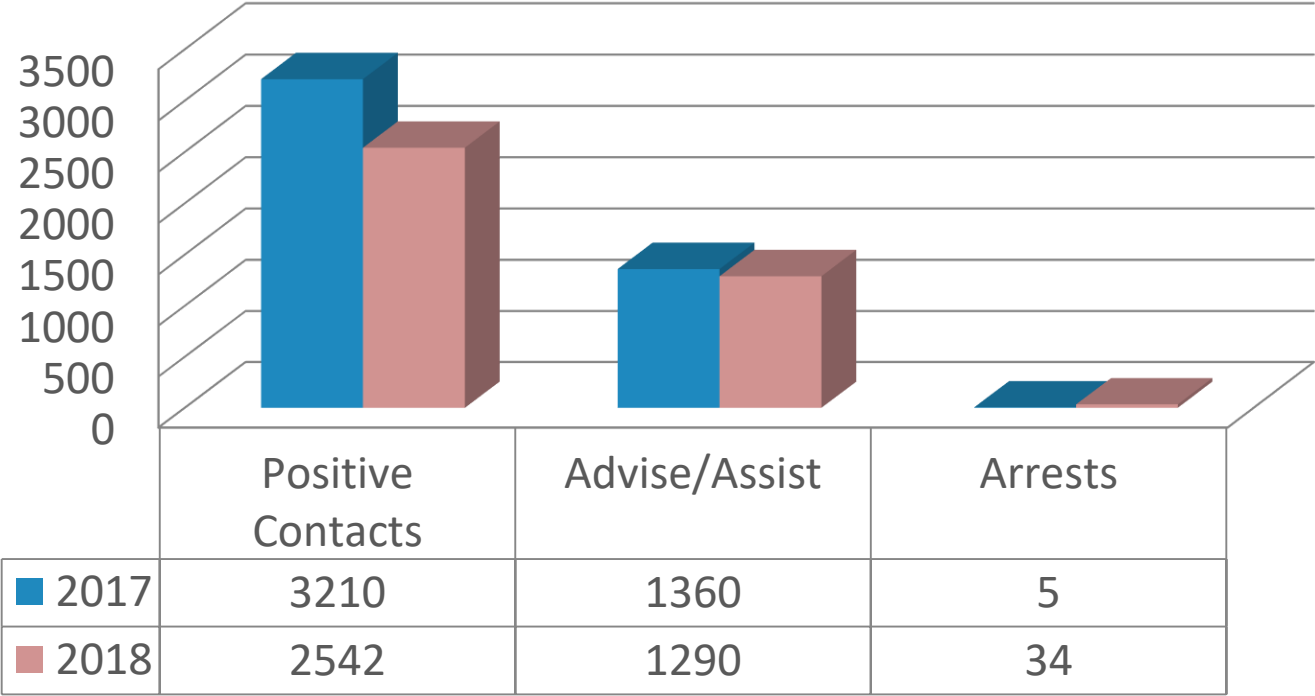
- 1798 Violations.
- 34 Arrests. All other violations diverted to schools for discipline and meaningful interventions and support.

2017/2018



■ Violations ■ Arrests

Incident Data



■ 2017	3210	1360	5
■ 2018	2542	1290	34

Use of Force

2016-2017	2017-18
Pepper Spray: 1	Pepper Spray: 1
Use of Handcuffs: 19	Use of Handcuffs: 31



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?

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

DATE: December 18, 2018

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

A. PERTINENT FACTS:

1. The current agreement between the District and the City of St. Paul Police Department for shared costs of police officers to provide school resource officer services in the District's facilities expired June 30, 2018.
2. The administration has negotiated a new agreement for seven (7) officers covering the period of July 1, 2018 to June 30, 2019.
3. Responsibility for SROs is under the direction of Security and Emergency Management.
4. Funding for the District's share of costs for this agreement will be provided from the Security and Emergency Management budget (both the dedicated Safe Schools Levy and general fund revenue). The District has agreed to a flat fee of \$700,000 payable in two equal installments.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Laura Olson, Director of Security and Emergency Management and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education consider and authorize the Chair and Clerk to execute an agreement with the City of St. Paul Police Department to provide School Resource Officers for services to the Saint Paul Public Schools for the term July 1, 2018 through June 30, 2019 in accordance with all terms and provisions of said agreement.

THIS AGREEMENT, made this ____, day of ____, 2018, by and between INDEPENDENT SCHOOL DISTRICT #625, hereinafter referred to as “**District**”, and CITY OF SAINT PAUL on behalf of its SAINT PAUL POLICE DEPARTMENT, hereinafter referred to as “**City**”.

WITNESSETH:

WHEREAS, the Board of Education of Independent School District No. 625 has by virtue of Board File No. _____, and the City Council, City of Saint Paul has by virtue of Council Resolution No. _____, authorized an agreement providing School Resource Officer (**SRO**) services to the District;

Now, therefore, IT IS HEREBY AGREED, by and between the parties, as follows:

General. The District agrees to pay City as specified herein to permit the assignment of School Resource Officers and Supervisor(s), all sworn police officers, for law enforcement and educational services to be performed on behalf of the District during the period of July 1, 2018, through June 30, 2019. The Scope of Services for this Agreement is as listed below.

1. **Scope of Services.** The SRO Program has two components:
 - a. *Assignment of Officers:* The City will provide seven (7) School Resource Officers. These personnel will be dedicated to the duties of their School District assignments. These personnel will not be removed from the School District assignments, except pursuant to section 5. The City retains the discretion to assign or remove its personnel as SROs and to train, supervise, evaluate, discipline and direct the work of the officers with input from the District SEM Director. The District shall be included in the interview, selection and assignment process as stated in Appendix A.
 - b. *Basic Services:* The duties performed by School Resource Officers are described in attached Appendix B. SROs are responsible for performance of the duties in accordance with “post orders” as stated in Appendix B. The City will provide each School Resource Officer with a police vehicle, gasoline, and vehicle maintenance. The City will provide a Sergeant that is responsible for the supervision of School Resource Officers and maintaining a working relationship between the City and the School District’s Security staff.
2. **Term of Agreement.** This Agreement will cover the period of July 1, 2018, through June 30, 2019, inclusive.
3. **Condition of Employment.** All services and duties performed by the assigned Officers will be within the course of employment by the City. Officers, as City employees assigned under the Agreement, will remain employees of the City and, therefore, are covered by the City’s Workers Compensation Program, will be paid by the City, and are entitled to all benefits provided by their employer. Officers assigned under the Agreement will be expected to abide by and are governed by the rules and regulations of the City.

Work Schedule: The City shall establish the hours of work and the days of work for the SRO. However, the City will schedule officers to work on days and hours on which classes are in session as per the District school calendar. Officers will be posted at their designated school a minimum of thirty (30) minutes prior to the start of the school day and a minimum of thirty (30) minutes after dismissal. Officers working in extended day sites will be posted at their designated school a minimum of fifteen (15) minutes prior to start of the school day and a minimum fifteen (15) minutes after dismissal. The City agrees to limit vacations to no more than five consecutive school days during each school year. The City will redline the first two weeks and last two weeks of the District student calendar. The City will make every attempt to schedule mandatory Police Officers Standards and Training (POST) certification

training during school breaks and/or release days. The City will attempt, if staffing permits, to provide alternates to fill in the vacant shifts due to SRO absence or scheduled time off.

4. **Indemnification and Hold Harmless.** Each party will indemnify and hold harmless the other party for actions and representations made by its own employees, officials, agents and representatives, which occur in the performance of the terms of this Agreement or their employment duties, and the results thereof, to the extent authorized by law and shall not be responsible for the acts and/or omissions of the other party or that party's employees, officials, agents or representatives and the results thereof. The liability of the parties shall be limited and governed by provision of the Minnesota Torts Claim Act, Minnesota Statutes Chapter 466, et seq., and other applicable law.
5. **Performance.** Both parties accept full responsibility for performance of the duties outlined herein but neither the City nor the District shall be held responsible for non-performance of its duties or responsibilities under this Agreement if the party's performance was prevented by acts or events beyond the party's reasonable control, including but not limited to: severe weather and storms, earthquake or other natural occurrences, strikes and other labor unrest, power failures, electrical power surges or current fluctuations, nuclear or other civil or military emergencies, or acts of legislative, judicial, executive, or administrative authorities. However, with appropriate documentation, the District reserves the right to request removal of an officer from the unit for performance related issues. Additionally, each SRO will remain under the City's direction and control and will be subject to police emergency recalls for service, activation of any Tactical Alert throughout the City, and/or as officer necessities arise elsewhere in the City. Emergency recall/tactical alert/officer necessity decisions are within the City's discretion and are not subject to question or liability under this Agreement.
6. **Data Privacy.** The City and District agree to abide by Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act) as well as any other applicable federal, state, and local laws and ordinances. SROs who provide services to the District pursuant to a contract with the City within the definition of school employee promote the State's articulated policy of making schools a safe place for learning. As such the SROs and their immediate supervisor shall have access to the following Campus information: see Appendix A.
7. **Changes.**
 - a. The City or District may request changes that would increase, decrease, or otherwise modify the Scope of Services. Such changes and methods must be agreed to and authorized in writing in advance by the District and City. Any alterations, amendments, deletions or waivers of the provisions of this Agreement shall be valid only when reduced to writing and duly executed by the parties.
 - b. It is understood and agreed that this entire Agreement supersedes any and all oral agreements and negotiations between the parties relating to the subject matter herein.
 - c. If the School District wishes to increase the number of officers, the City may honor such a request at its sole discretion. The School District will fund the total program costs of the additional officers, unless otherwise agreed to in writing by the parties.
8. **Payments and Billings.**
 - a. The District shall make payment to the City in two installments. The District will make the first payment in the amount of \$350,000 for the period of July 1, 2018 through December 31, 2018 upon completion of the period and within 35 days of receipt of an invoice submitted by the City's police department. The District will make the second payment in the amount of \$350,000 for the period of January 1, 2019 to June 30, 2019 upon completion of the period and within 35 days of receipt of an invoice submitted by the City's police department.

- b. The cost for the contract period beginning July 1, 2018 and ending June 30, 2019 is identified in attached Appendix C with the District share to be a flat rate of \$700,000 for seven (7) officers.

9. Termination.

- a. In the event that the SRO program is eliminated for any reason, this Agreement will automatically terminate. At that point, services will be billed and paid for as stated in Section 8. Any overpayment of fees by the District will be refunded pro rata. A new agreement must be executed prior to the resumption of the SRO program.
- b. If either party wishes to terminate this agreement, it may do so by providing 30-day written notice to the other party, unless otherwise provided herein. Termination may occur according to a schedule mutually agreed upon in writing by both parties. Any overpayment of fees by the District will be refunded pro rata.

10. Miscellaneous.

- a. Any failure of a party to assert any right under this Agreement shall not constitute a waiver or a termination of that right, this Agreement, or any provisions of this Agreement.
- b. If a court or government agency with proper jurisdiction determines that any provision of this Agreement is unlawful and rules such provision void, the balance of this Agreement shall remain intact and in full force and effect.
- c. This Agreement shall be interpreted and construed according to the laws of the State of Minnesota. All litigation related to this Agreement shall be venued in a court of competent jurisdiction in Ramsey County, Minnesota.
- d. The assignment of School Resource Officers to the District does not relieve the City of its obligation to provide standard police services to the District nor shall the assignment of SROs to the District be used as a valid reason for Patrol units to refuse to take calls and provide services for the District.

11. Notices. Written notices required by this agreement are to be addressed to the following representatives of each party:

City:

City of Saint Paul
Police Department
Commander, Youth Services Section
367 Grove Street
Saint Paul, MN. 55101

District:

Saint Paul Public Schools
Superintendent
360 Colborne Street
Saint Paul, MN. 55102

IN WITNESS WHEREOF, the parties hereto have executed this Agreement, the day and year first above written.

CITY OF SAINT PAUL

Approved as to Form:

By _____
Mayor

Assistant City Attorney

By _____
Director, Department of Finance
And Management Services

By _____
Director Human Rights and Equal
Employment Opportunity

By _____
Todd Axtell, Chief of Police

INDEPENDENT SCHOOL DISTRICT #625

Approved as to Form:

By _____
Chairperson

School Board Attorney

By _____
Clerk

Appendix A

School Resource Officer Program

1. The District shall provide School Resource Officers with office space, telephone, portable radios, and computers. The office space shall be suitable for conducting private interviews.
2. The District in coordination with the Juvenile Unit Commander will provide annual in-service training with regard to school policies, practices, procedures, school security plans, emergency operation plans, and expectations of School Resource Officers through instruction and written guidelines. This training will occur in the week prior to the first student contact day of the school year. Additionally, officers will receive at least 4 hours of racial equity training per calendar year which will be coordinated with the City and District racial equity work.
3. The District shall provide access to student information through “Campus” that includes information the District has designated as “directory information” and student address, home phone number, class schedule, and parent/guardian name. To the extent allowed by law, the District will also provide pertinent information to officers working jointly with the District on school related issues.
4. The District shall work with the City to develop a mutually agreeable interview and appointment process for SRO selection. A representative from the school district and a SPPS student designee may submit questions to be used during the interview in the City’s discretion. The SPPS Director or designee shall sit on the interview panel and provide feedback to selection committee.
5. The District will provide a method for officers to check in and out of their assigned building(s). The purpose will be for maintaining situational awareness of security assets in buildings. The District ECC will be responsible for maintaining these records.
6. The District Director of Security and Emergency Management will meet a minimum of bi-monthly with the Juvenile Unit Commander or designee to increase situational awareness to issues affecting both the City and the Schools.
7. The Juvenile Commander or designee, at least once annually, will conduct a performance review of SROs, which will include feedback from students and school staff. SPPS students and staff will have an opportunity to provide feedback on SRO performance to the Juvenile Commander. The feedback tool will be one that is agreed upon by the City and the School District. Best practices will be shared with other School Resource Officers serving the District.

Appendix B

School Resource Officer Program

1. School Resource Officers (SROs) shall work with students to facilitate positive police contacts, to promote positive choices and activities, and to establish rapport and encourage open communications.
2. School Resource Officers shall contribute to maintaining a safe and secure educational environment for all students, staff and visitors in Saint Paul Public Schools under state and federal laws, but are not responsible for issuing student discipline under the District's "Student Behavior Handbook: Rights and Responsibilities."
3. School Resource Officers will not be involved in recommending or determining student discipline and will not be involved in investigating incidents of student discipline that do not involve a possible crime.
4. School Resource Officers will conduct foot and squad patrol of the school and grounds checking for individuals loitering or acting in an inappropriate and disruptive manner, maintaining high visibility including being present in the cafeteria, halls and grounds during cafeteria hours, school arrival and dismissal times.
5. School Resource Officers will take appropriate action with regard to criminal activity and actively intervene when she/he observes criminal behavior. School Resource Officers will involve the school administrator whenever possible.
6. School Resource Officers primary assignment will be to the 7 Secondary High Schools. SROs will each be assigned a feeder Middle or K-8 school to support and take reports as needed.
7. School Resource Officers are all Saint Paul police officers, assigned by the Chief of Police, in collaboration with the District. Candidates should ideally have at least 3 years of general police experience. Candidates are asked to submit a letter of interest and resume outlining past professional history including activities involving youth, any experience working with a broad variety of racial and ethnic groups and any specialized youth training candidates may have completed.
8. School Resource Officers in coordination with the school administration will hold a monthly meeting during the school day with staff and students to increase awareness of issues and concerns received from the school community in addition to updating the students and staff of previously received concerns and issues.

Duties of the School Resource Officers:

1. The School Resource Officer will meet as requested with the administrator, teachers and staff of their assigned school, including the principal, asst. principals, counselors, social workers and nurses.
2. School Resource Officers, upon request from a student, parent or guardian, will take part in the PPC (Problem Pupil Committee) process acting as a vital member of this team and as an information conduit. The Officer should be familiar with the SPPS Rights and Responsibilities Handbook with details about the student code of conduct and consequences for inappropriate behavior, and a working knowledge of Specialized Services and Individualized Education Plan (IEP) terminology. The PPC meeting should commence within the course of the regular school day.
3. The School Resource Officer will take initial offense reports including information reports requested by the school district.
4. The School Resource Officer will also assist with criminal investigations on cases that they initiate or other cases where the suspect or victims are in schools and otherwise unavailable, in an attempt to reduce lost class time.
5. The School Resource Officer will also assist with criminal incidents that take place on school buses, and in other instances that statute deems to be an extension of District property.

6. The School Resource Officer will conduct informational classes for staff on subjects which they have expertise in, including gangs, drugs, cyberbullying, sexting and the criminal justice system.
7. The School Resource Officer will confer with parents, neighbors and other members of the community and provide materials and expertise as necessary. All after school speeches must be requested through the Community Service Unit's Speaker's Bureau.
8. The School Resource Officer will assist with truancy and other status offenses and recommend actions to reduce delinquency.
9. The School Resource Officer will as they move from school to school also remain cognizant of matters requiring police attention in the neighborhoods and business area near the schools.
10. The School Resource Officer may assist other officers on calls for service in and near the schools and will assist the District with juvenile problems related to the safe and successful operation of school programs by assisting in identifying the locations where students congregate and cause disturbances on and off District property.
11. The School Resource Officer is to be present for student arrival, lunches and dismissal during the academic school day.

School Resource Officers Operating Procedures:

1. School Resource Officers will work Monday through Friday on days when school is in session as per the District calendar. School Resource Officers will take part in District training during scheduled District professional development days. On days when school is not in session, such as Winter and Spring Break, School Resource Officers will report to their SRO Sergeant for assignment location.
2. School Resource Officers will provide monthly activity reports, which summarize their daily activities and include report numbers (CNs), for the SRO supervisor. Data collected will include daily proactive work and intentional physical (i.e., "hands on") contact with students (such as action involving responses to resistance or aggression including handcuffing or hard empty hand techniques.) The SRO supervisor will provide a separate report, highlighting significant events involving the school to the District's Director of Security and Emergency Management. Reasonable efforts will be made to quantify daily interaction between the SROs and students. This report will be in a form approved by the City and the District.
3. School Resource Officers report directly to their primary school. The officers are to contact the Juvenile Unit office and the SPPS Emergency Communication Center (ECC) by phone to check in for the day and to check for messages and mail. School Resource Officers will also sign in with the principal or their designee, of their primary schools when reporting to duty.
4. School Resource Officers will check out with their primary school and report to the ECC when they leave the school for a period of more than 30 minutes. Officers shall check out with the lead clerk either verbally or using a sign out form that the school will develop. *It is an expectation that School Resource Officers will remain within a reasonable distance of their assigned school/s.*
5. School Resource Officers shall make all requests for time off (holiday, sick leave and compensatory time) through the Juvenile Unit School Resource Officer Sergeant.
6. SRO Sergeant will notify the school principals and the SPPS ECC of any SRO sick leave and additional planned time off.
7. School Resource Officers are not permitted to take any extended vacations while school is in session. Officers are expected to take the majority of their time off on days that school is closed including winter, spring, and summer break. Officers are expected to take the balance of their vacation time during the summer break. Vacation time during the school year is limited to no more than 3 consecutive days.
8. School Resource Officers will attend a basic school resource officer training course when courses are available and staffing allows.
9. Juvenile Commander or designee will participate on the SPPS District Wide Advisory on SROs.

Appendix C
School Resource Officer
Fee Estimate

July 1, 2018, through June 30, 2019

Fee will be based on a flat rate of \$100,000 per full time police officer.

7 Full-Time School Resource Officers	\$700,000
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INDEPENDENT SCHOOL DISTRICT NO. 625

SAINT PAUL PUBLIC SCHOOLS

BOARD OF EDUCATION MEETINGS

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

DECEMBER 18, 2018

5:30 pm

6:05 pm

REGULAR MEETING OF THE BOARD OF EDUCATION

Public Comment

Regular Meeting

JANUARY 8, 2019

4:30 pm

COMMITTEE OF THE BOARD MEETING

JANUARY 8, 2019

6:00 pm

ANNUAL MEETING

JANUARY 22, 2018

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

February 5

March 5

April 9

May 7

June 11

Board of Education

February 19

March 19

April 23

May 21

June 11 (Special | Non-Renewals)

June 18

July 23

OTHER EVENTS BOARD MEMBERS ARE SCHEDULED TO ATTEND

December 14, 2018 Districtwide Karen New Year
Washington Tech | 5pm

December 19, 2018 Indian Education PAC Meeting
360 Colborne | 6pm

January 21, 2018 MLK Holiday Breakfast
The Armory | 7am

* 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.

BOARD OF EDUCATION | 2018-2020SY MEETING DATES

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

2019-2020SY - Proposed		
SEPT	9/10/2019	9/17/2019
OCT	10/8/2019	10/22/2019
NOV	11/12/2019	11/19/2019
DEC	12/3/2019	12/17/2019
JAN	1/7/2020 4:30 pm	1/7/2020 6:45 pm Annual Meeting
		1/21/2020
FEB	2/11/2020	2/18/2020
MAR	3/10/2020	3/24/2020

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