



Saint Paul Public Schools

Regular Meeting

Tuesday, November 13, 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

November 13, 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**
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B. Committee of the Board Meetings (4:30 unless otherwise noted)

XIV. ADJOURNMENT

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

DATE: November 13, 2018

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

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.

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
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: November 13, 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. **Battle Creek Middle School** – The boys' soccer team was city champion. John Dungey is the coach. The team roster consists of:

Ashton Adesoro
Takota Albrecht
Zach Ali
Rogelio Baltazar
Basit Barkare
Nicholis Daugherty
Johcina Day
Ibrahim Isse
Fabian Mejia
Josphat Mphiri
Tae OO
Terelle Polite
Isai Reyes
Wah Saw
Nay Seya
Caleb Sobbah
Kee Soe
Eli Vue
Jeffrey Yang

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.

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TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
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A. PERTINENT FACTS:

1. **Highland Park Middle School** – The girls' soccer team was city champion. Bethany McGraw is the coach. The team roster consists of:

Ava Arredondo
Mia Azocar
Isabelle Baidoo
Lily Bergstrom
Gabriela Carrillo-Quinones
Greta Goodspeed
Kate Kaatz
Hanna Koch
Sarah Kumher
Abby Larson
Isabelle Luehring
Lucianna Menchaca Gorton
Ellery Merriam
Ellie Moore
Eleanor Mulvaney
Clara Paleen
Anna Rynkiewich
Giselle Sanchez-Esparza
Charlotte Stewart
Ella Tjaden
Quinn Walsh

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A. PERTINENT FACTS:

1. **Highland Park Middle School** – The girls' volleyball team was city champion. Leon Rogalla is the coach. The team roster consists of:

Grace Adrian
Devyn Betts
Grace Blumer-Lamotte
Ayana Bougie-Martinez
Kadence Davison
Annabelle Gifford
Leila Hagedorn
Molly Hanley
Bella Jack
Emilia Jakel
Mary Koch
Annabella Kottke
Abby Lawton,
Aida-lynn Llaurado
Mylan Pittman
Alyssa Ramos
Katherine Reubish
Lola Sontgerath

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A. PERTINENT FACTS:

1. **Humboldt Middle School** – The flag football team was city champion. Alec Issa and Marco Reyes are the coaches. The team roster consists of:

Ekin Chang
Nickolas Chang
Mikael Coenen
Dernell Donelson
Dustin Erdman
Dennis Fitzjohn
Robert Htoo
Jorge Irizarry
Mikko Liimatta
Joseph Lor
Izsiah Nalls
Joshua Ojo
Zander Sachs
Eh Ler Soe
Quin Stende
Aiden Thao
Marciano Urbina
Jamie Vasquez
Endale Witt
Jude Witt

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A. PERTINENT FACTS:

1. **Washington Technology** – The boys' cross-country athlete – Suleyman Jafer was a State Tournament Qualifier. Michael Nawrocki is the coach.
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.

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TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
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A. PERTINENT FACTS:

1. **Central Senior High School** – The boys' cross-country athlete – Mickies Kiros was a State Qualifier. Mike Reneau is the coach.
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.

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TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
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A. PERTINENT FACTS:

1. **Central Senior High School** – The girls' cross-country athlete – Emily Cerkenik was a State Qualifier. Mike Reneau is the coach.
2. This item will meet the District target area goals of accelerating the path to excellence.
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TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
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A. PERTINENT FACTS:

1. **Central Senior High School** – The girls' soccer team was city champion. Anthony Jacobs is the coach. The team consists of:

Sarah Arnet	Mae Guetschow
Katharine Ashley	Alisa Logan
Ava Barnett	Vivien McCallum
Ava Bjorkman-Tracy	Amelia Moseman
Abby Celandier	Amalie Persson
Kendall Clark	Emma Rhode
Eden Dodge	Helen Simon
Zhanna Dunagan	Irene Sullivan
Anna Erickson	Lizzy Timm
Rachel Erickson	Loretta Wacek
Sophie Flamino	Annika Weeding
Sophie Fried	Lydia Wilkie
Lucy Gibbs	

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A. PERTINENT FACTS:

1. **Central Senior High School** – The boys' soccer team was city champion. David Alborno is the coach. The team consists of:

Aydyrus Abdirahman	William Hintz
Chris Aparicio	Riaz Kelly
Daniel Barrett	Kwe Knyaw
Dylan Barrett	Nathan Lewis
Owen Brooks	Garrett McDermott
Aiden Cavanaugh	Charles Nazarian
Mani Chadaga	Yasin N'da
Cormac Clark	Adam Pikel
Peter Drivas	Diego Sarmiento
Mika Folstad	Mac Staloch
Oscar Fortoso	Erik Trail-Johnson
Jared Garcia	Maktar Yarrow
Ronald Hall Jr	Hamsa Yusuf
Max Hand	

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A. PERTINENT FACTS:

1. **Harding High School** – The girls' tennis team was city champion. Koua Yang is the coach. The team roster consists of:

Souana Her
Ester Htoo
Kao Kia Lee
Zaza Mu
Amany Reynolds
Gaosheng Thao
Kang Thao
Caitlyn Vang
Lily Vang
Nina Vang
laong Vue
Alyssa Xiong
Seelintha Xiong

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Saint Paul Public Schools That Have Won Athletic Awards and Championships

A. PERTINENT FACTS:

1. Highland Park Senior High School – The boys' cross-country team was city champion and State Qualifiers. Brad Moening is the coach. The team consists of:

Nathaniel Alden
Quincy Altman
Calvin Boone
Lance Georgeson
Conor Gregg Escalante
Marcus Hansen
Parker Johnson
Oliver Paleen
Jesse Peterson

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Saint Paul Public Schools That Have Won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Highland Park Senior High School** – The girls' cross-country team was city champion and had three State Qualifiers. Brad Moening is the coach. The team consists of:

Celeste Alden
Silja Earl-Tornainen
Caroline Harding
Delia Johnson
Lauren Mendoza
Audrey Miller
Molly Moening
Eleanor Osmond
Anna Schmidt

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A. PERTINENT FACTS:

1. **Highland Park High School** – The girls' swim team was city champions. Kathryn Vandam is the coach. The team consists of:

Alivia Arredondo	Kaylee Kipfmueller
Rayna Axelson	Abby Lanz
Ursula Bader	Lydia Malen
Divya Bhargava	Mina Mandic
Noor Christava	Bella Olson
Irene Cohen	Grace Sheehan
Linnea Cooley	Lela Tilney-Kaemmer
Mia David	Katherine Welsh
Lauren Dieperink	Annika Wetzel
Carol Gross	Jasmine White
Josie Khan	Kaisa Youngberg

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TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
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A. PERTINENT FACTS:

1. **Highland Park High School** – The girls' volleyball team was city champions. Toua Lee is the coach. The team consists of:

Eva Bacskai
Kyomi Callahan
Braiziah Dixon
Alandra Hickman
Jane Iverson
Emma Manderfield
Dejy Martens
Annika Mattick
Annika Mechelke
Celia Morris
Rachel Savage
Chloe Smith

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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	

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B. RECOMMENDATION:

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

October 23, 2018

I. CALL TO ORDER

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

II. ROLL CALL

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

Mr. Brodrick returned at 6:07 p.m.

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 Mr. Schumacher.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31456 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

Toy Vixayvong, a school resource officer at Como Park Senior High School, connected fifteen students and recent graduates with paid trade internships for the summer.

The students participated in nine-week long internships in trade careers including carpentry, bricklaying and roofing through a partnership with the Minnesota Trades Academy (MTA). According to the Pioneer Press, Vixayvong said “while he was working with Como Park students, he realized some were not ‘straight-A students’ and unlikely to attend college. He said he wanted to expand post-high school options for these students, and then met Sam Ebute, director of MTA. The two connected over career possibilities that could be provided to Como Park students through a partnership, Ebute said.”

The Pioneer Press reported that “many of the students didn’t have transportation, so Vixayvong also volunteered to drive the students to and from the internship site everyday — doubling the number of interns MTA can train. The Saint Paul Police Department provided a 15-passenger van for Vixayvong to use.”

Chief Turner recognized Officer Vixayvong with the opportunities that he provides for students and staff to work together. It is a pleasure to work with him and the Saint Paul Police Department, with many officer like him in a number of our schools. It is a pleasure to honor him, and his colleagues also recognize him and show their appreciation for his work.

Officer Vixayvong noted that is very proud of the partnership between SPPS and SPPD, and proud to be a part of the Como family. He is happy to be a resource for students, and the work will continue. He is happy to accept this recognition and thanked everyone for their support.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Consent Agenda with the exception of item E7 -- FY2019-2023 Five-Year Facilities Maintenance and Capital Implementation Plan, which was pulled for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of September 18, 2018
- B. Minutes of the Special Meeting of the Board of Education of September 25, 2018
- C. Minutes of the Special Closed Meeting of the Board of Education of October 9, 2018
- D. Minutes of the Special Meeting of the Board of Education of October 13, 2018

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of September 18, 2018, Minutes of the Special Meeting of the Board of Education of September 25, 2018, Minutes of the Special Closed Meeting of the Board of Education of October 9, 2018, and the Minutes of the Special Meeting of the Board of Education of October 13, 2018, as published. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

- A. Minutes of the Committee of the Board Meeting of October 9, 2018

At the October 9, 2018 Committee of the Board meeting, Superintendent Gothard began with an update on the November 6th referendum efforts. He also thanked staff, students, and leaders for a great start to the

school year. He also welcomed Kevin Burns, the new Director of Communications, Marketing, and Development.

Next, SEAB provided a recap on their work, with an update on the projects they have chosen to focus on this year, including student-teacher relationships, mental health, and mandatory cultural studies education. It was also noted that SEAB members spoke at the Referendum Kick-Off Rally at Johnson High School on September 22nd.

Members of the District Science Team presented information on science partnerships within SPPS. The mission statement that all SPPS students will think and act like scientists and engineers aligns with the help from our partners, including business, university, and informal education partnerships, as well as Belwin and the Como Planetarium. Staff presented information on support structures in place and professional development opportunities for the 173 science teachers in the district. Discussion focused on the role of environmental sciences programs within the district, as well as the work within alternative schools. The Board also requested more details on teachers who attend professional development, and also noted the importance of bringing nature into our school buildings. This presentation also sparked questions on the role of iPads in this area, with the ability to take pictures, learn through science apps, and read textbooks on the device. Board members also discussed how students learn in the classroom, and relate it to their field trips to Belwin, the Bell Museum, and the Como Planetarium. Questions on research and outcome data were also a point of conversation, with MCA scores, partner research, and classroom observations. The next topic was the Facilities Master Plan Update, which included successes in 2018, photos of new learning spaces and core spaces, and exteriors. Process outcomes from the Governance Committee were also presented, including takeaways on the new middle school, and elementary facility use for the community, and equity measures in capital projects. A recap of the acquisition and plan for the Crosswinds building was discussed. Project highlights for 2019-2023 were also shown in growth and alignments, quality learning spaces, and core spaces and every site will benefit in upgrades or improvements. Progress on the FMP overall was shown, as well as the buildings that will see the design phase begin through fiscal year 2023. Funding sources and building construction funds were also reviewed. Discussion from the Board centered on the importance of smaller projects at sites and the appreciation for those improvements. This plan and book of projects will set the timeline for those updates, and is a multi-year commitment to lay out the plan for the future. Board questions also centered on the prioritization of projects, and the measures in place for determining the order of projects. The Board encouraged a process of moving items up on the queue that may require a sense of urgency.

Lastly, members of the District Calendar Committee presented the recommendations for the calendars of the next three years. Topics included the results of a survey involving staff, families, and students, and calendar-related questions, such as length of winter and Thanksgiving breaks, student contact days, cultural observances, and parent-teacher conference days. The overall findings of the survey did not support making changes to current practices. The recommendations are to maintain the current calendar practices, continue to support families with excused absences for cultural days of observance, and avoid holding district events on days of observance. The proposed overall calendars were provided. Future considerations will include how behavior data relates to the calendar, frequently asked questions online, and a streamlined call-in procedure for families. Board discussion focused on the process to ensure that district events are not held on the same day as observances and the system to ensure sites are informed. It was noted that the calendars presented are very minimal in order for students, families, and staff to quickly see key dates of the district. National family involvement days and other days of observance are noted on the activities and engagement calendars as well. Recommendations from the Board focused on a master calendar of national celebrations be taken to the committee for further discussion. The importance of a printed calendar sent to families, as well as the updated online calendars and SPPS app calendar, were also noted. The topic of starting school prior to Labor Day was discussed, as well as the PreK and kindergarten welcome days at the beginning of the school year. Another point was the effects of non-student contact days on other bargaining units. The Board also encouraged the committee to continue to look at days for teachers at the end of each quarter to ensure they have ample time for grading prior to the end of the quarter deadline.

MOTION: Mr. Marchese moved the Board accept the report on the October 9, 2018 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

Superintendent Gothard provided an update for the mission statement of SPPS. He provided an update to develop the process to develop the new mission statement for the District. We have been very inclusive throughout the process, seeking input from students, staff, and families and he thanked everyone for participating. We developed three finalists and gave each group an opportunity to tell us which they favored. There were 1300 families provided input, 1200 staff, and 700 students. There will be a further report at the November board meeting. He thanked those who participated in this process. It was critical to the development of our mission to gain input from those we serve and those who provide that service.

Next, Superintendent Gothard reflected on feedback from our Southeast Asian students, families, and staff. Our Asian population is the largest make-up in the District. Data reveals gaps in achievement, opportunity, and post-secondary success. Coalition for Asian American Leaders (CAAL) has been leading the charge for change with many other organizations, students, and families. He has been in regular contact with CAAL and leading the exploration phase of our strategic plan. The long-term student outcomes make it clear that we seek to improve the experiences of students in SPPS. The specific measures will be used to inform our 5-year targets for growth and improvement. Our plan will support improvement for all SPPS students. We know from students and community that our Southeast Asian students are advocating for a more meaningful and relevant experience. Specific recommendation have been sent to Administration and the Board, and there is considerable agreement with many, and a great opportunity to build trust. Our strategic plan has been built from the great input from families, students, staff, and the community. We will work to ensure students from across SPPS will have access to attend Phalen Lake's and Jackson's dual immersion Hmong language programs and have transportation. A priority in our strategic plan is to recruit, hire, and support and retain staff of color. Additionally, we want to ensure there are meaningful opportunities for promotion. We are committed to partnering with community organizations to assist us in identifying qualified candidates. Our new Equal Employment Officer will be a key person to establish conditions and report progress.

Students have continued to advocate for learning experiences that highlight their unique and rich culture and race. One of our focus areas is to support effective and culturally relevant instruction and in all district spaces, while also offering specific ethnic studies courses available as elective opportunities. We do know it needs to be far more than those courses, and is a wonderful start. It does provide rich opportunities for our students, but we need to look to be effective and culturally relevant in all that we do.

The accountability aspect of our plan will involve both measures for the strategic initiatives and the overall progress of our long-term students outcomes, which will be reported to the Board and public on a routine cycle. There is also a community advisory group on the implementation and outcomes of the strategic plan. Following our December presentation to the Board, there will be a State of the District event held in late January to share the plan to the community.

He acknowledged the many voices in this process and continue to ask for support and building new experiences for our Southeast Asian students and all SPPS students.

He concluded his Superintendent's Report reminding everyone that there is a big election on November 6th, with many important issues. He encouraged the community to be thoughtful, educated about issues, and to be out to vote on November 6th.

A. Science in SPPS

Superintendent Gothard then welcomed the SPPS Science Team, teachers, and partners to the meeting. He invited the science leaders, Marty Davis, Nancy Geving, Molly Leifeld, Josh Leonard, and Sarah Weaver to present on Science in SPPS.

SPPS Science Mission Statement

- All SPPS students will think and act like scientists and engineers.
- A video of Hazel Park students investigating birds in their backyard was then presented.
- SPPS science is based on a constructivist philosophy.
 - "In constructivist classrooms, the teacher envisions the student as an active participant in the learning process, attempting to search for meaning and interpret the natural world."
-- Douglas Llewellyn, 2014

Making Science Happen for SPPS Students

- Community and University Partners
- Teacher Leaders
- Award-Winning Students and Teachers

Partner-Supported Student Learning

- Elementary Field Work
 - 3M Funded K-5 and 8
 - MN Zoo 3rd Grade
- Middle School Summer Camp
 - 3M STEM Camp
 - Michigan Tech Girls STEM Camp
 - ACES
- High School Lab Experience
 - SEED
 - Masonic Cancer
 - 3M STEP
- Additional Learning Opportunities
 - 3M Wizards
 - Discover-E
 - Smart Girls Rock
 - First Lego League/First Robotics
 - Science Fairs
 - Ecology Fair
 - Science From Scientists
 - Visits to Environmental Learning Centers such as Audubon, Wolf Ridge, Eagle Bluff, Widjiwagan
 - Renewable Energy Challenge

Community and University Partners

- Business
 - 3M Wizards
 - Discover-E
 - Smart Girls Rock

- First Lego League/First Robotics
 - Science Fairs
 - Ecology Fair
 - Science From Scientists
 - Visits to Environmental Learning Centers such as Audubon, Wolf Ridge, Eagle Bluff, Widjiwagan
 - Renewable Energy Challenge
- University
 - 3M Wizards
 - Discover-E
 - Smart Girls Rock
 - First Lego League/First Robotics
 - Science Fairs
 - Ecology Fair
 - Science From Scientists
 - Visits to Environmental Learning Centers such as Audubon, Wolf Ridge, Eagle Bluff, Widjiwagan
 - Renewable Energy Challenge
- Informal Education
 - 3M Wizards
 - Discover-E
 - Smart Girls Rock
 - First Lego League/First Robotics
 - Science Fairs
 - Ecology Fair
 - Science From Scientists
 - Visits to Environmental Learning Centers such as Audubon, Wolf Ridge, Eagle Bluff, Widjiwagan
 - Renewable Energy Challenge
- Last year we had 54 community partners that supplied 4.4 million dollars in goods and services to the teachers and students of SPPS.

Belwin

- Partnership for nearly 50 years
- Enhanced learning for over 500,000 SPPS students since 1971
- Every year Belwin serves
 - 10,000 SPPS students
 - Every SPPS Elementary School
 - 38,000 hours of science instruction

Como Planetarium

- Visits supported by 3M
 - 9,845 SPPS students visited last year
 - 2,726 1st graders
 - 2,501 3rd graders
 - 1,609 8th graders
 - 589 multi-age groups
 - 10,776 hours of science instruction
- Community Education
 - Free and low cost science events for the public

Developing Teacher Leaders

- Opening Week Science Mini-Conference
- District-wide Professional Development Days
- Curriculum Development

- Grant-Funded Partnerships

University of Minnesota and SPPS Partnerships

- Dr. Gillian Roehrig, professor and Director of Graduate Studies at the STEM Education Center at the University of Minnesota, provided an overview of the U of M and SPPS partnership, including the strength and long-term nature of the partnership, grant-funding, varied programs, and research outcomes from the partnership.

Grant-Funded Projects that Include Teacher Leadership

- MNSTeLLA
- Citizen Science
- EngrTeams
- SPPS science teachers also spoke on their experiences in the District and with programs and partners

MNSTeLLA

- Teacher leaders facilitate small group PLCs using online STeLLA resources
- 14 Teacher leaders (2 are ELL teachers)
- 40 Total teachers thus far (5 are ELL teachers teaching science)

Citizen Science

- MNSTeLLA
- Teacher leaders facilitate small group PLCs using online STeLLA resources
- 14 Teacher leaders (2 are ELL teachers)
- 40 Total teachers thus far (5 are ELL teachers teaching science)

EngrTeams

- Citizen Science
- MNSTeLLA
- Teacher leaders facilitate small group PLCs using online STeLLA resources
- 14 Teacher leaders (2 are ELL teachers)
- 40 Total teachers thus far (5 are ELL teachers teaching science)

Teacher Awards

- Many SPPS science teachers have been recognized on a state and National level.
- We have had 5 PAEMST (Presidential Award for Excellence in Math and Science Teaching) award winners from SPPS over the past 16 years.
- SPPS Science teachers have also won the Minnesota Environmental Educator of the Year and the Minnesota Environmental Educator Lifetime Achievement Award as well as MnSTA's Teacher of the Year.
- We also have a SPPS science teacher who has won the MN Teacher of the year award.
- We have 3 representatives on the State Science Standards Committee which is more than any other district in the state.

Student Honors and Research

- Our students also win national awards as well as work on ground breaking research, such as the American Chemical Society SEED program where SPPS juniors and seniors spend the summer helping University of Minnesota Chemists with their research.
- Photos of SPPS students at the National Science Fair were shown.
- Masonic Cancer Center Research
 - Washington Technology students do independent cancer research as CURE interns.

QUESTIONS/DISCUSSION:

- Director Schumacher noted that the Board appreciates the team and their quality. He thanked everyone for their work and such high caliber of science teachers. He noted that within these stories is the worth of the work they do. The folks in the community are so appreciative of their work, and the impacts they have on our community, and the larger community as students go out and change the world, and they start here because of the work of the science team. He thanked the team and the staff to ensure they get everything they can. This is a team that can show what money goes toward, and programs that make a difference for our kids and the community.
- Director Marchese noted his personal experience and impacts of science teachers on his family. It has made a big difference in their lives and the lives of other kids. It's a big deal to see kid's teachers recognized and the parents knew it through conferences and heard about it as a parent. It is the little things that show up later on. In Mr. Shrankler's science fair presentations, his sons learned so much about presentation, research, explaining self, and methods; and those start small. He thanked them for everything they do. It has paid dividends to his sons, as well as all the children that have benefited from the work of the science team.

B. Human Resource Transactions

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

MOTION: Mr. Schumacher moved approval of the HR Transactions for the period September 1, 2018 through September 30, 2018. Ms. Vanderwert seconded the motion.

The motion was approved with the following roll call vote:

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

IX. **CONSENT AGENDA**

MOTION: Ms. Ellis moved approval of all items within the Consent Agenda with the exception of item E7 -- FY2019-2023 Five-Year Facilities Maintenance and Capital Implementation Plan, which was pulled for separate consideration. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31457 Request for Permission to Accept Central High School PAC Check # 5136

That the Board of Education authorize the Superintendent (designee) to accept the \$5,000 donation to be used for student CNA scholarships.

B. Grants

BF 31458 Request for Permission to Accept a Grant from the Dollar General Literacy Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Dollar General Literacy Foundation for the funds to purchase books; to accept funds; and to implement the project as specified in the award documents.

BF 31459 Request for Permission to Accept Two Subawarded Grants from Goodwill Easter Seals of Minnesota

That the Board of Education authorize the Superintendent (designee) to accept two subawards from Goodwill Easter Seals of Minnesota for funds to support college and career services; to accept funds; and to implement the projects as specified in the award documents.

BF 31460 Request for Permission to Accept a Grant from Saint Paul Promise Neighborhood through the Amherst H. Wilder Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Saint Paul Promise Neighborhood for the funds to support the Early Bridges residency program at Benjamin E. Mays IB World School and the Pre-K at Rondo Early Learning Hub; to accept funds; and to implement the project as specified in the award documents.

BF 31461 Request for Permission to Accept a Grant from the WE Schools Helping Hands Grant Program

That the Board of Education authorize the Superintendent (designee) to accept a grant from WE Schools for funds to purchase school supplies; and to implement the project as specified in the award documents.

C. Contracts

BF 31462 Ramsey County Elections

That the Board of Education approve the election contract for period January 1, 2017 through December 31, 2020.

D. Agreements

BF 31463 Enter Into a Lease Agreement for School Buses

That the Board of Education authorize the Superintendent (designee) to enter into a Lease Agreement with Santander Leasing LLC (as assigned by Hoglund Bus Co., Inc.) for five school buses for a total of \$372,430.95 over a five year lease.

BF 31464 Mental Health Partnerships

That the Board of Education authorize the Superintendent (designee) to approve the mental health partnerships authorized by the Office of School Support.

E. Administrative Items

BF 31465 Monthly Operating Authority

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

(a) General Account	#698080-699241 #0003080-0003107 #7002924-7002962 #0002716-0002810	\$52,737,257.45
(b) Debt Service	-0-	\$0
(c) Construction	-0-	<u>\$15,954,638.67</u>
		<u>\$68,691,896.12</u>

Included in the above disbursements are three payrolls in the amount of \$27,296,898.07 and overtime of \$48,338.83 or 0.18% of payroll.

(d) Collateral Changes

Released:

Custodian	Cusip	Security	Maturity
None			

Additions:

Custodian	Cusip	Security	Maturity
None			

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending January 31, 2019.

BF 31466 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 1, 2018, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31467 Joint Powers Agreement between Saint Paul Public Schools and the City of Woodbury

That the Board of Education authorize the Superintendent (or designee) to execute a Joint Powers Agreement between the City of Woodbury and Independent School District No. 625 allowing shared use of the gymnasium and fields at Crosswinds Middle School, 600 Weir Drive, Woodbury, MN.

BF 31468 Request for Approval for Funds from the Minnesota State High School League's Foundation

Authorize the Superintendent (or Designee) to submit an application to the Minnesota State High School League's Foundation for monies being awarded to high schools in the State of Minnesota; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31469 Approval of Employment Agreement Between Independent School District No. 625 and Minnesota School Employees Association, Representing Classified

Confidential Employees Association

That the Board of Education of Independent School District No. 625 enter into an Agreement concerning the terms and conditions of employment of those classified confidential employees in this school district for whom the Minnesota School Employees Association is the exclusive representative; duration of said Agreement is for the period of July 1, 2018 through June 30, 2020.

BF 31470 Approval of Employment Agreement Between Independent School District No. 625 and Manual and Maintenance Supervisors' Association Representing Facility and Nutrition Services Supervisors

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Manual and Maintenance Supervisors' Association in this school District; duration of said Agreement is for the period of January 1, 2018, through December 31, 2019.

F. Bids - none

G. Change Orders - none

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31471 FY2019-2023 Five-Year Facilities Maintenance and Capital Implementation Plan

Superintendent Gothard invited Director of Facilities, Tom Parent, and Chief Finance Officer, Marie Schrul to respond to questions on this item.

Board members requested further information on this item. They noted that the FMP is so important to the school district, and so important for the students in SPPS. There is a tremendous question of equity for the city, and equity for our kids in overall facilities and athletic facilities.

Director Brodrick reiterated his questions to Mr. Parent via email earlier in the week. Would we be able to work on some smaller projects that would really pay large dividends to the site in terms of morale, and wants to be sure we are paying close attention to all that. He also noted a statement on the consent agenda item – that the Board will continue to have input in the planning. He wanted to highlight that statement to ensure we are satisfying as many people as possible, and in some instances, smaller improvements could be completed sooner, but pay off in morale at the sites. Because of the implementation and collaboration of the Board and Administration to possible do that. He also noted that we need to resolve the problem of being understaffing in terms of maintaining buildings, and the understaffing of our custodial staff. We have six members on our grounds crew who maintain 500 acres of land. He hopes we can address that.

Director Brodrick also asked for more information on the FMP Governance Committee make-up and attendance at those meetings. As a Board, they are the ultimate governing committee, particularly in the FMP. He noted the communications in schools and communities in talking about the FMP and governance committee. He also requested more specific on the information of the FMP Governance Committee, who attends, how they are identified, and how the process is evolving. He noted a question of communication on both ends – to make sure people feel heard, and follow-up on the communication for those in the first meeting who may not be able to make it to the second or third meeting. We need to inform the entire group of what is happening. Because we are investing millions of dollars in facilities, the communication and transparency needs to be a priority. The community, Board, as well as people on the FMP Governance Committee needs to be informed of this work.

Mr. Parent thanked the Board for recognizing one of the challenges and staffing challenges in the critical service areas and highlight the importance of that work, and provided more information on the FMP Governance Committee. The governance committee is a critical piece for us to maintain a process that we started in 2014. We wanted to respect the foundation we built, and continue that engagement, sometimes in challenging questions. They are there to ensure we are comprehensive and have folks that represent the broad cross section of stakeholders. Every year, in consultation with our Office of Family Engagement and Community Partnerships and Office of Communications, we look at the committee and the mix of people involved, organizational partners, continuity of voices, and new voices. He highlighted the work of Matt Throop and the Facility Planning Team and their work with SEAB to engage student voice, and each year we think about how to do differently and more meaningful; to take an adaptive look at members, questions asked, and making sure appropriately supported by Board and the Facilities team, and each year be reflective of that in planning for the next year. It's been a good process by which we have had a lot of people continue on from the initial phase in 2015 to now, and also new people, with 47 people participating the last go-round. We have tried to have a high-density and high value for folks; we frontloaded work with videos and background research, so they could engage right away in conversations. It was a great process by which we valued the time, and voices were heard to influence the plan and how it has evolved. It is built on a foundation by the Board and Chief Schrul to make sure there is a clear vision, and key factors for the work.

He also highlighted conversations at the Committee of the board meeting, regarding things we can do to reprioritize or restructure work so there are high-value things that do make a difference for schools. This is something we contend with on a daily basis. It is challenging to listen to concerns from teachers that aren't large, but matter. Being able to understand the hierarchy of need for our students is important. It is an imperfect science. He also recapped the facilities condition assessment in 2008, and there was 3.6% of buildings worth every year based on systems we know will fail in next few years. In 2015, the Board adopted an investment resolution that sets it at 2.8% and helps us to maintain these systems to a higher standard. We have a significant backlog to work thorough within those 10 years. It is a trade-off in everything we do in managing both. He is proud of the kinds of interventions in schools, and there are multi-generational benefits for our kids and community that are exciting to see. For Athletics, we have \$8.8M penciled into the five-year plan in exterior and fieldhouse-based athletics facilities. This is a significant investment with 2.2% of the overall plan, and investing millions in general wellness and physical education spaces for our kids. Historically, these spaces were not included in some of our buildings, and it is something we are making progress on. It is a challenge for us, and one we are trying to push forward on for athletics, academics, and the standard of safe, warm and dry. The district can be proud for the strides we are making today and through the adoption of the five-year plan. It will be work always before us, and it is meaningful and powerful for our kids.

Director Xiong shared in the concerns of being inclusive and intentional of who is not at the table and the need to invite and include them. We need to be intentional of parents and their hopes and dreams at this committee, including East Side parents with Crosswinds. We need to continue to be intentional and ensure that we are looking for voices not at the table and to bring new ideas and experiences in a way that completely reflects the student body in Saint Paul Public Schools.

Director Schumacher noted that it was good to hear that we have heard on a regular basis about that process that went forward. It is important that there are still 47 members that have continued to be present. Stability is important to not have a different group, and balancing with newer input and as we move into different areas with different sites to make sure those voices are in the room. Mr. Parents noted that SPSS invested in the community in building capacity and understanding for the impact of students, and to maintain that capacity and knowledge is critical for us. For having that group including new voices and a fresh perspective has been meaningful. It is very much a process by which we are thoughtful of blending thoughts. The FMP Governance Committee is one facet of engagement, and cannot be comprehensive for all the work, in key questions, geography, and impacts to the system in different ways, with help in design process, leveraging, and ultimately translates out working with individual communities on projects on this multi-tiered approach to engage in the course of implementing the FMP. One of the benefits of the communication plan and the ability to point to the 5-year plan is an opportunity to show the commitments, show the thoughts, and prioritization, and intentionality of why making the investments we are and the

impact they will have. It is a powerful tool to have to engage and point to and address challenges. We understand, and we have a plan to address. It is powerful as a mechanism to speak to our plan. The communication needs to be more pervasive and point to the process, and interface of the FMP process, and folks are understanding process overall.

Director Xiong noted it is exciting to start on the committees process earlier, and what is the process for a parent to join this process? Response: Information is available on the FMP website, with history, conversations, background, ways to sign up for notifications, and express interest in being a part of the process, with links to schools and school-level work. The general email address for facilities or FMP is another way to learn more about involvement in the process.

Director Marchese requested information on how we are mitigating the process and work with the strategic plan around family and community engagement. Response: The focus of this work in initiative 8a is to look at the engagement process and determining the process in a clear and defined way. It is about being clear about the purpose and asking the community to be with us and looking for ways to improve. The blueprint team for 8a will be presenting more information in the near future.

Director Marchese also noted community engagement, we need to avoid overlapping charges, and ensure that all groups are aware of what is being addressed in different ways. He is looking forward to seeing more of the specifics of the different ways of engaging with the community and maximizing opportunities. Chief of Staff, Cedrick Baker, also highlighted that Director of Family Engagement and Community Partnerships, Heather Kilgore, is also connecting the dots with the blueprint groups and how they move forward with community engagement, because there will be overlap. We will ensure we are intentional and strategic.

In looking at the elementary school process outcomes from the committee, and the ideas and how to serve underserved elementary sites, and increasing enrollment in underused schools. Where is that information going, outside of informing the facilities aspect? These are large questions that get to curriculum, financing, and enrollment management. How are you capturing that information and then moving it other places within the District to benefit from the insights? Response: This is a critical question and one we hear from the Governance Committee. They want to know their voice is being heard in a compounded way. Decisions about facilities are about everything of the District. They influence Facilities, as well as a broader impact. The raw notes were provided, as well as the executive summary in order to provide all details of individual voices. To make sure we have an effective means to collect and distribute that raw information, as well as to distribute it and use other resources. To preserve and communicate it out are expectations of the group as well.

Are you sharing this with Teaching and Learning, and management staff? Response: We are a large enough organization with centralized dissemination of the information. It's where it's shared with the operations team, the Board, and strategic planning team to let them know it is available. A lot of strategic leaders have been part of the FMP over the years, and have opportunities to connect data and feedback. There are certain aspects of that going on sharing information from committee and coming back to different departments. We can commit to a more intentional approach.

We have been getting regular updates on the process and conversations on what's projected as costed, and when it becomes a larger cost based on materials and time. Where are we on a financial aspect? Response: Currently, we are still closing FY2018, so it's too soon to know the final numbers for FY2018. For the budget that is set for the FMP specifically, we have \$112M that is set for the overall plan, including capital bonds, long term facilities maintenance revenue, and certificates of participation. It also includes health and safety funding. That is the big picture, and we have been working with Facilities to set projects out 12-18 months to plan for cash flow needs and timing, there are different source of revenue. We are always looking for opportunities for savings. We come with Springstedt to do refunding opportunities which saves the District overall in bond and levy costs. We do apply that toward our future levies because we are building capacity for FMP. It's about balancing everything and being able to look ahead to the future and ensure we are staying within the set budget. We are watching the cash flow and will continue to be stewards of taxpayers' money, and will continue to do so.

There are cost overruns, and there is a finite amount of money that was bonded for. Can you share with us how that is going? This is part of the cost of doing business, including materials with global economies. Where are we at and where are we trending? Response: This is an interesting time in construction. Employment for the skilled trades is historically low. The global economy, and especially tariffs leave a big question mark on the horizon, with certain materials expected to rise 25% at their current trajectory. It's concerning, but is a benefit of having an annually updated plan is that it can incorporate the market conditions, update them, and anticipate where we go, and estimate inflation. When we see that those costs do escalate or knowingly take on more at a school site because of the condition of building or opportunity cost, great communication with Finance team is important to make sure we live within means we have established by the Board and provided by the Finance team to reprioritize to understand the value and impact, and shuffling work to balance opportunity with cash flow needs. That is an ongoing conversation. The costs in the plan book will change as we learn more about our buildings, get deeper into design process with communities and the market changes every day. It's an interplay of a lot of factors to distill into one number for the Board that is a moving target.

MOTION: Mr. Schumacher moved that the Board of Education approve the FY2019-2023 Five-Year Maintenance and Capital Implementation Plan, subject to the BOE's future funding of specific projects. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS - None

XI. NEW BUSINESS - None

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Vanderwert requested information around kindergarten entry and assessment of students as they enter kindergarten.
- Director Marchese requested information on enrollment and a recap of enrollment data for this year.
- Director Marchese also requested information on the North Star programming reported on select sites, and the work of MDE on those identified schools. It will be helpful for the Board to review the North Star program and MDE assessment system and to look at impacts for our schools, and the support, and how the district is responding to that information. Director Schumacher noted that the sooner we start to understand students by those boarder and more accurate measurements and talking about the measurements and impacts, the sooner the better around those, and communications is an important piece of how we tell that story.

B. Items for Future Agendas

C. Board of Education Reports/Communications

With this meeting being the last regular meeting before the November 6th vote, board members then shared their thoughts on the referendum.

Chair Ellis noted that she wants to thank board members and staff, especially in these last two weeks before the election. Individual board members, as well as the Board as a whole, have been working to communicate to share information and messages of the importance of the referendum to the District. She acknowledged everyone's work and thanks to everyone. The work is not done. There are two weeks before the elections, and there is still a lot of work to do, with staff and board members working hard. November 6th is a big day with 38 districts in the state that have referendums on the ballot. For the work we still need to do, it is important and we need to advocate for funding for students. We need to build trust in the community and support students at multiple levels. Each and every person in the district is committed to doing that. The referendum does not signify the end of our work – it signifies the beginning of the continuation of it.

Director Marchese highlighted Director Vanderwert's eloquent letter to the editor last week, and another helpful editorial from the Star Tribune, and others, including a letter to the editor in the Highland Villager, a letter from a parent to the Villager, and those pieces of information and sharing through social media, continue to help to educate community members of the importance and the need for this, and more information will continue through channels and informative avenues of why this is helpful to SPPS. He recapped an event that he attended with Director Vanderwert where the participants were moved by the data points and hearing how this levy is comparatively smaller to others and the gap in funding and inflation from 2003 to the actual. There are clear messages available to be grounded in the data of the necessity for this referendum for the district. He asked the Board to continue to push out the information to education the community on the need for this referendum and the need for support for our kids.

Director Vanderwert noted that it has been fun to be in the community and it is a wonderful opportunity to tell others about our amazing schools. We are responding to the needs of so many different groups from Hmong Dual Language, to French immersion, Spanish immersion, Mandarin immersion, schools that specialize in arts and music, aerospace – and the list continues! How many districts can say that they have the same specialized schools with specialized interests, including creative arts, alternative education for more flexibility, schools for parent teens, a beautiful new school for students with mental health needs. SPPS is an amazing resource in the city, and that is viewed in graduation ceremonies, students who graduate with 2-year degrees, kids who have struggled and may take longer to graduate, students working after high school, and those students in Ivy League colleges across the country. The recent articles showed ACT scores in Minnesota, and Saint Paul contributed to that. We have an amazing resource, but it takes money and people to be in our schools. We have the highest number of children living in poverty, students learning English, students who are homeless or in foster care, students who experienced trauma, and it takes people to respond to our students and it takes money. We are an extraordinary school district, and there are challenges in the legislature. The 14th Amendment of the Constitution states that an equitable and adequate education must be provided in public schools, and the legislature is not doing that – they are not keeping up with inflation, and we cannot continue to defund our schools bit by bit and that is not okay. We in Saint Paul have the obligation to pick up their slack for our kids. It's the most important thing to say as a community to our kids that we care about them, they are important, and we believe in their success. Great cities begin with great schools, and this referendum will help us to be a great city.

Director Foster noted that we value SPPS. If we believe our kids are the foundation of the future, we need to think about the investment that makes sense and what we want our kids to have. The referendum, as the District is saying, is the community and Saint Paul needs to change to meet families where they are served, and that does take resources. We will continue to hound the legislature to do their work, and we need to also continue to work and invest in SPPS, and what we value and how we can connect that to support the community and our kids. We need to meet them where they are at because we want them to be successful, to build skills, to be productive members of the community, and in college and career. From the science presentation, we heard that we are educating kids that can globally compete and lead, not only in Minnesota, but across the country as well. She encouraged everyone to think about their values to support students to grow, achieve, and educate in a matter they deserve as they vote on November 6th.

Director Schumacher noted that the Board is blessed to be working with people who take challenges seriously and working on ways to overcome those, and figure out how to overcome them and making sure our kids receive the education they deserve. It is exciting to talk with people who are happy, proud, and

eager to support SPPS. He related Saint Paul to a family. A family can criticize one another, but when it comes to things that matter, this is a city that comes together. He is excited about the future with our new leadership of Superintendent Gothard, and to have a new leader putting together a strategic plan, and putting together a leadership team, they have shared in the responsibility to put together ways in which we can have a sustainable approach to success for all of our kids. It is a big agenda item, and not one that is guaranteed to be completed over night. But it is a job that we have taken on and are excited about the potential, and the community and city is excited as well, with the Mayor's contribution and booster of education and product of this system. He harkened back to Hubert H. Humphrey and how he noted that it is great to be out in the city and look around to realize that you are part of something transformational. He has confidence in SPPS and his fellow citizens.

Director Xiong noted that as a product of SPPS, and her family living in Saint Paul, that they believe in public schools and continue to support Saint Paul. There is a lot of work ahead and the district continues to grow and change with student demographics. We continue to meet their needs and be strategic with families and the community, and we cannot do that by shrinking. We can't do that without funding and resources. In order for us to invest and build the school district of our hopes and dreams, we need to invest in our students. This referendum represents our hopes and dreams as we invest in our students, and hopes to be able to do the work and close the racial disparities in the district, and it starts with us beginning to be able to support the school district with finances and resources to do it right.

Director Brodrick noted that he started school in SPPS 70 years ago at Scheffer Elementary School. His strong desire for SPPS is still going strong, as his peers, family, and friends also attended SPPS and loved it. He wants the kids in 2018 and onward to have everything that he, his friends, and family got out of SPPS. Right now is the time where we are asking the public to help us. We're asking citizens to once again stand up together for SPPS, which has been such a big part of the community. Many times, one of the first things he asks another person is, "Where did you go to school?" School is a big part of the lives of everyone, and now is the time to support SPPS.

XIII. FUTURE MEETING SCHEDULE

Chair Ellis reminded everyone that the November Committee of the Board meeting will be held on Wednesday, November 7, 2018 due to Election Day.

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

- November 13
- 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)

- November 7
- 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 Ms. Xiong seconded the motion. It passed by acclaim.

The meeting adjourned at 8:24 p.m.

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

Prepared and submitted by

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

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

**SPECIAL CLOSED MEETING OF THE BOARD OF EDUCATION
Administration Building
360 Colborne Street**

November 7, 2018

Immediately Following Committee of the Board Meeting

MINUTES

I. CALL TO ORDER

The meeting was called to order by Zuki Ellis, Chair, at 8:02 p.m.

II. ROLL CALL

Present: Board of Education: Ms. Ellis, Mr. Schumacher, Mr. Marchese, Ms. Xiong,
Mr. Brodrick, Ms. Vanderwert, and Ms. Foster

Staff: Superintendent Gothard, Chuck Long, General
Counsel; Jamie Jonassen, Assistant General Counsel;
Cedrick Baker, Chief of Staff; Sarah Dahlke, Secretary
to the Board

Attorney: Sarah Bushnell, Arthur Chapman

III. APPROVAL OF THE AGENDA

MOTION: It was moved by Ms. Ellis and Ms. Foster, and seconded by Mr. Schumacher that the Board of Education close the special meeting and continue the meeting as a closed meeting for the Board to discuss with its attorney, pursuant to Minnesota Statutes Section 13D.05 Subdivision 3(b), the following litigation: Kaw, et al. v. Independent School District No. 625 (17-CV-02926).

The motion passed by acclaim.

IV. NEW BUSINESS

The Board of Education, staff, and attorneys discussed the following litigation: Kaw, et al. v. Independent School District No. 625 (17-CV-02926).

V. ADJOURNMENT

MOTION: It was moved by Chair Ellis to conduct the remainder of this meeting as an

open meeting. The motion was seconded by Mr. Schumacher and Ms. Foster.

It passed by acclaim.

MOTION: It was moved by Chair Ellis to adjourn the meeting. The motion was seconded by Ms. Xiong.

The motion carried and the meeting was adjourned at 8:38 p.m. It passed by acclaim.

Prepared and submitted by
Sarah Dahlke, Assistant Clerk

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
November 7, 2018**

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

Staff: J. Gothard, M. Hoerth, B. Richter, J. Kelly, A. Eelkema, H. Kilgore, A. Schilling, M. Schrul, M. Hayley, C. Long, C. Baker, K. Wilcox-Harris, M. Gilbert, T. Battle, A. Collins, L. Cathey, H. Ott, K. Cordes-Sween, K. Burns, E. Agbamu, J. Engen, S. Dahlke

Other: J. Kopp, K. McCauley, J. Verges, T. Lonetree

I. CALL TO ORDER

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

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard began the meeting with a celebratory announcement. He congratulated everyone in the work of the referendum election. It was truly a team effort for us to come together and identify the compelling reasons as we asked our city's taxpayers to increase the per pupil funding for all children of Saint Paul. In looking at the early results, they were high, and he kept looking to see if it would stick. As the night went on and being in the community, it was amazing to see how many people were involved with SPPS having a successful referendum. It was a lot of people who shared great information about District, held sessions for school sites, presented and hosted fundraisers. When we come together, we put the compelling needs of our District at the center. He made a commitment that the funds will go to increase the outcomes of every student to experience, and we have a lot of work to do; our students and what we hope and dream and want them to achieve. With the support of our community, we are in a better position to do that today. He is extremely grateful to the Board of Education, staff, and everyone's contributions to our success. He especially thanked our voters and taxpayers. Last night showed the values and beliefs of children in community.

Board members then shared their thoughts on the successful referendum election. Director Marchese thanked Dr. Gothard for bringing the recommendation and being the leader and public face of the District, and for the opportunity to be out in the community and rally around the leadership and work. There should be pride in the results, and that we are asserting the needs of our kids and put those opportunities out to the community. This has been a product of a lot of people's work and it is important to acknowledge that.

Director Vanderwert noted that she is happy with the outcome of the referendum and that the message is that we care about our kids and our schools and their needs. Information was provided by staff in my forms, and in visiting principals and schools, and delivering flyers and information, and door-knocking for advocating for the community. The experience was meaningful in talking to 16 different groups of people, and talking about funding situations and schools, dreams, experiences, and suggestions for improvement. It enabled us to have new relationships in different communities. Outreach in long-term relationships is important in all work, and we will continue to have conversations as we move forward to implement the strategic plan. Our community wants our kids to have opportunities to explore and develop, to have support services and mental health supports to be provided in schools, and to have teachers and staff to have the

support and resources to be comfortable and effective. She also talked with alumni of SPPS and they were grateful for what they received in SPPS, and want to keep their involvement and support in meaningful ways. The community knows there are challenges, and they share and care about them and commit resources to meeting them. She has an optimistic view of our future work and grateful to the District and citizens of Saint Paul in confidence and solidarity.

Director Schumacher acknowledged the work of the Vote Yes committee and our partnership with SPFE. We relied on them for support and door-knocking, the teachers were out in the community and supportive of the referendum work, as well as the leadership group that came together for the campaign, and acknowledges all the work and volunteered time. We came together to make a big effort in a short period of time for successful results. He has much appreciations all around. In talking to the Mayor, this represents the city coming together to acknowledge the importance of education of our kids, and to be a part of the conversation about how we can do that in best way, and to have the Mayor out as much as he was and elected officials, to have them come together to be supportive, and have an exciting potential unlocked in the best way possible. It is exciting to look to our kids to the future, and he thanked everyone that played a role and is looking forward to what comes next.

Director Xiong noted that she is a true believer in door knocking and calling until the last minute in order to reach people that are contemplating going to vote. She recounted a story about door knocking the previous night and a single mother asking about her polling place. As they were driving there, the mother shared that she is a single mother of four children in SPPS and in talking about the referendum, the mother said she would do anything for her kids and their education. That is a common theme of what we saw last night. The city came together and pulled together for the future and investment in our future leaders of the city. She thanked the committee and voters in Saint Paul, and noted that we need to invest in our kids, and last night was a testament to that.

Director Ellis noted that the community came together for our kids for the referendum. She thanked everyone for their time and efforts, in door-knocking and donating. She is grateful to the volunteers for their time and hours in this work, and the labor, and educators. She is excited for the future, and knows that today is not the end; there is still a lot of work to do, especially with the upcoming legislative session. What we do as a District and State for education is important, and there is still work to accomplish.

Director Brodrick noted that he is thankful for the trust of the citizens of Saint Paul for Saint Paul Public Schools. He knows this district will work hard to live up to that trust shown to us yesterday. Thank you to the citizens of Saint Paul.

B. Legislative Update

Superintendent Gothard then introduced Mary Dougherty Gilbert, Legislative Liaison, to provide an update on the upcoming legislative session. She is involved in the referendum as well. Mary then congratulated the Board.

- The DFL held all constitutional offices, picked up both Senate seats, and kept 4 in metro area. District 8 did flip.
- House has a 75-59 majority in the special election in the Senate, didn't flip; Senate will remain by 1 vote margin
- House caucus will appeal and organize to do new committee structure for Chairs and the like, as that comes out, it will be organized. There is a possibility they may split education into a couple committees.
- Election will impact 2019 session. New players must pass biennial budget.
- Election will determine control of Executive Branch and House/Senate structure and committees
- November forecast – shape budget decisions
- Session convenes January 8th
- Governor must present budget by February 19th
- Sine Die – May 20th

- Legislature must adopt a balanced budget by June 30, 2019

SPPS 2019 Legislative Agenda Topics

- The proposed legislative agenda includes the following:
 - Stabilize funding for schools
 - Fund critical programs to close achievement and opportunity gap
 - Increase taxpayer equity
 - Ensure safe schools
 - Enhance local control
 - Testing

Stabilize Funding

- Fund inflationary increase in the formula; automatically adjust for inflation
- Commit to phase-out state special education cross subsidy
- Provide ongoing funding for all current VPK slots
- Index local option revenue to account for wage differentials
- Allow local boards to renew existing referendums
- Provide school trust lands director to maximize earnings from the trust fund to benefit Mn Schools

Fund Critical Programs: Close Achievement Gap

- English language learner cross-subsidy
- Extended time revenue to the formula, allow extended time revenue to be used for “boost” classes during school day
- Teachers of color and high need areas
- Increase access for VPK and fully fund program requirements
- Teacher and principal development for all districts
- Stabilize housing, other student and family support
- College, career, internship and apprenticeship programs
- Fund metro transit to allow our high school students to utilize metro transit

Increase Tax Payer Equity

- Increase equalization revenue for referendum and local option levies
- Oppose tax payer subsidies for private education through vouchers, tax credits or scholarships

Enhance Local Control

- Repeal unfunded or underfunded mandates and oppose any new unfunded mandates
- Allow school boards to have the same levy authority as cities and counties

Safe and Secure Educational Facilities

- Expand and provide flexibility for Facilities and Lease formulas to include safety improvements
- Increase the safe school levy to allow districts to hire additional counselors, social workers, and other support staff

Testing

- Require state to implement testing program that supports student and district needs.
- Pay ACT Test and CLEP Exams
- Provide flexibility for districts to administer assessments
- Continue use of multiple measures including growth models
- Provide resources to support district use of formative assessments
- Require that testing vendors align upgrades with district device operating systems
- Continue work with higher education institutions to develop a multiple measures system for placement into college level course, such as GPA, grade on certain course work, and student survey of skill area

QUESTIONS/DISCUSSION:

- How does the trust fund mentioned work? How does that money get into the schools? Response: It is wooded land that can be harvested and schools can then profit from those sales. It has been around \$38 per pupil in funds. For FY 18, the district received \$1.4M in revenue, which goes into the general fund. It is calculated in the revenue, and has been in the formula for the past few years. In talking to people that deal with the trust, the DNR uses the money generated to maintain the logging roads, and part of it is sorting out what the DNR has been using, whether they are managing adequately. Part of it is getting the director to come in was to see what the DNR is doing and how they are managing it, and to make sure whether the director to have more authority to work with the DNR to manage the trust. There is also a legislative committee that oversees the trust, which has been stepped up over the last few years. MSBA has also been involved. In terms of how much is in the trust and what is generated, the corpus is quite large, and more information can be sent about that.
- In talking about “boost” classes, would those be during the day or when would they be? Response: At Johnson, the students had a quarter of year as an elective. Sometimes in teaching one subject, they need some background, or they may have a hard time learning a concept, and with a boost class the instructor could do in a different way. They had good outcomes at Johnson. Washington has the ability to do it at the end of the day. Students qualify for a multi-tier system of support that qualify for weighted funding. There were barriers if it could only be during those defined times, and the use the funding for extra resources is important. It could also be enrichment at the end of the day, with core content available. It’s an equity issues because not everyone can stay. It was going well, and the area learning centers objected because they thought students would not be sent, and became an issue amongst adults.
- With the 300 kids on the PreK waiting list, are we going to address that? Response: If the student does not show up for PreK or leaves, the Placement Center is letting those families on the wait list know about the openings. More information can be sent on where the current numbers are currently. We want to get those kids into our programs, especially those kids for a scholarships or VPK slot. We continue to target EL, Special Ed, and those who qualify for free and reduced lunch.
- The Board thanked Mary Gilbert for her work in the referendum, especially in fundraising.
- Dr. Gothard noted that we are currently underfunded for \$42M in special education services, and the part of the omnibus bill that failed, and part of it was a bipartisan committee that looked at creating recommendations for relief over period of time. Senator Pratt did convene an E12 committee to look at review opportunities. Was the purpose of that to bring recommendations to start the session, or will we start over hoping for a plan? Response: Senator Pratt is the Chair of the Education Policy Committee. He did put this forward, he has been trying to focus not on the formula, but other ways that would help districts to try to save time or money, or to streamline paperwork, which is an ongoing issue. We did use it to talk about the formula and changes, and the team working on it is excellent. They walk through the formula, which is complicated, and made recommendations on things they could change, focusing on the formula updates, districts hitting cap, tuition billing, which is the greatest area of growth and area we have no control over. He will be trying to create recommendations around, and last hearing, issues such as paperwork like redoing behavior assessment without redoing IEP were discussed. Our district taking is lead on Department of Human Services on Medicaid reimbursement, with a focus on mental health and social work area. There will be interest in that, which is a bipartisan issue. The only issue would be if the federal government put in a cap on Medicaid. We won’t be starting from scratch. There are concerns about the legislature and other states that don’t fund special education. There are cross-subsidies going on, and there are issues with the lag in the formula. Everyone is interested in working on the special education, and it will be powerful to work in a coalition with maybe average per pupil spending and a formula where everyone has a part in it.
- What is the prospect in next session around Q-Comp, and has our governor-to-be talked about it in any way about how program might change or be funded? Response: He was initially endorsed by Ed Minnesota and is a teacher, that had Q-Comp. We don’t think he has given thought to it yet. In putting together a budget though, if every percent of the formula is \$60M, and Special Ed and PreK, which is priority, that’s a lot of money. The last couple of times it’s been discussed to take cap off Q-Comp, with some districts on the waiting list, they do normally come in and fund those. The last time

they went to repeal the cap completely, there was a committee that suggested to combine teacher evaluations and Q-Comp and merge them together, we thought there was an agreement and get an amount, EdMN said that they prefer to keep Q-Comp separate with a provision that districts negotiation their Q-Comp plan with the bargaining unit, and we don't see that that will change.

- There's a ongoing fund, they just didn't make a decision to include anyone else. It stays the same? Response: Normally, when there are this many on the list, they decide they have to fund it. It appears to other districts that they will fund it for those on the waiting list, other districts jump into the que, and it costs more. That's what happened the last time with the waiting list. It is still worth pursuing.
- And what's changed with the House being flipped to DFL – how will that change how they consider it? Response: There are a lot of districts and unions that have agreed to a Q-Comp plan, and they have various iterations of it. In Minneapolis, the money was put to teacher evaluations and professional development. There are plans in place for individual districts and their teachers and they range, and run the gamut on how it's spent. We wouldn't imagine the governor would crack down on the flexibility to develop an individual plan with district and teachers that would limit that ability to focus on teacher evaluation and professional development. MREA has been meeting with districts to talk about how to submit their plan. Some districts that built Q-Comp into salary schedule are wondering if they will be able to sustain it, if revenue is falling flat and enrollment is declining. More districts have chosen for it to be part of evaluation and professional development because it doesn't lock the district.
- What does that cost us on an annual basis for teacher evaluations? Response: It depends on whether what's included are cost of professional learning communities, PAR program, teacher evaluation and all PLCs it's about what we would get for Q-Comp. That information can be provided. It's about \$12.1, which included PAR, PLCs, achievement of tenure (including mentor/mentee program).
- Director Marchese also noted the upcoming MSBA Delegate Assembly on December 1st and encouraged board members to fill the available spots. This is an opportunity to meet colleagues across the state, form relationships, and exchange ideas.

D. Board Update: Parent Advisory Councils (PACs) 2016-2017 Recommendations

Superintendent Gothard then introduced Heather Kilgore, Director of the Office of Family Engagement and Community Partnerships, to present on Administration's response to PACs recommendations.

PACs Overview and History in SPPS

- Various groups that regularly meet to advise district
 - Federal and State mandates eg. Indian Education, Community Education
 - SPPS mandates eg. Latino Consent Decree (LCD), Budget and Finance
- OFECP's network of PACs
 - Built and strengthened between 2010 and 2013 responding to:
 - Department's creation and the restructuring of family engagement,
 - Racial Equity Policy 101, and
 - Strong Schools Strong Communities strategic plan

Membership

- Varying practices to meet each community's needs
 - Annual transitions of members and leaders
 - Staffing has been largely consistent
- Districtwide Parent Advisory Council (DPAC) included members from each of the network PACs
 - Modified since this original plan

Reporting and Recommendations

- Practice has varied over the years
 - Formal annual reports to BOE and Administration – Latino Consent Decree and Indian Education Councils
 - Occasional reports to BOE - Special Education Advisory Council (SEAC)

- Informal conversations with BOE and Administration at monthly meetings and other events
- Six PACs presented in February and March 2017

2017 Recommendations

Ms. Kilgore acknowledged that the advisory councils gave heartfelt and deep conversations, and recommendation. The things they talked about reflected the vision of equitable schools for kids. It was a powerful time to be in the room with parents and leaders, and they continue to meet monthly and sometimes more often, including the Superintendent Search, strategic planning sessions, and Listen and Learns. She provided a brief update of what has happened to date, and also in alignment with the strategic plan.

- Priority areas for 2016-2017 and their alignment with SPPS Achieves strategic plan were shown for Gender and Sexual Diversity PAC, Hmong PAC, Latino Consent Decree PAC, Somali PAC, Karen PAC, and Parents of African American Students Advisory Council.
- A summary, progress and alignment with SPPS Achieves strategic plan was shown with priority areas that include:
 - Hiring and Training
 - Engagement
 - Curriculum and Materials

Hiring and Training

- Six PACs, 12 recommendations
 - Hire and place more bilingual staff and staff of color
 - Provide more training for all staff, to support improved relationships with students and families

Engagement

- Four PACs, six recommendations
 - Improve and continue programs and communication

Curriculum and Materials

- Four PACs, five recommendations
 - Expand curriculum and program offerings, specifically to support students' identities, languages, and cultures
 -

Program and Practice

- Five PACs, five recommendations
 - Update policy, specifically regarding Special Education and suspensions
 - Make specific improvements to programs in EL and Special Education, and for students experiencing homelessness

Equity

- Three PACs, three recommendations
 - Monitor internal and external messaging about students and their families and communities
 - Systematically evaluate institutional racism in SPPS

Transportation

- Three PACs, three recommendations
 - Ensure city-wide transportation for select programs:
 - Hmong Dual Language and
 - Career and Technical Education
 - Improve families' access to American Indian Magnet

Decision Making

- Three recommendations from three PACs
 - Ensure parent voice in key decisions
 - Implement structures to engage and share information

Funding

- Two recommendations from two PACs
 - Stability of funding for programs

Conclusion

- SPPS Achieves will include a robust community engagement plan
- Initiative 8a will review and update our community engagement process – how we continue to engage with PACs is a part of that conversation, not exclusive, included surfaced issues brought forth from the community to bring attention to them; it's important that that work continue and to be sure PACs are knowledgeable about the strategic plan and to be engaged in the extent they would like to be
- PACs continue to meet regularly – eager to get going on next stuff and dig into recommendations

QUESTIONS/DISCUSSION:

- In recent experience with different groups in the community through the referendum efforts, it was noted the importance to be where the community is rather than to invite them here, with issues such as transportation. It would seem that to help PACs with community engagement, to have meetings occasionally in the community, and that the Board would be interested in such a project. The Board could split up. There are good conversations and to surface the kinds of items that groups may not have a full understanding of items within the school district, but interested in being a part of it. Could that be implemented on a regular rotation? And the PACs could also be a part of those meetings to get an idea on feedback, and there is a real thirst for it in the community. Response: Absolutely, the team is currently also doing this. It is a challenge that we wrestle with each year in communications. With rotation, there are PAC meetings in each area, an inevitably, someone misses the communication and that feels bad. Or there are transportation issues for those folks on the other side of town from the location. It is something we continue to work on. The Family Engagement department can work with the Board Secretary to alert the Board when the PAC or staff will be at a specific location, and it doesn't need to be a formal meeting.
 - That's also on the Board, we're interested, and poke us and let us know of opportunities and not in a way that's arbitrary. To have a schedule and to build those relationships
 - Sometimes PACs also want to meet with themselves and in affinity. It's an important part of them being able to bring things to Administration in an authentic way.
- Has there been a suggestion for a rotation of presentations to the Board? Currently the default is every other year PACs present to the Board at a Committee of the Board Meeting and every other year, Administration presents on the initiatives or those requests. Perhaps there could be a process implementation for the recommendations. Response: We are deferring to the team working on this initiative. Their engagement plan in gathering other perspectives is very important. We are eager for their plan.
- Do we have a standardized approach of orientation for students at the start of each school year around these issues of race, gender, consent, etc.? Does each school do it in their own way or is there a formalized approach? Response: At the elementary level, student rights and responsibilities are shared through handouts, broad based access the building, and in conversations with parents, and sit down with families and walk through it. It's also educating parents and leaders about changes making in those rights and the process within each building. In high school, there are grade level meetings with assistant principals and counselors. Teachers also share expectations in class in classroom expectation meetings. There are also specific advisory groups that set expectations for students. Hardcopies are available as well as electronically. Other dimensions also include committees that look at systems and structure within the building and talk

about these artifacts, modeling, and teams. All administrators visit classrooms on students rights and responsibilities in a kid-friendly way and having conversations with classrooms teachers. There are also newsletters that take goals or snippets of the guide. When involving the implementation, it's often not for good reason, and there could be some real challenges to overcome and a need to have a clear way to engage in a proactive, ongoing way of expectations to keep students safe and accountable. It's important to have a standardized way, especially as families maybe move to a different school. PBIS is part of the strategic plan and will be district-wide, and a helpful tool.

- What are the goals for the Office of Family Engagement and Community Partnerships and the guiding principals? What is it we believe about families and parents, and how do we develop our programs around that? Response: The goals are in alignment with the strategic plan. It's an exciting thing to see the focus area of family and community engagement in the strategic plan, and exciting to the work of administration. Our core values are developmental as we learn together as adults and share with families and families share with us. We learn from parents all the time. The strategic plan will allow us to systematize and be stronger together. Another core value is that notion that things are interactive, and developing programming and in language that families wish for, and native speakers in content experts and cultural experts. It's an exciting thing to see and build. Deep engagement in decision making is also so important. Whenever and however we can the community should have a voice in decision making, and feel strongly about the relationships in PACs and other parent volunteers who are working with us to see schools do better for our kids.
- Director Vanderwert noted that in family engagement it would be helpful to define whether engagement is with the schools or with their children; with development, our work with families could be developmental. She is so excited for the course offered for parents in middle school for parent education. In looking at different ways of parent engagement in PACs, and decision making in those different areas.
- She also noted her personal experience in being a single mother, and how the schools were the source of support and education. She could have used someone to ask how she was to provide support in roles as parent, and person. Our schools could provide a larger way to connecting parents to services, and to other people who would care about them. It would cost money to have family advocates. Parents are crucial to our kid's success, and when we support them and go to them, and ask what they need and how we can help, that partnerships will benefit our kids in amazing ways.
- Director Foster noted that in thinking about kids in the classroom and Parent Academy, and how we are practicing a two-generation approach to ensure students are successful and parents are successful, she recapped her experience at the LCD Parent Academy Recognition where she heard stories about parents for the first time are having conversations about college, and preparing for college and career, and are learning through SPPS. How that is elevating our students. Thinking about that, parents are investing their time in the PACs, and when a parent makes a recommendation to the Board and to ensure honoring the time they put into that, and what they expect to understand, and to be clear on how we are utilizing that information to be clear on that and the time and effort they put into it.
- She also noted that accessibility, and in thinking about getting into places and spaces and we are full-heartedly be prepared and ready to be in spaces. In the referendum efforts, there were some parents that didn't know about the opportunities to engage. Those are gaps we are missing, and working with leadership to catch those folks and taking opportunities to reach them. Parents want their kids to learn. Education is the heart of it, and parents want their kids to do better. Hope is measurable and it is measured by the outcomes of our kids. Families are putting their hope in the leaders of the District and staff to let the community know that we are continually work to progress in this area.
 - Administration will ensure that the initiative includes to define expectations from the PACs and that we are purposeful and meaningful in our responses.
- Director Xiong noted that she saw the presentations in 2017 as a community member and was moved by the testimonies brought forth, and the background to these issues. Their vision about what they want for their kids and how to make their education for their students relevant in SPPS. How are we communicating these plans to families? Are we paraphrasing the initiative for them in different context? How are we addressing what they have asked for? We have recommendations and initiatives through the strategic plan to address these recommendations and how are we communicating them to parents with themes of conversations and relating them back to

the initiatives and including them to give feedback and be a part of the work to address the initiatives? Have we communicated back to families on how we are planning to address these? Response: Immediately after the presentation, staff followed-up with PACs about the feasibility of the recommendations and the timelines. We needed to gather colleagues in other department to implement the recommendations and planning decisions about the district improvement team, and PACs are part of the strategic plan, and we are primarily communicating through PAC meetings. We are looking to initiative 8a about what is ongoing community engagement moving forward, and first we are defining. PACs continue to be engaged and it's critical to share their good work in meaningful ways.

- The Board stressed that it is important in how we are looping back with families and what it means for policy and that parents give further input to further advise and guide us as a District. The communication back to parents is so important so that we can work together to guide the District forward, and continue to have this conversation and to recommend a path forward.
- How are departments utilizing the expertise from family engagement groups? Response: There is not a standardized method, and we are using 8a to identify that. There are a lot of tools that are proven to be successful, and are different from group to group. There are also informal ways to connect with PACs through celebrations and out at events in the community. If there are issues that arise, we are available, and Ms. Kilgore informs staff that there is a request or a group that would like to meet about a specific situation. There is room for improvement. The number one priority is to define engagement and partnership and methods. Chief Schrul also added that when the Budget and Finance Advisory Committee first started, we were engaged with PACs and Ms. Kilgore to ensure we were engaging on membership to the committee in that way and presented to each PAC with budget presentations, and engaged in that way for the budget process and giving information to each of the groups. It was also noted that PACs also have separate projects, similar to SEAB, and they may not have time in the agenda for additional requests, and that will continue to be okay. Initiative 8a will define that all voices are involved and how we can go to PACs and a mechanism that is maybe brought to their executive board and be added to their agenda.
- The Board also noted that they have heard from PAC members that they do not want to be a “rubber stamp”. A lot of people are passionate about the right things in education and for students, and dedicated efforts, and how are we ensuring that we have dedicated efforts and utilizing their expertise in life and lived experiences and contributing to the school district to ensure we need the needs of all students? Response: We are also cognizant of parent volunteer time and are mindful that we do not want to replicate a system of reliance on free labor or for a task that we need to hire more staff. We are cautious of asking too much. The Board agreed, and also noted that we must continuously ask for feedback and engage communities on what we are missing and where there are struggles, with a plan to be practice and to honor the time of our parents and families and take their recommendations and expertise seriously. We need to maximize the expertise of our parent communities and take all recommendations seriously and not “rubber stamp” system.
- Director Marchese noted how we work with PACs as experts in areas that relate to parts of the strategic plan, including how to increase enrollment in communities, and to think in advance and reach out to PACs and community members for their information and knowledge already in lived experiences and the community to help the District answer questions and concerns. There is a concern that if it is put into initiative 8a, it makes it look isolated, and not intentional, and a visual effect. It's important that it permeates across all parts of the strategic plan, and how others are looking at other people as resources as well. We talked last month about a strategic plan advisory committee, and that could bring all perspectives to the strategic planning and how to be implemented, and come up with a radar screen that we might not be aware of and raise it up to reflect back on what is heard and where it will fit. PACs, and the DPAC, need to feel like there will be communications across all PACs and build information and power.
- Director Brodrick noted that it would be helpful to continue to the conversation at a regular Board of Education meeting, because many of the PAC members were not in the room to hear the questions and dialogue.
- Director Ellis noted that in the recommendations from PACs, there was little communication on how they are being done, whether they were being done, the timeline, and how we would circle back. As we're thinking about moving forward and how PACs present, we need to be mindful of their

recommendations, the time for them to be implemented, and expectations to be purposeful in the information to PACs. She doesn't want the things they are asking for to be lost, and that their time was meaningful, and to respect and collaborate with the district as partners. She noted that the Board is listening and wants to know the work that is being done of things brought before us, and we need to have a framework forward from this. She thanked staff for the presentation and emphasized that we are working to the recommendations and expectations.

- The Board also noted that we need to be intentional with information that is presented, and filter and ask questions on areas to focus on or where we need help. We need to be in deep relationships with all.
- Director Brodrick also suggested the Board have a deeper relationship with the Facilities Governance Committee. He also noted that historically, the Director of Facilities came together in collaboration with members of the group so there was no suspicion of items being filtered out before it went before the Board. With the number of people that have continued with the group throughout the years, there would behoove us to have a representative to reinforce the ultimate responsibility lies with the Board.
- Director Marchese also noted that we want to be clear about who is responsibility for the what, where and how of the recommendations and the governance committee's role in advising administration, and the process. It's important that the work goes through administration structure to create the plan and present to the Board for approval. In the PAC recommendations, administration takes those recommendations and acts upon them, and in partnership with the Board who heard and witnessed the recommendations, to be knowledgeable about the decisions and administration then has the responsibility to put a plan of where we're going, and how we're following through, and a plan to make it happen.

E. Final FY18 Budget Revision

Superintendent Gothard then introduced Chief Financial Officer, Marie Schrul, to present information regarding the Fiscal Year 2017-2018 final budget revision.

FY18 Final Budget Revision (all funds – revenue changes)

Funds	Adopted Budget	Previous Revision	Final Revision	Revised Budget
General Fund	\$ 521,446,074	\$ 0	\$ 2,848,569	\$ 524,294,643
General – Fully Financed	39,944,369	11,126,254	2,821,689	53,892,312
Food Service	29,366,500	0	54,050	29,420,550
Community Service	23,563,001	0	0	23,563,001
Community Service Fully Financed	7,409,063	1,188,622	(18,329)	8,579,356
Building Construction	30,994,856	0	136,223,855	167,218,711
Debt Service	37,860,000	0	0	37,860,000
Total Revenue	\$ 690,583,863	\$ 12,314,876	\$ 141,929,834	\$ 844,828,573

FY18 Final Budget Revision (all funds revenue changes)

Description	Amount
General Fund Increase due to Comp Ed regular & extended time revenue and also MLL revenue *MLL revenue supported additional FTEs at sites	\$ 2,848,569
Food Service Increase due to two grants for nutrition services	\$ 54,050
Building Construction Increase due to issuance of 2017C Certificates of Participation (COPs), 2018B COPs, 2018C COPs, revision to 2018A cap bond amount, and the Long Term Facilities Maintenance Transfer (LTFM) as designated by State UFARS project coding requirements	\$ 136,223,855

FY18 Final Budget Revision (all funds – expenditure changes)

Funds	Adopted Budget	Previous Revision	Final Revision	Revised Budget
General Fund	\$ 521,446,074	\$ 6,597,531	\$ 2,242,068	\$ 530,285,673
General – Fully Financed	39,944,369	11,126,254	2,821,689	53,892,312
Food Service	29,366,500	0	54,050	29,420,550
Community Service	23,878,458	0	3	23,878,461
Community Service Fully Financed	7,409,063	1,188,622	(18,329)	8,579,356
Building Construction	57,618,661	0	140,120,982	197,739,643
Debt Service	51,592,123	0	0	51,592,123
Total Revenue	\$ 731,255,248	\$ 18,912,407	\$ 145,220,463	\$ 895,388,118

FY18 Final Budget Revision (all funds expenditure changes)

Description	Amount
General Fund Increase due to changes in revenue and adjustments to sites and programs	\$ \$2,242,068
Food Service Increase due to two grants for nutrition services	\$ 54,050
Building Construction Increase due to issuance of 2017C Certificates of Participation (COPs), 2018B COPs, 2018C COPs, revision to 2018A cap bond amount, and the Long Term Facilities Maintenance Transfer (LTFM) as designated by State UFARS project coding requirements; Use of fund balance from Capital Projects Fund 06	\$ 140,120,982 \$ 136,223,855 \$ 3,897,127

FY18 General Fund Final Budget Revision (fund balance re-appropriation and transfers)

Fund/Program	Amount	Description
Capital Projects/Facilities	\$ 3,897,127	FY17 restricted fund balance re-appropriation for the amount remaining in both capital bonds & the 2017B COP issue for Rivereast. (*The adopted budget included use of fund balance)

FY18 Fully Financed Funds Final Budget Revision (revenue and expenditures changes)

- Revision on Fully Financed funds reflects the approval of grants under \$500,000 that were not adopted in FY18 as well as revisions to adopted grants

Description	Amount
General Fund Fully Financed Increase	\$ 2,821,689
Community Service Fully Financed Decrease	\$ (18,329)

RECOMMENDED MOTION: Mr. Marchese moved the Committee of the Board recommend the Board of Education approve the FY 2017-18 final budget revision as presented. The motion was seconded by Ms. Foster and Ms. Xiong.

The motion passed.

F. Council of the Great City Schools Annual Conference Summary

Lastly, Board members provided a recap on their experiences at the Council of the Great City Schools Annual Conference from October 24-28, 2018. This was an experience for board members to meet with colleagues across the country in similar size districts for an opportunity to share the transformative ways they are using in their schools, and how we can replicate them, and share our experiences. It was a valuable time and useful in professional development for those members. Board members recounted their learnings from sessions involving social/emotional health, youth voice and choice and our LGBTQ+ community. Sessions reiterated the work we are doing in our strategic plan and emphasized that it takes time to move through the process that will be sustainable in the long-term. Other districts are looking to SPPS in our transformative work with student of color, ELL and MLL learners. There is still time to debrief and take the outcomes from the LGBTQ+ session to schools and Office of Equity. This professional development is essential to the role of the Board to meet with others outside the community and bring back that knowledge and use in programs. Another board member noted the learnings from sessions on teacher evaluations, and health activities. She truly believes that healthy students are better learners, and suggested looking into how we can integrate health into all activities and educate parents on the importance of health. Boston has an Assistant Superintendent of Emotional Learning and Wellness, which is an interesting concept. She also mentioned that in New York City, there are wellness initiatives, and the relation of academic and physical education. In terms of communication, Baltimore is proactive in promoting the positive things happening in the district and promoting it daily in social media, and internally to parents. Another session that stood out to board members recapped the marketing aspect that Philadelphia is doing in their district, with creating messages to the community and families in innovative ways. The hallmarks of philosophy in other districts include confident and honest, while being approachable and avoiding acronyms. There was also a mental health session, with some districts doing regular screening for anxiety, which might be something for SPPS to consider. Another board member stressed that it was very important professional development for the Board and a perfect venue with being the second largest district in Minnesota, and we are leading the work for our neighbors. It was helpful to health more

about challenges and opportunities in education across the country. One session that stood out was in LA County, they have made it their mission to ensure every students is bilingual, and they prioritize dual language in their district, which was powerful, and is a community-based effort. Another session that was mentioned was the governance session, in school district board's role in governance and was an opportunity to talk with others and generate ideas and amazing things that school districts across the country are doing and what we can bring back to SPPS. The student panel was also inspirational and the Board is inspired and prepared to go to the legislature to advocate for education

III. ADJOURNMENT

It was motioned to adjourn the meeting at 7:57 p.m. The motion passed by acclaim.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk

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

DATE: November 13, 2018

TOPIC: School Calendar Recommendations for 2019-2020, 2020-2021, and 2021-2022

A. PERTINENT FACTS:

1. The adoption of school calendars occurs in three-year cycles. Calendars must be approved prior to April 1st. Calendars reflect the practices and policies of the district and state. Community engagement occurs in the process of revisions and drafts of calendars.
2. The calendars continue to balance educational priorities, follow state statute, district policy and labor agreements. Feedback regarding the calendars suggest maintaining current practices.
3. These calendars address school years; 2019-2020, 2020-2021, 2021-2022
4. Calendars are communicated to families and posted on the district website.
5. This item addresses the following strategic focus areas of the strategic plan; Family and Community Engagement, Effective and Culturally Relevant Instruction & Program Evaluation/Resource Allocation
6. This item is submitted by Hans Ott, Assistant Superintendent of Teaching and Learning, Sue Snyder, Sign Language Interpreter, Humboldt High School, Dr. Kate Wilcox-Harris, Chief Academics Officer.

B. RECOMMENDATION:

That the Board of Education approves the recommended 2019-2020, 2020-2021, 2021-2022 school year calendars.



Calendar Proposal

November 13, 2018

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DRAFT 2020-2021 School Calendar DRAFT

August 2020							Event
Su	M	Tu	We	Th	F	Sa	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	2d 28 Year Educating Workshop 31 Operating Workshops
30	31						
September 2020							September
Su	M	Tu	We	Th	F	Sa	
1	2	3	4	5	6	7	1-4 Operating Workshops 7 Labor Day
8	9	10	11	12	13	14	8-9 CES Classes Begin
15	16	17	18	19	20	21	8 & 9 P K School - Conferences
22	23	24	25	26	27	28	10 P K Classes Begin
29	30	31					
October 2020							October
Su	M	Tu	We	Th	F	Sa	
4	5	6	7	8	9	10	15-16 NO SCHOOL ALL SITES
11	12	13	14	15	16	17	School leader meeting
18	19	20	21	22	23	24	39 PWCE or School Conference Pre-Session
25	26	27	28	29	30	31	No session
November 2020							November
Su	M	Tu	We	Th	F	Sa	
1	2	3	4	5	6	7	13 End of Quarter 1 (47 days)
8	9	10	11	12	13	14	19 P - No School Conferences
15	16	17	18	19	20	21	26 NO SCHOOL ALL SITES
22	23	24	25	26	27	28	PWCE-Conferences <i>(see no meetings scheduled by school)</i>
29	30						35 Professional Development Thanksgiving
December 2020							December
Su	M	Tu	We	Th	F	Sa	
1	2	3	4	5	6	7	
8	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	23-31 NO SCHOOL ALL SITES
27	28	29	30	31			Winter Break
January 2021							January
Su	M	Tu	We	Th	F	Sa	
3	4	5	6	7	8	9	1 NO SCHOOL ALL SITES
10	11	12	13	14	15	16	Winter Break
17	18	19	20	21	22	23	18 NO SCHOOL ALL SITES
24	25	26	27	28	29	30	Math Learning Day
31							24 End of Quarter 2 Conferences
							25 NO SCHOOL ALL SITES
							PWCE - Professional Development S - Grading Day

February		February 2022						
		Sa	M	Tu	We	Th	F	Sa
		1	2	3	4	5	6	7
		8	9	10	11	12	13	14
15	NO SCHOOL ALL SITES President's Day	14	15	16	17	18	19	20
		21	22	23	24	25	26	27
		28						
March		March 2022						
		Sa	M	Tu	We	Th	F	Sa
5	NO SCHOOL ALL SITES PWS/Conference Prep	1	2	3	4	5	6	7
8	P/Professional Development	7	8	9	10	11	12	13
15	P - No School Conferences	14	15	16	17	18	19	20
22	PWS/No School Conferences	21	22	23	24	25	26	27
	Spring Break	28	29	30	31			
April		April 2022						
		Sa	M	Tu	We	Th	F	Sa
1	End of Quarter (3-42 days)	30	1	2	3	4	5	6
5	NO SCHOOL ALL SITES PWS/Professional Development	4	5	6	7	8	9	10
12		11	12	13	14	15	16	17
19		18	19	20	21	22	23	24
	Spring Break	25	26	27	28	29	30	
May		May 2022						
		Sa	M	Tu	We	Th	F	Sa
		2	3	4	5	6	7	8
		9	10	11	12	13	14	15
16		17	18	19	20	21	22	23
24	NO SCHOOL ALL SITES Memorial Day	23	24	25	26	27	28	29
		30	31					
June		June 2022						
		Sa	M	Tu	We	Th	F	Sa
11	Last day for students	1	2	3	4	5	6	7
18	End of Quarter (4-42 day)	6	7	8	9	10	11	12
24	Last day for teachers Grading Day	13	14	15	16	17	18	19
		20	21	22	23	24	25	26
		27	28	29	30			
Key		July 2022						
		Sa	M	Tu	We	Th	F	Sa
P	Payst	1	2					
K	Kindergarten							
E	Elementary	4	5	6	7	8	9	10
S	Secondary	11	12	13	14	15	16	17
16	End of Quarter	18	19	20	21	22	23	24
		25	26	27	28	29	30	31
	No School All Grades E-123 Days - 175 Days							

[illegible]

2020 Calendar

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Primary		February 2020						
		Su	Mo	Tu	We	Th	Fr	Sa
					1	2	3	4
		5	7	8	9	10	11	12
		13	14	15	16	17	18	19
21	NO SCHOOL ALL SITES	20	21	22	23	24	25	26
	Presidents Day	27	28					

Elementary		March 2020						
		Su	Mo	Tu	We	Th	Fr	Sa
	4 NO SCHOOL ALL SITES							
	PME/Conference Prep	1	2	3	4	5	6	7
	E Elementary	8	7	8	9	10	11	12
20	P- No School	13	14	15	16	17	18	19
	PME/No School Conference	20	21	22	23	24	25	26
	E Elementary	27	28	29	30	31		

Juniata		April 2020						
		Su	Mo	Tu	We	Th	Fr	Sa
1	End of Quarter (3-43 days)							1
4	NO SCHOOL ALL SITES	3	4	5	6	7	8	9
	Spring Break	10	11	12	13	14	15	16
	4 NO SCHOOL ALL SITES	17	18	19	20	21	22	23
	PME/E Professional Development	24	25	26	27	28	29	30

Juniata		May 2020						
		Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5	6	7
		8	9	10	11	12	13	14
		15	16	17	18	19	20	21
22	23	24	25	26	27	28	29	
	Memorial Day	29	30	31				

Juniata		June 2020						
		Su	Mo	Tu	We	Th	Fr	Sa
	15 Last day for students							
	End of Quarter (4-43 days)	1	2	3	4	5	6	7
13	14	15	16	17	18	19	20	21
	Grading Day	22	23	24	25	26	27	28
		29	30	31				

Key		4th Grade						
		Su	Mo	Tu	We	Th	Fr	Sa
P	PME/E							
K	Kinesiology							1
E	Elementary	3	4	5	6	7	8	9
S	Secondary	10	11	12	13	14	15	16
End of Quarter		17	18	19	20	21	22	23
Professional Select Grades		24	25	26	27	28	29	30
No School All Grades		31						
E-173 Days	S-170 Days							

Proposed Year Round Calendars

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2019-2020 YEAR-ROUND SCHOOL CALENDAR

AUGUST					SEPTEMBER					OCTOBER				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
5	6	7	8	9	2	3K*	4K*	5	6	1	2	3	4	
12	13	14	15	16	9	10	11	12	13	7	8	9	10	11
19	20	21	22	23	16	17	18	19	20	14	15	16	17	18
26	27	28	29	30	23	24	25	26	27	21	22	23	24	25
					30					28	29	30	31	

NOVEMBER					DECEMBER					JANUARY				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
4	5	6	7	8	2	3	4	5	6	1	2	3	4	5
11	12	13	14*	15*	9	10	11	12	13	6	7	8	9	10
18	19	20	21	22	16	17	18	19	20	13	14	15	16	17
25	26	27	28	29	23	24	25	26	27	20	21	22	23	24
					30	31				27	28	29	30	31

FEBRUARY					MARCH					APRIL				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
3	4	5	6	7	2	3	4	5	6	6	7	8	9	10
10	11	12	13	14	9	10	11	12	13	13	14	15	16	17
17	18	19	20	21	16	17	18	19	20	20	21	22	23	24
24	25	26	27	28	23	24	25	26	27	27	28	29	30	
					30	31				27	28	29	30	

MAY					JUNE					JULY				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
4	5	6	7*	8*	1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	8	9	10	11	12	13	14	15	16	17
18	19	20	21	22	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	22	23	24	25	26	27	28	29	30	31
					29	30				27	28	29	30	

No School All Students	No School/Parent-Teacher Conferences - PreK & Kindergarten Only
New Teacher Workshop Week - No School	1st Day of School PreK & Kindergarten
Teacher Workshop Week - No School	1st Day of School PreK & Kindergarten
Student Attendance Day	1st Day of School PreK & Kindergarten
1st Day of School Grades 1-5	1st Day of School PreK & Kindergarten
K*	1st Day of School PreK & Kindergarten
No School All Students - Teacher Conference Preparation Day	1st Day of School PreK & Kindergarten
Parent-Teacher Conferences	1st Day of School PreK & Kindergarten
Interruption	1st Day of School PreK & Kindergarten
No School All Students - Teacher Professional Development Day	1st Day of School PreK & Kindergarten
Last Day for Students	1st Day of School PreK & Kindergarten

Student Contact Days

Grades 1-5
Grades PreK&K

Website: <http://crossroads.spps.org>

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2020-2021 YEAR-ROUND SCHOOL CALENDAR

AUGUST					SEPTEMBER					OCTOBER				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
10	11	12	13	14	7	8K*	9K*	10	11	8	9	10	11	12
17	18	19	20	21	14	15	16	17	18	15	16	17	18	19
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
31					28	29	30			26	27	28	29	30

NOVEMBER					DECEMBER					JANUARY				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
9	10	11	12*	13*	7	8	9	10	11	8	9	10	11	12
16	17	18	19	20	14	15	16	17	18	15	16	17	18	19
23	24	25	26	27	21	22	23	24	25	18	19	20	21	22
30					28	29	30	31		25	26	27	28	29

FEBRUARY					MARCH					APRIL				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8	9	10	11	12	8	9	10	11	12	5	6	7	8	9
15	16	17	18	19	15	16	17	18	19	12	13	14	15	16
22	23	24	25	26	22	23	24	25	26	19	20	21	22	23
					29	30	31			26	27	28	29	30

MAY					JUNE					JULY				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
3	4	5	6*	7*	1	2	3	4	5	1	2	3	4	5
10	11	12	13	14	7	8	9	10	11	5	6	7	8	9
17	18	19	20	21	14	15	16	17	18	12	13	14	15	16
24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
31					28	29	30			26	27	28	29	30

No School All Students	No School/Parent-Teacher Conferences - PreK & Kindergarten Only
New Teacher Workshop Week - No School	1st Day of School PreK & Kindergarten
Teacher Workshop Week - No School	1st Day of School PreK & Kindergarten
Student Attendance Day	1st Day of School PreK & Kindergarten
1st Day of School Grades 1-5	1st Day of School PreK & Kindergarten
K*	1st Day of School PreK & Kindergarten
No School All Students - Teacher Conference Preparation Day	1st Day of School PreK & Kindergarten
Parent-Teacher Conferences	1st Day of School PreK & Kindergarten
Interruption	1st Day of School PreK & Kindergarten
No School All Students - Teacher Professional Development Day & Parent Conferences	1st Day of School PreK & Kindergarten
Last Day for Students	1st Day of School PreK & Kindergarten

Student Contact Days

Grades 1-5
Grades PreK&K

Website: <http://crossroads.spps.org>

DRAFT

2021-2022 YEAR-ROUND SCHOOL CALENDAR

AUGUST					SEPTEMBER					OCTOBER				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
2	3	4	5	6	1	2	3	4	5	1	2	3	4	5
9	10	11	12	13	6	7K*	8K*	9	10	8	9	10	11	12
16	17	18	19	20	13	14	15	16	17	15	16	17	18	19
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
30	31				27	28	29	30		25	26	27	28	29

NOVEMBER					DECEMBER					JANUARY				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8	9	10	11*	12*	6	7	8	9	10	8	9	10	11	12
15	16	17	18	19	13	14	15	16	17	15	16	17	18	19
22	23	24	25	26	20	21	22	23	24	22	23	24	25	26
29	30				27	28	29	30	31	31				

FEBRUARY					MARCH					APRIL				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
7	8	9	10	11	7	8	9	10	11	1	2	3	4	5
14	15	16	17	18	14	15	16	17	18	8	9	10	11	12
21	22	23	24	25	21	22	23	24	25	15	16	17	18	19
28					28	29	30	31		22	23	24	25	26

MAY					JUNE					JULY				
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
2	3	4	5*	6*	1	2	3	4	5	1	2	3	4	5
9	10	11	12	13	7	8	9	10	11	5	6	7	8	9
16	17	18	19	20	14	15	16	17	18	12	13	14	15	16
23	24	25	26	27	21	22	23	24	25	19	20	21	22	23
30	31				28	29	30			26	27	28	29	30

No School All Students	No School/Parent-Teacher Conferences - PreK & Kindergarten Only
New Teacher Workshop Week - No School	1st Day of School PreK & Kindergarten
Teacher Workshop Week - No School	1st Day of School PreK & Kindergarten
Student Attendance Day	1st Day of School PreK & Kindergarten
1st Day of School Grades 1-5	1st Day of School PreK & Kindergarten
K*	1st Day of School PreK & Kindergarten
No School All Students - Teacher Conference Preparation Day	1st Day of School PreK & Kindergarten
Parent-Teacher Conferences	1st Day of School PreK & Kindergarten
Interruption	1st Day of School PreK & Kindergarten
No School All Students - Teacher Professional Development Day & Parent Conferences	1st Day of School PreK & Kindergarten
Last Day for Students	1st Day of School PreK & Kindergarten

Student Contact Days

Grades 1-5
Grades PreK&K

Website: <http://crossroads.spps.org>



Follow Up

Committee of the Board Follow Up

- Holidays and cultural celebrations
- Communication
- Future work





DRAFT 2019-2020 School Calendar DRAFT

August 2019						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August
19-23 New Educator Week
26-30 Opening Workshops

February
17 NO SCHOOL ALL SITES President's Day

February 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

September 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

September
2 Labor Day
3 E/S Classes Begin
3-4 P & K No School: Conferences
5 P & K Classes Begin

March
6 NO SCHOOL ALL SITES P/K/E-Conference Prep S-Professional Development
19 P - No School: Conferences
20 P/K/E-No School:Conferences S-in session
27 End of Quarter 3 (43 days)
30-31 NO SCHOOL ALL SITES Spring Break

March 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October 2019						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October
17-18 NO SCHOOL ALL SITES State teacher meeting
25 P/K/E-No School:Conference Prep S-in session

April
1-3 NO SCHOOL ALL SITES Spring Break
10 NO SCHOOL ALL SITES P/K/E/S Professional Development

April 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

November 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November
8 End of Quarter 1 (47 days)
14 P - No School: Conferences
15 NO SCHOOL ALL SITES P/K/E-Conferences plus two evenings scheduled by school S-Professional Development
28-29 NO SCHOOL ALL SITES Thanksgiving

May
25 NO SCHOOL ALL SITES Memorial Day

May 2020						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December
23-31 NO SCHOOL ALL SITES Winter Break

June
9 Last day for students End of Quarter 4 (45 day)
10 Last day for teachers Grading Day

June 2020						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

January 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January
1-3 NO SCHOOL ALL SITES Winter Break
20 NO SCHOOL ALL SITES Martin Luther King Day
23 End of Quarter (40 days)
24 NO SCHOOL ALL SITES P/K/E - Professional Development S - Grading Day

Key	
P	PreK
K	Kindergarten
E	Elementary
S	Secondary
#	End of Quarter
	No School Select Grades
	No School All Grades
	E-173 Days S-175 Days

July 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

DRAFT 2020-2021 School Calendar DRAFT

August 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
24-28 New Educator Week						
31 Opening Workshops						

February						
15 NO SCHOOL ALL SITES						
President's Day						

February 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

September 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September						
1-4 Opening Workshops						
7 Labor Day						
8 E/S Classes Begin						
8-9 P & K No School: Conferences						
10 P & K Classes Begin						

March						
5 NO SCHOOL ALL SITES						
P/K/E-Conference Prep						
S-Professional Development						
25 P - No School: Conferences						
26 P/K/E-No School:Conferences						
S-in session						

March 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

October 2020						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October						
15-16 NO SCHOOL ALL SITES						
State teacher meeting						
30 P/K/E-No School:Conference Prep						
S-in session						

April						
1 End of Quarter 3 (42 days)						
2 NO SCHOOL ALL SITES						
P/K/E/S Professional Development						
5-9 NO SCHOOL ALL SITES						
Spring Break						

April 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

November 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November						
13 End of Quarter 1 (47 days)						
19 P - No School: Conferences						
20 NO SCHOOL ALL SITES						
P/K/E-Conferences						
plus two evenings scheduled by school						
S-Professional Development						
26-27 NO SCHOOL ALL SITES						
Thanksgiving						

May						
24 NO SCHOOL ALL SITES						
Memorial Day						

May 2021						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December						
23-31 NO SCHOOL ALL SITES						
Winter Break						

June						
11 Last day for students						
End of Quarter 4 (44 day)						
14 Last day for teachers						
Grading Day						

June 2021						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

January 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January						
1 NO SCHOOL ALL SITES						
Winter Break						
18 NO SCHOOL ALL SITES						
Martin Luther King Day						
28 End of Quarter (42 days)						
29 NO SCHOOL ALL SITES						
P/K/E - Professional Development						
S - Grading Day						

Key						
P	PreK					
K	Kindergarten					
E	Elementary					
S	Secondary					
#	End of Quarter					
	No School Select Grades					
	No School All Grades					
	E-173 Days S-175 Days					

July 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

DRAFT 2021-2022 School Calendar DRAFT

August 2021						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August
23-27 New Educator Week
30-31 Opening Workshops

February
21 NO SCHOOL ALL SITES President's Day

February 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

September 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

September
1-3 Opening Workshops
6 Labor Day
7 E/S Classes Begin
7-8 P & K No School: Conferences
9 P & K Classes Begin

March
4 NO SCHOOL ALL SITES P/K/E-Conference Prep S-Professional Development
25 P - No School: Conferences
25 P/K/E-No School: Conferences S-in session

March 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

October 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

October
21-22 NO SCHOOL ALL SITES
State teacher meeting
25 P/K/E-No School:Conference Prep S-in session

April
1 End of Quarter 3 (43 days)
4-8 NO SCHOOL ALL SITES Spring Break
15 NO SCHOOL ALL SITES P/K/E/S Professional Development

April 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

November 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

November
12 End of Quarter 1 (47 days)
18 P - No School: Conferences
19 NO SCHOOL ALL SITES
P/K/E-Conferences plus two evenings scheduled by school
S-Professional Development
25-26 NO SCHOOL ALL SITES Thanksgiving

May
30 NO SCHOOL ALL SITES Memorial Day

May 2022						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December
22-31 NO SCHOOL ALL SITES Winter Break

June
10 Last day for students End of Quarter 4 (45 day)
13 Last day for teachers Grading Day

June 2022						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

January 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January
17 NO SCHOOL ALL SITES Martin Luther King Day
27 End of Quarter (40 days)
28 NO SCHOOL ALL SITES P/K/E - Professional Development S - Grading Day

Key	
P	PreK
K	Kindergarten
E	Elementary
S	Secondary
#	End of Quarter
	No School Select Grades
	No School All Grades
E-173 Days	S-175 Days

July 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

HUMAN RESOURCE TRANSACTIONS
October 1, 2018 – October 31, 2018
November 13, 2018

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Doherty, C. M.	Classroom Teacher	11/05/2018	\$28.13	Daytons Bluff
Kurmis, E. M.	Classroom Teacher	10/13/2018	\$32.77	1780 W. 7th Street
Lee, J. S.	Classroom Teacher	08/18/2018	\$28.13	Jackson Preparatory
Nishiguchi, R.	Classroom Teacher	10/08/2018	\$27.18	Central Senior High
Peroutka, J. L.	Classroom Teacher	10/08/2018	\$27.18	Ramsey Middle School
Ripley, M. W.	Classroom Teacher	10/11/2018	\$28.06	Humboldt Secondary School
Schwarze, D. J.	Classroom Teacher	10/08/2018	\$32.67	St. Paul Music Academy
Taylor, A. P.	Classroom Teacher	10/08/2018	\$35.69	Maxfield Elementary
Flaten, C. L.	Classroom Teacher	11/12/2018	\$36.43	Benjamin Mays/Museum
Johnson, J. M.	Classroom Teacher	10/08/2018	\$50.04	271 Belvidere Bldg
Burns, K. J.	Superintendency	10/09/2018	\$64.90	Colborne Admin Offices
Grieve, A.	School/Community Professional	10/01/2018	\$23.30	RiverEast Elem/Secondary
Xiong, C.	School/Community Professional	10/29/2018	\$21.03	Washington Tech Sec Magnet
Burnett, J. D.	Education Assistant	10/23/2018	\$21.28	Frost Lake Elementary
Goret, D. R.	Education Assistant	10/22/2018	\$18.64	Creative Arts Secondary
Paule, C. M.	Education Assistant	11/05/2018	\$17.82	1780 W 7th Street
Powell, G. j.	Education Assistant	11/12/2018	\$23.09	Focus Beyond
Abualreesh, M. A.	Teaching Assistant	10/29/2018	\$16.00	Groveland Park Elementary
Alaziz Muhammad, S.	Teaching Assistant	10/09/2018	\$15.00	Linwood Monroe Arts Up
Angelo, J. C.	Teaching Assistant	10/08/2018	\$16.00	Nokomis Montessori South
Bender, R. G.	Teaching Assistant	10/08/2018	\$15.00	Como Park Elementary
Cebro-Davis, A. M.	Teaching Assistant	10/22/2018	\$15.00	Central Senior High
Collier, J. T.	Teaching Assistant	10/22/2018	\$15.00	Murray Middle School
Esmael, M. H.	Teaching Assistant	10/22/2018	\$15.00	The Heights
Gardner, T. R.	Teaching Assistant	10/15/2018	\$16.00	Eastern Heights Elementary
Huffman, S. R.	Teaching Assistant	10/08/2018	\$15.00	Capitol Hill Magnet

HUMAN RESOURCE TRANSACTIONS
October 1, 2018 – October 31, 2018
November 13, 2018

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Jager, J. K.	Teaching Assistant	10/08/2018	\$15.00	L'Etoile du Nord Upper
Kaste, M. A.	Teaching Assistant	10/06/2018	\$16.00	American Indian Magnet
Lara, D. M.	Teaching Assistant	10/23/2018	\$16.00	RiverEast Elem/Secondary
Lockley, E.	Teaching Assistant	09/27/2018	\$15.00	Farnsworth Aerospace Upr
Mitchell, N. P.	Teaching Assistant	10/05/2018	\$15.00	Wellstone Elementary
Mohamud, A. A.	Teaching Assistant	09/26/2018	\$15.00	Nokomis Montessori South
Moore, C.	Teaching Assistant	10/17/2018	\$16.00	RiverEast Elem/Secondary
Morris, A. T.	Teaching Assistant	10/13/2018	\$15.00	The Heights
Mullis, S. E.	Teaching Assistant	10/17/2018	\$16.00	Washington Tech
Oneal, S. L.	Teaching Assistant	11/05/2018	\$16.00	RiverEast Elem/Secondary
Owens, V. J.	Teaching Assistant	10/15/2018	\$15.00	The Heights
Peterson, H. N.	Teaching Assistant	10/15/2018	\$15.00	Highland Park Elementary
Plummer, M. R.	Teaching Assistant	10/29/2018	\$15.00	St. Paul Music Academy
Roberts, D. D.	Teaching Assistant	09/24/2018	\$16.00	Daytons Bluff
Robertson, J. K.	Teaching Assistant	08/27/2018	\$15.00	1780 W 7th Street
Simpson, C. L.	Teaching Assistant	10/15/2018	\$16.00	Johnson Senior High
Trivette, S. C.	Teaching Assistant	09/24/2018	\$15.00	American Indian Magnet
Neal, M. M.	Clerical	10/06/2018	\$19.34	Capitol Hill Magnet
Weyandt, B. A.	Clerical	10/22/2018	\$16.32	Harding Senior High
Bitney, D. J.	Custodian	10/08/2018	\$25.45	Washington Tech
Blesi, B. G.	Custodian	10/22/2018	\$16.38	Expo for Excellence
Perez, S. J.	Custodian	11/05/2018	\$16.38	St Anthony Park Elementary
Lyons, D. L.	Nutrition Services	10/09/2018	\$11.89	St Anthony Park Elementary
Webb, J. T.	Nutrition Services	10/09/2018	\$11.89	Nokomis Montessori North
Schmitz, A.	Supervisory	10/08/2018	\$41.03	1780 W. 7th Street
Bartlett, W.	Technical	11/05/2018	\$19.96	Como Service Center
Krueger, H. R.	Technical	11/05/2018	\$21.82	Como Service Center

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Dyan, H. T.	Central Administrator From: School/Community Professional	09/29/2018	\$39.63	Colborne Admin Offices
Spanjers, D.	Teacher on Special Assignment From: Classroom Teacher	09/24/2018	\$52.76	Crosswinds Bldg
Price, T. J.	School/Community Professional From: Teaching Assistant	10/22/2018	\$24.94	Johnson Achievement Plus
Bender, R. G.	Education Assistant From: Teaching Assistant	10/29/2018	\$16.37	Highwood Hills Elementary
Taw, E.	Education Assistant From: Teaching Assistant	10/08/2018	\$18.62	Humboldt Secondary School
Fischer, J.	Teaching Assistant Career Progression	09/15/2018	\$21.35	American Indian Magnet
Hausker, L. A.	Teaching Assistant Career Progression	10/08/2018	\$20.67	Como Park Elementary
McElree, T. F.	Teaching Assistant Career Progression	10/31/2018	\$15.00	Como Park Elementary
Behrend, L. K.	Clerical Career Progression	10/16/2018	\$27.41	Frost Lake Elementary
Johnson, S. M.	Clerical Career Progression	12/20/2017	\$16.79	Transportation Services
Lindstrom, J. R.	Clerical Career Progression	10/22/2018	\$31.21	Johnson Senior High
Menchaca, A. D.	Clerical Career Progression	10/10/2018	\$27.41	Parkway Montessori
Thomas, L. A.	Clerical From: Education Assistant	11/19/2018	\$19.59	St. Paul Music Academy
Vennemann, S. M.	Clerical Career Progression	10/27/2018	\$18.77	Highland Park Senior High
Huesman, M. M.	Custodian Career Progression	09/04/2018	\$26.99	Como Park Elementary
Wollensak, M. M.	Professional Employee From: Clerical	10/15/2018	\$26.22	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
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TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Izakson, E.	Classroom Teacher	09/24/2018	\$39.17	Como Park Senior High
Nadeau, M. P.	Classroom Teacher	10/26/2018	\$47.62	Chelsea Heights Elementary
Noble, K. R.	Classroom Teacher	10/29/2018	\$30.80	Creative Arts Secondary

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Behnke, T.	Classroom Teacher	10/11/2018	Humboldt Secondary School
Colestock, E.	Classroom Teacher	10/17/2018	Como Park Senior High
Jordahl, K. S.	Classroom Teacher	10/27/2018	Central Senior High
Polga, X. L.	Classroom Teacher	10/02/2018	Jie Ming Mandarin Immr
Retezan, E. A.	Classroom Teacher	10/26/2018	Wellstone Elementary
Walker, J.	Classroom Teacher	09/28/2018	Washington Tech
Woodward, B. H.	Classroom Teacher	10/15/2018	Washington Tech
Campbell, L. G.	Classroom Teacher	10/12/2018	Washington Tech
Osman, S. M.	Classroom Teacher	10/31/2018	Student Placement Center
McBride, M. J.	Principal	10/05/2018	Parkway Montessori
Gibson, D. A.	School/Community Professional	10/11/2018	Como Park Senior High
Jackson, D. M.	School/Community Professional	09/27/2018	RiverEast Elem/Secondary
Butler, A. M.	Education Assistant	10/19/2018	1780 W 7th Street
Huschle, L. P.	Teaching Assistant	09/20/2018	St. Paul Music Academy
Ator, S.	Clerical	10/04/2018	Colborne Admin Offices
Akeredolu, A. F.	Nutrition Services	10/13/2018	American Indian Magnet
Barott, J. L.	Nutrition Services	10/26/2018	Four Seasons A+
Plumley, B. J.	Nutrition Services	09/20/2018	Harding Senior High
Love, I. E.	Technical	09/28/2018	Como Service Center

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
J., J. L.	Classroom Teacher	09/26/2018
P., B.	Education Assistant	10/04/2018

HUMAN RESOURCE TRANSACTIONS
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ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., C. L.	Custodian	10/22/2018

MILITARY LEAVE OF ABSENCE (WITHOUT PAY)

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Saunders, V. S.	Education Assistant	10/06/2018	Creative Arts Secondary
Saunders, V. S.	Education Assistant	09/17/2018	Creative Arts Secondary

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Dretzke, J.	Classroom Teacher	10/11/2018	\$50.04	Hazel Park Preparatory
Schwartz, C. L.	Classroom Teacher	10/08/2018	\$36.43	Hamline Elementary
Xiong, K.	Classroom Teacher	10/15/2018	\$31.96	Harding Senior High
Ashton, J. D.	Classroom Teacher	10/29/2018	\$54.09	Johnson Achievement Plus
Terrell, R. D.	School/Community Professional	11/01/2018	\$26.83	Parkway Montessori
Ahmed, H. M.	Teaching Assistant	10/02/2018	\$15.00	Johnson Achievement Plus
Chang, S.	Teaching Assistant	10/13/2018	\$15.00	Linwood Monroe Arts Lwr
Jackson, C. M.	Teaching Assistant	11/01/2018	\$15.00	Rondo Education Center
Kenney, A. M.	Teaching Assistant	10/13/2018	\$15.00	Maxfield Elementary
Mattison, J. D.	Teaching Assistant	10/08/2018	\$16.00	Washington Tech
Newman, D. M.	Teaching Assistant	10/22/2018	\$15.00	Jackson Preparatory
Smith, S. D.	Teaching Assistant	10/09/2018	\$15.00	Battle Creek Elementary
White, S.	Teaching Assistant	10/15/2018	\$16.00	Eastern Heights Elementary
Cruz-Trevino, A.	Clerical	10/27/2018	\$17.28	Murray Middle School
Saunby, E. R.	Clerical	10/25/2018	\$19.34	RiverEast Elem/Secondary

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Polga, X. L.	Classroom Teacher	10/25/2018	Jie Ming Mandarin Immr
Ramirez, W. S.	Classroom Teacher	10/17/2018	Wellstone Elementary
Rice, L. T.	Classroom Teacher	10/16/2018	Horace Mann School
Sharp, J. A.	Classroom Teacher	10/09/2018	Frost Lake Elementary

HUMAN RESOURCE TRANSACTIONS
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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Skaar, J. M.	Classroom Teacher	10/15/2018	Highland Park Senior High
Walker, J.	Classroom Teacher	10/08/2018	Washington Tech
Vang, M. Y.	Classroom Teacher	10/01/2018	Harding Senior High
McBride, M. J.	Principal	10/09/2018	Parkway Montessori
Suchon, A. C.	School/Community Professional	10/15/2018	Colborne Admin Offices
Amin, N.	Teaching Assistant	10/22/2018	Bruce F Vento Elementary
Klatte, M. A.	Carpenter	10/05/2018	Como Service Center
Arcand, T. A.	Custodian	09/27/2018	Farnsworth Aerospace Up
Szymanski, A. J.	Custodian	10/29/2018	Como Park Senior High
Machacek, J. E.	Pipe Fitter	10/22/2018	Como Service Center
Hernandez, J. N.	Professional Employee	10/29/2018	Como Service Center

RECISION OF RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
White, B. N.	School/Community Professional	12/30/2018	\$25.07	Title I Fed Program Offices

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Taulelle, K. J.	Teaching Assistant	09/22/2018	\$18.29	Linwood Monroe Arts Upper

REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Odeen, D. T.	Custodian	09/26/2018	\$26.99	Rondo Education Center

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., A. M.	Classroom Teacher	12/05/2018
P., S. D.	Classroom Teacher	11/02/2018

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kremer, K. J.	Classroom Teacher	11/29/2018	Battle Creek Middle School
Schenk, P. L.	Clerical	08/11/2018	Crossroads Science

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Humphrey, M. K.	Assistant Principal	11/07/2018	Daytons Bluff
Alexander, M. R.	Classroom Teacher	10/06/2018	Highland Park Elementary

HUMAN RESOURCE TRANSACTIONS
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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Barnicle, A. A.	Classroom Teacher	09/15/2018	Murray Middle School
Beard, K. K.	Classroom Teacher	10/03/2018	Washington Tech
Braaten, K. M.	Classroom Teacher	11/08/2018	Johnson Achievement Plus
Cohen, R. M.	Classroom Teacher	11/17/2018	Como Park Senior High
Jones, J. L.	Classroom Teacher	10/17/2018	Crossroads Science
Osborne, J. R.	Classroom Teacher	10/13/2018	Groveland Park Elementary
Stimpson, K. A.	Classroom Teacher	09/21/2018	Cherokee Heights Elem
Use, M.	Classroom Teacher	10/13/2018	Hazel Park Preparatory
Molohon, C. L.	Classroom Teacher	11/13/2018	St. Paul Music Academy
McGuire, P. R.	Classroom Teacher	08/04/2018	RiverEast Elem/Secondary
Lamb, K. E.	School/Community Professional	10/11/2018	Johnson Achievement Plus
Scheel, J.	School/Community Professional	09/29/2018	RiverEast Elem/Secondary
White, B. N.	School/Community Professional	12/29/2018	Title I Fed Program Offices
Davidson, M.	Education Assistant	10/17/2018	1780 W 7th Street
Pearson, B.	Education Assistant	10/18/2018	Murray Middle School
Azzone, A. R.	Teaching Assistant	10/12/2018	Battle Creek Elementary
Blaha, M. K.	Teaching Assistant	09/29/2018	Bruce F Vento Elementary
Brown, C. C.	Teaching Assistant	10/24/2018	Frost Lake Elementary
Gaffney, M. C.	Teaching Assistant	11/06/2018	Parkway Montessori
Hillman, S. S.	Teaching Assistant	09/29/2018	Murray Middle School
Ignasiak, C. E.	Teaching Assistant	09/15/2018	RiverEast Elem/Secondary
Jackson, C. M.	Teaching Assistant	09/29/2018	Humboldt Secondary School
Miller, C. E.	Teaching Assistant	10/06/2018	Battle Creek Elementary
Peterson, H. N.	Teaching Assistant	10/20/2018	Highland Park Elementary
Rick, A. S.	Teaching Assistant	09/20/2018	Crossroads Science

HUMAN RESOURCE TRANSACTIONS
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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Smith, S. D.	Teaching Assistant	11/03/2018	Battle Creek Elementary
Taulelle, K. J.	Teaching Assistant	10/09/2018	Linwood Monroe Arts Upper
Toivola, T. A.	Teaching Assistant	10/18/2018	Linwood Monroe Arts Lower
Weatherspoon, A. K.	Teaching Assistant	10/11/2018	Central Senior High
Wedeking, N. M.	Teaching Assistant	10/01/2018	Ramsey Middle School
Jordan, S. J.	School Bus Driver	01/02/2019	Transportation Services
Murphy, T. S.	Carpenter	12/01/2018	Como Service Center
O'Brien, N. A.	Clerical	09/25/2018	Journey's Secondary School
Schmaltz, G.	Custodian	10/19/2018	Galtier Elementary
Schmitt, R. T.	Custodian	11/08/2018	Como Park Senior High
Macioch, S. L.	Nutrition Services	09/28/2018	Johnson Achievement Plus
Van der Steur, L. A.	School/Community Professional	11/10/2018	Colborne Admin Offices
Marken, B.	Supervisory	10/06/2018	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
T., N. N.	Education Assistant	09/15/2018
C., M.	Teaching Assistant	10/09/2018
O., Y. C.	Teaching Assistant	09/01/2018
H., D. J.	Custodian	09/18/2018

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
D., D. M.	Teaching Assistant	10/18/2018	
H., O.	Custodian	10/18/2018	
H., R. E.	Nutrition Services	10/05/2018	

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Noble, K. R.	Classroom Teacher	09/01/2018	Creative Arts Secondary

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

DATE: November 13, 2018

TOPIC: Acceptance of Gift from Ecolab Foundation for Cherokee Heights

A. PERTINENT FACTS:

1. Cherokee Heights 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.
 - Staff PD Sessions: \$1,300
 - Innovation Lab: \$1,500
 - Student Recognition: \$500
 - Take Home Books Program: \$500
 - Arts and Physical Education: \$700
 - Playground Equipment: \$500
2. This gift will meet the District strategic plan goals of sustainability and Program Evaluation and Resource Allocation.
4. This item is submitted by Melisa Rivera, Principal of Cherokee Heights; and Andrew Collins, Assistant Superintendent.

B. RECOMMENDATION:

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.

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

DATE: November 13, 2018

TOPIC: Acceptance of Gift from Twin Cities Dunkers Fund of the Minneapolis Foundation

A. PERTINENT FACTS:

1. Our district high schools to accept monetary gifts in the amount listed below from the Twin Cities Dunkers Fund. The Dunkers Fund Foundation, in response to reports that Minneapolis and St. Paul public high school athletic programs were massively underfunded, the Twin Cities Dunkers in 2011 created the Twin Cities Dunkers Fund to provide targeted assistance to 14 high schools in the two cities.
2. Working in conjunction with The Minneapolis Foundation, the Dunker Fund has been able to direct \$587,649 to the schools. The money has been used to purchase equipment and uniforms, to improve athletic facilities and enable road trips. The school will receive the following amounts and use the money as listed.
 - Central: \$7,065 – Wrestling, Girls Lacrosse, Volleyball and Golf
 - Como Park: \$5,218 – Football helmets, Girls Basketball uniforms, Soccer and misc. equipment
 - Harding: \$5,250 – Soccer and wrestling uniforms
 - Humboldt: \$6,120 – Wrestling, Adapted Athletic equipment, Badminton
 - Washington: \$5,180 – Track & Field, Boys Soccer, Girls Basketball uniforms, Wrestling
3. This gift will meet the District strategic plan goals of sustainability and the strategic focus area of Program Evaluation/Resource Allocation.
4. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

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

DATE: November 13, 2018

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

A. PERTINENT FACTS:

1. The Bush Foundation's Individualized Learning Initiative grant program funds projects that help schools develop models for individualized learning.
2. Saint Paul Public Schools Hamline Elementary School prepared an application for a planning grant to build on its long-standing partnership with Hamline University to become the Hamline Learning Lab School. The goal of this project is a school redesign that embraces shared leadership among students, teachers, administrators, professors, parents, and community members. 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 344 students at Hamline Elementary School.
4. This project will meet the District strategic plan goal of Effective and Culturally Relevant Instruction.
5. This is a new grant-funded project. Duration of the project is one year.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Kristin Reilly, Principal, Hamline Elementary; Efe Agbamu, Assistant Superintendent; Kate Wilcox-Harris, Chief Academic Officer; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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

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

DATE: November 13, 2018

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

A. PERTINENT FACTS:

1. The Cargill Foundation supports programs that are rigorous, curriculum-driven and embedded in other areas of learning at the school or district levels in the areas of STEM and College and Career Readiness.
2. Saint Paul Public School Nutrition Services prepared an application and was awarded funds to support the Grow Our Own (GROW) Project. The goal of this project is to support development of a school garden curriculum, strengthening connections to math and literacy outcomes. Further, this project will help promote college and career readiness through exposure to the food and agriculture industry, post-secondary educational opportunities, and career paths within the food industry. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$200,000. The GROW Project will serve/engage:
 - 500 SPPS students in classroom and school gardens
 - 18 Teachers
 - 20 Nutrition Services staff
4. This project will meet the District strategic plan goal of Effective and Culturally Relevant Instruction.
5. This is a new grant-funded project. The project is 24-months long.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; 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 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.

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

DATE: November 13, 2018

TOPIC: Request for Permission to Accept a Grant from the Minnesota Historical Society

A. PERTINENT FACTS:

1. The Minnesota Historical Society's History Enrichment Program is committed to improving the education of Minnesota students by providing educational resources for teachers and students that support state standards.
2. Washington Technology Magnet School prepared an application and received a grant to support curriculum materials, field trips, classroom support services and out-of-school learning opportunities about history. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for this project. This project is for approximately \$17,000. Students at Washington Technology Magnet School will be impacted by this project.
4. This project will meet the District strategic plan goal of Effective and Culturally Relevant Instruction by providing classroom support to students from an award-winning cultural institution.
5. This is a recurring grant funded project and is in its fourth year.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Mike McCollor, Principal, Washington Technology Magnet 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 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.

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

DATE: November 13, 2018

TOPIC: Request for Permission to Accept a Grant 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 Saint Paul Music Academy has received a grant to fund adult meals at school parent events. The goal of this project is to increase student participation in nutrition programs by inviting their parents/caring adults to eat with them. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,100. Students at Saint Paul Music Academy will be impacted by this project.
4. This project will meet the District strategic plan goal of Positive School and District Culture.
5. This is a new grant-funded project. The duration of this project is October 26, 2018 through June 7, 2019.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Bobbie Evangelist, Principal, Saint Paul Music Academy; Andrew Collins; Assistant Superintendent; and Marie Schrul; Chief Financial Officer

B. RECOMMENDATION:

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.

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

DATE: November 13, 2018

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

A. PERTINENT FACTS:

1. 3M Gives is currently accepting grant applications for projects that build interest and achievement in STEM among underrepresented populations.
2. Saint Paul Public Schools Office of College and Career Readiness has prepared an application for funds to support 3M STEP. The goal of 3M STEP is to provide high school juniors and seniors with an immersive STEM work experience at 3M. 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 \$155,000. 3M STEP will impact 38 high school juniors and seniors.
4. This project will meet the District strategic plan focus of College and Career Paths by increasing opportunities for student to envision their future, explore careers and prepare for college.
5. This is a recurring grant-funded project. 3M STEP is in its 47th year of funding.
6. This item is submitted by Megan Garrido, Fund Development Coordinator; Kathy Kittel, Supervisor, Postsecondary Partnerships; 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 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.

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

DATE: November 13, 2018

TOPIC: Request for Permission to Submit a Grant to the Capitol Region Watershed District

A. PERTINENT FACTS:

1. The Capitol Region Watershed District is currently accepting grant applications for projects that support water resource protection and improvement.
2. Saint Paul Public Schools Facilities Department prepared an application for funds to make facilities improvements at LEAP High School, including: repairs to the courtyard, installation of a raingarden, and adding a pretreatment structure to an existing stormwater ditch. The goal of this project is to reduce pollution and increase useable educational space at the school. 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 \$30,000. This grant project will impact all students and teachers at LEAP High School.
4. This project will meet the District strategic plan goals of Positive School and District Culture and Effective and Culturally Relevant Instruction.
5. This is new grant-funded project.
6. This item is submitted by Tom Parent, Facilities Director, Facilities Department and Jackie Turner, Chief Operating Officer, and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: November 13, 2018

TOPIC: Request for Permission to Submit a Grant to Ramsey County

A. PERTINENT FACTS:

1. Ramsey County is currently accepting grant applications for projects that promote soil and water conservation and stormwater management.
2. Saint Paul Public Schools Facilities Department prepared an application for funds to make facilities improvements at LEAP High School, including: repairs to the courtyard, installation of a raingarden, and adding a pretreatment structure to an existing stormwater ditch. The goal of this project is to reduce pollution and increase useable educational space at the school. 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 \$10,000. This grant project will impact all students and teachers at LEAP High School.
4. This project will meet the District strategic plan goals of Positive School and District Culture and Effective and Culturally Relevant Instruction.
5. This is new grant-funded project.
6. This item is submitted by Tom Parent, Facilities Director, Facilities Department and Jackie Turner, Chief Operating Officer and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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.

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

DATE: November 13, 2018

TOPIC: Request for Permission to Submit a Grant to the State of Minnesota

A. PERTINENT FACTS:

1. The State of Minnesota's Regional Low Incidence Project - Region 11 is currently accepting grant applications for projects that address identified gaps and needs in special education programs and related services for students identified with any Low Incidence disability.
2. Saint Paul Public Schools Office of Specialized Services has prepared an application for funds to improve special education by: 1) developing a Schoology Course on Assistive Technology; 2) planning and providing an immersive one day "Train the Trainer" Professional Development on Assistive Technology Consideration & Tools using Schoology; and 3) providing follow-up visits to all SPPS Middle Schools to support assistive technology trainers. The goal of this project is to use data to enhance instructional practices that increase student engagement and achievement. 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 \$2,000. This project will impact students across the district.
4. This project will meet the District strategic plan goals of Effective and Culturally Relevant Instruction and College and Career Paths by helping staff become more knowledgeable about effective assistive technology considerations and outcomes, and more student IEPs will reflect students using assistive technology.
5. This is a new grant-funded project. This project will take place during the 2018-2019 school year.
6. This item is submitted by Leslie Hitchens, Supervisor, Office of Specialized Services; Theresa Battle, Assistant Superintendent; Kate Wilcox-Harris, 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 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.

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

DATE: November 13, 2018

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

A. PERTINENT FACTS:

1. The Best Buy Foundation supports projects that increase access to technology education.
2. Saint Paul Public Schools Office of Teaching and Learning prepared an application for funds to support the SPPS Genius Squad: students in grades 5-12 who participate, lead, and support technology integration in a variety of ways at their respective schools and across the district. The goals of this project focus on real-world, career-related skills, technology problem-solving experiences, and opportunities to learn more about technology-related careers. Staff at the program researched this grant opportunity.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$40,000. Over 400 students from 24 schools will be impacted.
4. This project will meet the District strategic plan goals of Effective and Culturally Relevant Instruction and College and Career Paths by providing learning and leadership opportunities that develop essential skills to ensure post-secondary success.
5. This is a recurring grant-funded project. The duration of this project is September 1, 2018 through August 31, 2019.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Hans Ott, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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

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

DATE: November 13, 2018

TOPIC: Request for Permission to Accept a Grant from the Minnesota Super Bowl Legacy Fund

A. PERTINENT FACTS:

1. The Super Bowl Legacy Fund awards grants that promote wellness and health for youth in the State of Minnesota.
2. Saint Paul Public Schools Nutrition Services received a grant to support the Tastemasters Taste Test: a program that combines food lessons in class with taste testing of new foods in the cafeteria. The goal of this project is to encourage adventurous eating by teaching students about new foods before they try them.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,474 and will impact 5,000 students in 11 schools.
4. This project will meet the District strategic plan goal of Effective and Culturally Relevant Instruction by using hands on instruction and student engagement to educate students about new foods.
5. This is a new grant funded project.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; 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 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.

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

DATE: November 13, 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 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.

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

DATE: November 13, 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 November 26, 2018, 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: November 13, 2018

TOPIC: 2018 Facilities Radon Testing Results

A. PERTINENT FACTS:

1. Per MN §123B.571, the school District may complete routine radon testing every five (5) years, or after major renovation work and ventilation equipment modifications.
2. The findings shall be reported to the Board of Education and the Minnesota Department of Health.
3. The Facilities Department is following the *Protocol for Conducting Measurements of Radon and Radon Decay Products in Schools and Large Buildings*, published by the American Association of Radon Scientists and Technologists and referenced by the US Environmental Protection Agency.
4. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
5. This item is presented by Jeff Connell, Assistant Director of Facilities, Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

Saint Paul Public Schools 2018 Short-term Radon Testing Results

In February and March 2018, the buildings listed in the table below were tested for radon. Radon is a naturally occurring colorless and odorless gas that can enter school buildings from the underlying soil and build up to levels that are unsafe. Pursuant Minnesota State Statute 123B.571, school districts shall do routine radon testing a minimum of every five years and after major HVAC renovation work. All SPPS buildings were tested for radon in winter 2013/2014. This round of testing was conducted because of recent changes to the automation systems and/or major renovations in the buildings listed below that may have an impact on radon levels.

Below are the results of the radon testing that was conducted in 2018. The U.S. Environmental Protection Agency (EPA) recommends additional investigation when a space measures 4.0 picocuries per liter (pCi/L) or higher. As a result, continuous radon monitoring (CRM) was conducted in the three elevated spaces at 1780 West 7th Street to determine the level of radon exposure during occupancy. All three rooms averaged between 0.3 and 0.4 pCi/L during occupied hours. No additional action is necessary at this time.

Saint Paul Public Schools – 2018 Radon Testing – Range of Results					
Building Name	Total Samples	Passing			Additional Testing Required
		0.0 – 1.9 pCi/L	2.0 – 2.9 pCi/L	3.0 – 3.9 pCi/L	≥ 4 pCi/L
Administration Building	29	29	0	0	0
AGAPE High School	36	34	1	1	0
Battle Creek Elementary School	60	59	1	0	0
Battle Creek Middle School	57	57	0	0	0
Belvidere Early Learning	33	32	1	0	0
Bridge View School	50	50	0	0	0
Central High School	66	63	2	1	0
Community Education Services (1780 West 7 th)	17	10	4	0	3
Como Park Elementary School	91	85	6	0	0
Crosswinds School	56	56	0	0	0
Focus Beyond	49	49	0	0	0
Harding High School	217	217	0	0	0
Highland Park High School	69	69	0	0	0
Highland Park Middle School	56	56	0	0	0
Hubbs Center	98	97	1	0	0
Jackson Preparatory School	29	29	0	0	0
Maxfield Elementary School	60	58	2	0	0
Murray Middle School	50	50	0	0	0
Nokomis Montessori – North Campus	33	33	0	0	0
Phalen Lake Hmong Studies Magnet	73	73	0	0	0
Student Placement Center	13	12	0	1	0
Washington Technology Magnet	104	104	0	0	0

pCi/L = picocuries per liter

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

DATE: November 13, 2018

TOPIC: Closure of Sites to Open Enrollment

A. PERTINENT FACTS:

1. Enrollment information for individual locations being recommended for closure to open enrollment below.
 - **Focus Beyond:** Focus Beyond's capacity is 225 students and its draft Nov. 1, 2018 enrollment is 247 students. (The STEPS program is not included in these enrollment numbers, but is supported by Focus Beyond.)
 - **Bridge View:** Bridge View's capacity is 144 students and its draft Nov. 1, 2018 enrollment is 135 students. However, Bridge View's enrollment typically increases by 15 students during the course of the year.
 - **River East:** River East's capacity is 60 students and its draft Nov. 1, 2018 enrollment is 54 students.
 - **Journeys:** Journeys capacity is 100 (40 for traditional, 9-12 Journeys plus 60 for Transition, 18-21 Journeys). Journeys draft Nov. 1, 2018 enrollment is 62. Journeys also houses the A2E program, which has a capacity of 20 and current enrollment of 18.
2. We have currently exceeded the enrollment and staffing, or have reason to believe we will during the year, and will continue to need to serve residents of Saint Paul moving into or transferring to the programming at these sites.
3. We are requesting closure to new Open Enrollment requests grades KG-12 at Bridge View, River East, Journeys and Focus Beyond for the 2018-2019 school year.
4. This project will meet the District strategic plan goal/goals of achievement for all students, and Positive School and District Culture to support students to thrive as individual learners.
5. This item is submitted by Theresa Battle, Interim Director of Specialized Services and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: November 13, 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
Prescription Landscape	Snow Removal	\$140,000	A12345-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: November 13, 2018

TOPIC: Plat of 900 Albion

A. PERTINENT FACTS:

1. On July 11, 2017 the Board of Education approved the purchase agreement with J.A. Wedum for the disposition of 900 Albion.
2. J.A. Wedum, as Wedum Albion LLC, submitted for City Council approval the attached 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.
3. The appropriate City departments have reviewed the combined plat and found that it meets the Zoning Code requirements.
4. The City Council held a public hearing on the proposed combined plat on October 17, 2018 at which all interested parties were given an opportunity to be heard.
5. The City Council approved the combined plat at the City Council Meeting on October 17, 2018.
6. This project will meet the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education 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.



City of Saint Paul

Signature Copy

Resolution-Public Hearing: RES PH 18-265

City Hall and Court
House
15 West Kellogg
Boulevard
Phone: 651-266-8560

File Number: RES PH 18-265

Approving the combined plat for West End Second Addition.

WHEREAS, Wedum Albion LLC, Zoning File # 18-083-357, has submitted for City Council approval the attached 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; and

WHEREAS, the appropriate City departments have reviewed the combined plat and found, subject to the recommended conditions, that it meets the requirements of Chapter 69 of the Zoning Code; and

WHEREAS, notice of public hearing before the City Council was duly published in the official newspaper of the City on October 4, 2018, and notices were duly mailed to each owner of affected property and property situated wholly or partly within 350 feet of the subject property; and

WHEREAS, the City Council held a public hearing on the proposed combined plat on October 17, 2018 at which all interested parties were given an opportunity to be heard, the Council having considered all the facts and recommendations concerning the plat;

NOW, THEREFORE BE IT RESOLVED, that the City Council accepts and approves the attached combined plat for West End Second Addition to create two lots, subject to the following conditions:

1. The applicant shall file a copy of the Council Resolution approving the combined plat with the Ramsey County Recorder's Office.
2. Approval of the plat by Ramsey County.

AND BE IT FURTHER RESOLVED, that the City Clerk shall mail a copy of this resolution to the Applicant, the Zoning Administrator, and the Planning Administrator.

At a meeting of the City Council on 10/17/2018, this Resolution-Public Hearing was Mayor's Office.

Yea: 7 Councilmember Bostrom, Councilmember Brendmoen, Councilmember Thao, Councilmember Tolbert, Councilmember Noecker, Councilmember Prince, and Councilmember Jalali Nelson

Nay: 0

Vote Attested by 
Council Secretary Trudy Moloney

Date 10/17/2018

Approved by the Mayor

A handwritten signature in black ink, appearing to read "M. W. Carter III", written over a horizontal line.

Melvin Carter III

Date

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

DATE: November 13, 2018

TOPIC: Settlement of Partially Insured Claim (L.J.)

A. PERTINENT FACTS:

1. On March 21, 2018, a former employee filed a Charge of Discrimination against the School District with the Minnesota Department of Human Rights.
2. The matter can be settled for a payment of \$16,000 on the terms set forth in a Settlement Agreement.
3. This settlement supports the District's target area goals of alignment and resource allocation.
4. This item is submitted by Laurin Cathey, Executive Director of Human Resources; Tom Parent, Facilities Director; Jamie Jonassen, Assistant General Counsel; and Dr. Joe Gothard, Superintendent.

B. RECOMMENDATION:

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.

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

DATE: November 13, 2018

TOPIC: Settlement of Partially Insured Claim (L.L.K.)

A. PERTINENT FACTS:

1. On July 14, 2017, the Parents of two Students served on the School District a lawsuit that was partially insured.
2. The matter can be settled for a payment of \$12,500 on the terms set forth in a Settlement Agreement.
3. This settlement supports the District's target area goals of alignment and resource allocation.
4. This item is submitted by Jamie Jonassen, Assistant General Counsel; Dr. Kate Wilcox-Harris, Chief Academic Officer; and Dr. Joe Gothard, Superintendent.

B. RECOMMENDATION:

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.

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

DATE: November 13, 2018

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

A. PERTINENT FACTS:

1. Implementation of work scope that did not receive any bidders (WS #0965)
2. Correction of unforeseen conditions due to inconsistent existing subfloor condition, structural integrity, and level
3. Modification of specified flooring to employ district standard resilient flooring in impacted areas, reducing overall potential cost of flooring and maintaining the project schedule
4. Funding will be provided from Capital Levy.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.
7. Total change to the original contract amount of \$652,325 is 24.6%. New total contract amount with total change orders to date is in the amount of \$812,605. The total amount of change with all project contracts combined to date is 11.7%. 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 Construction Change Directive #232 for Commercial Flooring Services at Adams Spanish Immersion School for an amount not to exceed \$156,835.

Abstract of Votes Cast
Independent School District No. 625 (ST PAUL)
State of Minnesota
at the State General Election
Held Tuesday, November 6, 2018

Compiled from the Official Returns.

Summary of Totals
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2018 State General Election

Number of persons registered as of 7 a.m.	162036
Number of persons registered on Election Day	14383
Number of accepted regular, military, and overseas absentee ballots and mail ballots	27936
Number of federal office only absentee ballots	159
Number of presidential absentee ballots	0
Total number of persons voting	127311

Summary of Totals
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2018 State General Election

KEY TO PARTY ABBREVIATIONS

NP - Nonpartisan

SCHOOL DISTRICT QUESTION 1 (ISD #625)

NP	NP
YES	NO
76072	40025

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2018 State General Election

Precinct	Persons Registered as of 7 A.M.	Persons Registered on Election Day	Total Number of Persons Voting
62 0540 : ST. PAUL W-1 P-01	1173	92	1061
62 0550 : ST. PAUL W-1 P-02	2165	300	1821
62 0560 : ST. PAUL W-1 P-03	1896	175	1289
62 0570 : ST. PAUL W-1 P-04	1348	137	945
62 0580 : ST. PAUL W-1 P-05	1344	136	965
62 0590 : ST. PAUL W-1 P-06	2728	268	2121
62 0600 : ST. PAUL W-1 P-07	1518	101	1343
62 0610 : ST. PAUL W-1 P-08	2153	265	1834
62 0620 : ST. PAUL W-1 P-09	2275	189	1372
62 0630 : ST. PAUL W-1 P-10	461	53	275
62 0640 : ST. PAUL W-1 P-11	1125	174	798
62 0650 : ST. PAUL W-1 P-12	335	22	286
62 0660 : ST. PAUL W-1 P-13	1180	86	1037
62 0670 : ST. PAUL W-1 P-14	964	70	658
62 0675 : ST. PAUL W-1 P-15	746	69	456
62 0678 : ST. PAUL W-1 P-16	229	20	172
62 0680 : ST. PAUL W-2 P-01	1594	123	1464
62 0690 : ST. PAUL W-2 P-02	1717	123	1514
62 0700 : ST. PAUL W-2 P-03	2583	261	2151
62 0710 : ST. PAUL W-2 P-04	1559	111	1349
62 0720 : ST. PAUL W-2 P-05	2357	183	1949
62 0730 : ST. PAUL W-2 P-06	607	57	504
62 0740 : ST. PAUL W-2 P-07	2182	218	1762
62 0750 : ST. PAUL W-2 P-08	1249	110	795
62 0760 : ST. PAUL W-2 P-09	1995	204	1699
62 0770 : ST. PAUL W-2 P-10	90	13	24
62 0780 : ST. PAUL W-2 P-11	2735	378	2318

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2018 State General Election

Precinct	Persons Registered as of 7 A.M.	Persons Registered on Election Day	Total Number of Persons Voting
62 0790 : ST. PAUL W-2 P-12	1729	120	1467
62 0800 : ST. PAUL W-2 P-13	1506	134	1167
62 0810 : ST. PAUL W-2 P-14	1689	135	1316
62 0820 : ST. PAUL W-2 P-15	2668	287	1909
62 0840 : ST. PAUL W-3 P-01	2090	94	1892
62 0850 : ST. PAUL W-3 P-02	2512	129	2260
62 0860 : ST. PAUL W-3 P-03	2722	188	2412
62 0870 : ST. PAUL W-3 P-04	1349	162	1207
62 0880 : ST. PAUL W-3 P-05	1886	169	1635
62 0890 : ST. PAUL W-3 P-06	2115	131	1893
62 0900 : ST. PAUL W-3 P-07	1402	213	1188
62 0910 : ST. PAUL W-3 P-08	1609	83	1465
62 0920 : ST. PAUL W-3 P-09	2513	124	2220
62 0930 : ST. PAUL W-3 P-10	1490	91	1333
62 0940 : ST. PAUL W-3 P-11	1970	175	1505
62 0950 : ST. PAUL W-3 P-12	1784	107	1662
62 0960 : ST. PAUL W-3 P-13	1831	107	1656
62 0970 : ST. PAUL W-3 P-14	3603	192	3251
62 1000 : ST. PAUL W-4 P-01	1645	102	1463
62 1010 : ST. PAUL W-4 P-02	1275	100	1188
62 1020 : ST. PAUL W-4 P-03	2259	299	1980
62 1030 : ST. PAUL W-4 P-04	1840	172	1631
62 1040 : ST. PAUL W-4 P-05	1325	144	1191
62 1050 : ST. PAUL W-4 P-06	1531	659	1550
62 1060 : ST. PAUL W-4 P-07	1820	301	1746
62 1070 : ST. PAUL W-4 P-08	2197	210	1863
62 1080 : ST. PAUL W-4 P-09	1648	207	1318
62 1090 : ST. PAUL W-4 P-10	2035	161	1816
62 1100 : ST. PAUL W-4 P-11	2230	146	1893

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2018 State General Election

Precinct	Persons Registered as of 7 A.M.	Persons Registered on Election Day	Total Number of Persons Voting
62 1110 : ST. PAUL W-4 P-12	1688	186	1446
62 1120 : ST. PAUL W-4 P-13	1562	233	1329
62 1130 : ST. PAUL W-4 P-14	1467	112	1202
62 1140 : ST. PAUL W-4 P-15	1527	96	1300
62 1160 : ST. PAUL W-5 P-01	2006	142	1814
62 1170 : ST. PAUL W-5 P-02	2487	87	2167
62 1180 : ST. PAUL W-5 P-03	2006	170	1723
62 1190 : ST. PAUL W-5 P-04	3477	269	2451
62 1200 : ST. PAUL W-5 P-05	1829	167	1143
62 1210 : ST. PAUL W-5 P-06	1873	146	1237
62 1220 : ST. PAUL W-5 P-07	1187	126	758
62 1230 : ST. PAUL W-5 P-08	2382	207	1523
62 1240 : ST. PAUL W-5 P-09	1768	141	1054
62 1250 : ST. PAUL W-5 P-10	627	71	379
62 1290 : ST. PAUL W-6 P-01	1411	92	1088
62 1300 : ST. PAUL W-6 P-02	1259	79	1069
62 1310 : ST. PAUL W-6 P-03	1554	107	1046
62 1320 : ST. PAUL W-6 P-04	1910	174	1189
62 1330 : ST. PAUL W-6 P-05	2170	200	1382
62 1340 : ST. PAUL W-6 P-06	2515	221	1512
62 1350 : ST. PAUL W-6 P-07	652	44	378
62 1360 : ST. PAUL W-6 P-08	1565	184	961
62 1370 : ST. PAUL W-6 P-09	2356	192	1483
62 1380 : ST. PAUL W-6 P-10	1030	72	687
62 1390 : ST. PAUL W-6 P-11	1664	113	1187
62 1400 : ST. PAUL W-6 P-12	1156	83	804
62 1430 : ST. PAUL W-7 P-01	2112	227	1375
62 1440 : ST. PAUL W-7 P-02	1280	107	775
62 1450 : ST. PAUL W-7 P-03	1505	134	1000

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2018 State General Election

Precinct	Persons Registered as of 7 A.M.	Persons Registered on Election Day	Total Number of Persons Voting
62 1460 : ST. PAUL W-7 P-04	929	71	577
62 1470 : ST. PAUL W-7 P-05	1375	90	1063
62 1480 : ST. PAUL W-7 P-06	1425	105	945
62 1490 : ST. PAUL W-7 P-07	1199	91	798
62 1500 : ST. PAUL W-7 P-08	1721	129	1165
62 1510 : ST. PAUL W-7 P-09	1538	105	1038
62 1520 : ST. PAUL W-7 P-10	1423	88	1014
62 1530 : ST. PAUL W-7 P-11	1305	130	782
62 1540 : ST. PAUL W-7 P-12	2632	180	1923
62 1550 : ST. PAUL W-7 P-13	1883	132	1505
Independent School District No. 625 (ST PAUL) Total:	162036	14383	127311

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2018 State General Election

Office Title: SCHOOL DISTRICT QUESTION 1 (ISD #625)

Precinct	NP YES	NP NO
62 0540 : ST. PAUL W-1 P-01	725	266
62 0550 : ST. PAUL W-1 P-02	1181	478
62 0560 : ST. PAUL W-1 P-03	723	395
62 0570 : ST. PAUL W-1 P-04	532	286
62 0580 : ST. PAUL W-1 P-05	532	304
62 0590 : ST. PAUL W-1 P-06	1377	534
62 0600 : ST. PAUL W-1 P-07	936	318
62 0610 : ST. PAUL W-1 P-08	1215	412
62 0620 : ST. PAUL W-1 P-09	660	469
62 0630 : ST. PAUL W-1 P-10	113	99
62 0640 : ST. PAUL W-1 P-11	414	235
62 0650 : ST. PAUL W-1 P-12	190	64
62 0660 : ST. PAUL W-1 P-13	717	247
62 0670 : ST. PAUL W-1 P-14	288	134
62 0675 : ST. PAUL W-1 P-15	220	168
62 0678 : ST. PAUL W-1 P-16	116	47
62 0680 : ST. PAUL W-2 P-01	1006	371
62 0690 : ST. PAUL W-2 P-02	1040	401
62 0700 : ST. PAUL W-2 P-03	1262	754
62 0710 : ST. PAUL W-2 P-04	942	311
62 0720 : ST. PAUL W-2 P-05	1172	650
62 0730 : ST. PAUL W-2 P-06	308	156
62 0740 : ST. PAUL W-2 P-07	1144	461
62 0750 : ST. PAUL W-2 P-08	510	228
62 0760 : ST. PAUL W-2 P-09	1121	443
62 0770 : ST. PAUL W-2 P-10	10	12
62 0780 : ST. PAUL W-2 P-11	1661	490

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2018 State General Election

Office Title: SCHOOL DISTRICT QUESTION 1 (ISD #625)

Precinct	NP YES	NP NO
62 0790 : ST. PAUL W-2 P-12	917	458
62 0800 : ST. PAUL W-2 P-13	732	345
62 0810 : ST. PAUL W-2 P-14	726	495
62 0820 : ST. PAUL W-2 P-15	1008	669
62 0840 : ST. PAUL W-3 P-01	1188	609
62 0850 : ST. PAUL W-3 P-02	1431	726
62 0860 : ST. PAUL W-3 P-03	1538	711
62 0870 : ST. PAUL W-3 P-04	725	392
62 0880 : ST. PAUL W-3 P-05	990	462
62 0890 : ST. PAUL W-3 P-06	1035	721
62 0900 : ST. PAUL W-3 P-07	894	214
62 0910 : ST. PAUL W-3 P-08	935	464
62 0920 : ST. PAUL W-3 P-09	1370	708
62 0930 : ST. PAUL W-3 P-10	790	463
62 0940 : ST. PAUL W-3 P-11	868	438
62 0950 : ST. PAUL W-3 P-12	1171	396
62 0960 : ST. PAUL W-3 P-13	1057	483
62 0970 : ST. PAUL W-3 P-14	2005	1101
62 1000 : ST. PAUL W-4 P-01	1120	273
62 1010 : ST. PAUL W-4 P-02	957	178
62 1020 : ST. PAUL W-4 P-03	1532	324
62 1030 : ST. PAUL W-4 P-04	1105	431
62 1040 : ST. PAUL W-4 P-05	771	312
62 1050 : ST. PAUL W-4 P-06	822	417
62 1060 : ST. PAUL W-4 P-07	1080	552
62 1070 : ST. PAUL W-4 P-08	1272	458
62 1080 : ST. PAUL W-4 P-09	910	296
62 1090 : ST. PAUL W-4 P-10	1311	371

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2018 State General Election

Office Title: SCHOOL DISTRICT QUESTION 1 (ISD #625)

Precinct	NP YES	NP NO
62 1100 : ST. PAUL W-4 P-11	1269	502
62 1110 : ST. PAUL W-4 P-12	1019	331
62 1120 : ST. PAUL W-4 P-13	900	310
62 1130 : ST. PAUL W-4 P-14	881	259
62 1140 : ST. PAUL W-4 P-15	862	345
62 1160 : ST. PAUL W-5 P-01	1120	591
62 1170 : ST. PAUL W-5 P-02	1340	721
62 1180 : ST. PAUL W-5 P-03	1092	514
62 1190 : ST. PAUL W-5 P-04	1372	864
62 1200 : ST. PAUL W-5 P-05	504	409
62 1210 : ST. PAUL W-5 P-06	599	502
62 1220 : ST. PAUL W-5 P-07	355	309
62 1230 : ST. PAUL W-5 P-08	655	625
62 1240 : ST. PAUL W-5 P-09	524	398
62 1250 : ST. PAUL W-5 P-10	192	132
62 1290 : ST. PAUL W-6 P-01	571	454
62 1300 : ST. PAUL W-6 P-02	651	345
62 1310 : ST. PAUL W-6 P-03	463	471
62 1320 : ST. PAUL W-6 P-04	546	499
62 1330 : ST. PAUL W-6 P-05	707	536
62 1340 : ST. PAUL W-6 P-06	715	631
62 1350 : ST. PAUL W-6 P-07	182	121
62 1360 : ST. PAUL W-6 P-08	431	338
62 1370 : ST. PAUL W-6 P-09	678	668
62 1380 : ST. PAUL W-6 P-10	282	340
62 1390 : ST. PAUL W-6 P-11	515	594
62 1400 : ST. PAUL W-6 P-12	344	398
62 1430 : ST. PAUL W-7 P-01	809	434

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 6, 2018 State General Election

Office Title: SCHOOL DISTRICT QUESTION 1 (ISD #625)

Precinct	NP YES	NP NO
62 1440 : ST. PAUL W-7 P-02	375	315
62 1450 : ST. PAUL W-7 P-03	475	399
62 1460 : ST. PAUL W-7 P-04	295	209
62 1470 : ST. PAUL W-7 P-05	608	371
62 1480 : ST. PAUL W-7 P-06	436	403
62 1490 : ST. PAUL W-7 P-07	339	330
62 1500 : ST. PAUL W-7 P-08	535	523
62 1510 : ST. PAUL W-7 P-09	431	521
62 1520 : ST. PAUL W-7 P-10	479	462
62 1530 : ST. PAUL W-7 P-11	391	307
62 1540 : ST. PAUL W-7 P-12	975	774
62 1550 : ST. PAUL W-7 P-13	780	570
Total:	76072	40025

We, the school board members of Independent School District No. 625 (ST PAUL), certify that we have canvassed the returns of the State General Election held on Tuesday, November 6, 2018 and have herein specified the names of any candidates receiving votes and the number of votes received by each candidate, and have herein specified the number of votes for and against any ballot questions voted on in this election.

As appears by the returns of the election precincts voting in this election, duly returned to, filed, opened, and canvassed, and now remaining on file in the office of the clerk of Independent School District No. 625 (ST PAUL).

Witness our official signature at _____ in _____ County this _____ day of _____, 2018.

School Board Member

School Board Member

School Board Member

School Board Member

School Board Member

School Board Member

School Board Member

State of Minnesota
Independent School District No. 625 (ST PAUL)

I, _____, Clerk of the Independent School District No. 625 (ST PAUL) do hereby certify the within and foregoing _____ pages to be a full and correct copy of the original abstract and return of the votes cast in the Independent School District No. 625 (ST PAUL) State General Election held on Tuesday, November 6, 2018.

Witness my hand and official seal of office this _____ day of _____, 2018.

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

RESOLUTION - GENERAL FORM

Board File No. _____

Date: November 13, 2018

**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.

Adopted November 13, 2018

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

CHAIR Board of Education

CLERK Board of Education

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.

NOVEMBER 13, 2018

4:30 pm

SPECIAL CLOSED MEETING OF THE BOARD OF EDUCATION

Negotiations Update

NOVEMBER 13, 2018

5:30 pm

6:05 pm

REGULAR MEETING OF THE BOARD OF EDUCATION

Public Comment

Regular Meeting

DECEMBER 4, 2018

4:30 pm

COMMITTEE OF THE BOARD MEETING

DECEMBER 18, 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

January 8, 2019

February 5

March 5

April 9

May 7

June 11

Board of Education

January 8, 2019 (Annual Meeting)

January 22

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

November 10, 2018

District-Wide Hmong New Year Celebration
Washington Tech | 2pm

December 1, 2018

MSBA Delegate Assembly
Doubletree Park Place | 1pm

* 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 | 2018-2019SY MEETING DATES

	COB	BOE
TIME	4:30pm (unless otherwise noted)	Public Comment 5:30 Board of Education Meeting 6:05pm
2017-2018SY		
DEC	12/5/2017	12/19/2017
JAN	1/9/2018 4:30 pm	1/9/2018 6:45 pm Annual Meeting
		~~1/23/2018~~ 1/30/2018
FEB	~~2/6/2018~~ 2/13/2018	2/20/2018
MAR	3/6/2018	3/20/2018
APR	4/10/2018	4/24/2018
MAY	5/8/2018	5/22/2018
JUNE	6/12/2018	6/12/2018 Special Non-Renewals
		6/19/2018
JULY	~~7/17/2018~~ * (canceled)	7/17/2018
AUG	~~8/14/2018~~ 8/7/2018* (added)	8/21/2018
2018-2019SY		
SEPT	9/11/2018	9/18/2018
OCT	10/9/2018	10/23/2018
NOV	11/7/2018*	11/13/2018
DEC	12/4/2018	12/18/2018
JAN	1/8/2019 4:30 pm	1/8/2019 5:30 pm Annual Meeting
		1/22/2019
FEB	2/5/2019	2/19/2019
MAR	3/5/2019	3/19/2019

BOARD GENERAL_DATES: Board Meeting 2016-2018

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	8/6/2019	8/20/2019