



Saint Paul Public Schools

Regular Meeting

Tuesday, October 23, 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

October 23, 2018
6:05 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**
- IV. RECOGNITIONS**
 - A. Acknowledgement of Good Work Provided by Outstanding District Employees and Departments 6
- V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- VI. APPROVAL OF THE MINUTES**
 - A. Minutes of the Regular Meeting of the Board of Education of September 18, 2018 7
 - B. Minutes of the Special Meeting of the Board of Education of September 25, 2018 30
 - C. Minutes of the Special Closed Meeting of the Board of Education of October 9, 2018 34
 - D. Minutes of the Special Meeting of the Board of Education of October 13, 2018 36
- VII. COMMITTEE REPORTS**
 - A. Committee of the Board Meeting of October 9, 2018 39
- VIII. SUPERINTENDENT'S REPORT**
 - A. Science in SPPS 52
 - B. Human Resource Transactions 76
- IX. CONSENT AGENDA**

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

 - A. Gifts
 - 1. Request for Permission to Accept Central High School PAC Check # 5136 89

B. Grants	
1. Request for Permission to Accept a Grant from the Dollar General Literacy Foundation	90
2. Request for Permission to Accept Two Subawarded Grants from Goodwill Easter Seals of Minnesota	91
3. Request for Permission to Accept a Grant from Saint Paul Promise Neighborhood through the Amherst H. Wilder Foundation	92
4. Request for Permission to Accept a Grant from the WE Schools Helping Hands Grant Program	93
C. Contracts	
1. Ramsey County Elections	94
D. Agreements	
1. Enter Into a Lease Agreement for School Buses	95
2. Mental Health Partnerships	96
E. Administrative Items	
1. Monthly Operating Authority	97
2. Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations	98
3. Joint Powers Agreement between Saint Paul Public Schools and the City of Woodbury	99
4. Request for Approval for Funds from the Minnesota State High School League's Foundation	110
5. Approval of Employment Agreement Between Independent School District No. 625 and Minnesota School Employees Association, Representing Classified Confidential Employees Association	111
6. Approval of Employment Agreement Between Independent School District No. 625 and Manual and Maintenance Supervisors' Association Representing Facility and Nutrition Services Supervisors	112
7. FY2019-2023 Five-Year Facilities Maintenance and Capital Implementation Plan	114
F. Bids	
G. Change Orders	
X. OLD BUSINESS	
XI. NEW BUSINESS	
XII. BOARD OF EDUCATION	
A. Information Requests & Responses	

B. Items for Future Agendas

C. Board of Education Reports/Communications

XIII. FUTURE MEETING SCHEDULE

204

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

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

XIV. ADJOURNMENT

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

DATE: October 23, 2018

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. 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.”

2. This item is submitted by Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

September 18, 2018

I. CALL TO ORDER

The meeting was called to order at 6:25 p.m.

II. ROLL CALL

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

Ms. Foster was absent due health reasons.

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:

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

IV. RECOGNITIONS

BF 31431 **Acknowledgement of Good Work by Students**

The Board welcomed the new and returning members of the Student Engagement and Advancement Board (SEAB). Dr. Kate Wilcox-Harris, Chief Academic Advisor, introduced Shaun Walsh, SEAB Facilitator, who then introduced the 2018-2019 SEAB members.

The Student Engagement and Advancement Board launched in 2015. Since then, SEAB has worked with the Board and Administration on multiple projects resulting in both policy and practice change in Saint Paul Public Schools.

SEAB does not speak for students. Instead, they develop and implement strategies that amplify student voice.

Today we are honoring 2018-2019 SEAB members:

Anaa Jibicho, Como Park Elementary and Washington Technology Magnet
Anindita Rajamani, Capitol Hill and Highland Park Senior High School
Cesar Osvaldo Mendez Portillo, LEAP and Hubbs Center
Cheng Vang, Hancock Hamline, Linwood and Creative Arts Secondary School
Diamond Thlang, Capitol Hill and Harding Senior High School
Mai Soua Vang, Phalen Lake, Capitol Hill and Central Senior High School

Malachi Raymond, Open World Learning
Miski Omar, Obama Elementary, Ramsey Middle and Central Senior High School
Quanisha Hill, Jackson Elementary and Washington Technology Magnet
Rajni Schulz, Como Park Elementary and Central Senior High School
Sarah Henry, Maxfield Elementary and Washington Technology Magnet
Tabu Henry, Maxfield and Hamline Elementary and Washington Technology Magnet
Zoua Vue, World Cultures, American Indian Magnet and Harding Senior High School

Additionally, we are welcoming back two SEAB Alumni who will be supporting SEAB as facilitators this year: **Seiji Eicher** and **Zoe Sblendoriogiebel**.

SEAB Facilitators are **Shaun Walsh** and **Tyler Berres**.

BF 31432 Acknowledgement of Good Work Provided by Outstanding District Employees

The Board also recognized the staff who have been awarded the Seal of Bilingualism. Dr. Kate Wilcox-Harris invited Liz Hathaway Castelan to introduce each of the honorees.

Over the past three years, SPPS has awarded nearly 1000 Certificates of World Language Proficiency, and Gold and Platinum Seals of Bilingualism in 13 languages from the MN Department of Education to our multilingual seniors upon graduation. This amounts to hundreds of thousands of dollars-worth of college credit. Although many Seals are awarded in languages with commercially-available assessments like Spanish, French, Mandarin, and German, nothing was available for students proficient in Hmong, Karen and Somali, and Ojibwe and D/Lakota. Three years ago, under the leadership of Dr. Efe Agbamu of the Office of Multilingual Learners, SPPS' language and cultural experts gathered to learn about ACTFL Language Proficiency levels, and wrote assessments in these Less Commonly Taught languages – in speaking, writing, reading and listening. They then rated each individual student's ability against prescribed criteria so they could be awarded the MDE Seal of Bilingualism. Without the willingness of these dedicated and linguistically-talented professionals from throughout the district, our Hmong, Karen and Somali, and Ojibwe and D/Lakota students would never have had the opportunity to be recognized for their linguistic giftedness and earn college credit for their skill.

The technological skills and time, efforts and contributions of Maijue Lochungvue, Acting Assistant Director of Personalized Learning, and Pete Grebner, Learning Management System (Schoology) TOSA, must also be recognized for making these assessments available to our SPPS students.

So far we have awarded 63 Certificates or Seals in Hmong, 62 in Karen, and 12 in Somali. The recipients will receive a Certificate of Recognition signed by Governor Mark Dayton for their amazing work in this field.

Under the leadership of Ursula Lentz, World Language and English Learner Specialist of the Minnesota Department of Education, this work is now benefitting students in other parts of the state. It is my privilege and honor to recognize the following special employees of our district.

For work on Seals of Bilingualism in HMONG:

Mai Kou Xiong
Bounthavy Kiatoukaysy
Bee Lee
Shoua Lee
Ge Moua
Xong Moua
May Koly Vang
Gao T. Vang
Seepha Vang
Yeu Vang
Doua Yang
Phoua Yang

May Lee Xiong

For work on Seals of Bilingualism in KAREN:

Hsajune Dyan
Lucas Blesser
Saw Sunshine Timothy
Naw Dah Bu
Jeffry Saw
Kawlahay Zan

For work on Seals of Bilingualism in SOMALI:

Ahmed Ali
Mohamed Hadi
Rukia Herzi
Abdullahi Soyan
Ubah Jama
Abdisalam Adam

For work on Seals of Bilingualism in OJIBWE and D/LAKOTA:

Stephanie Schroeder
Feron Thunderhawk
Niizhoogabaw Wahpepah

BF 31433 Acknowledgement of Good Work Provided by Outstanding District Employees

Dr. Theresa Battle, Assistant Superintendent, then introduced Principal Mike McCollor for recognition of his award.

Dr. Mike McCollor, Principal of Washington Technology Magnet, has been named by the Minnesota Association of Secondary Principals (MASSP), as Capitol Division Principal of the Year. The award recognizes school leaders who use research and innovative practices to improve their schools. The Capitol Division includes all high schools in Ramsey, Dakota and Washington counties as well as the Centennial, Chisago Lakes and North Branch school districts. Dr. McCollor was recognized at the Annual MASSP Summer Conference in June. He is now eligible for the MASSP statewide Principal of the Year Award, which is determined at the end of the calendar year.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

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

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of August 21, 2018

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of August 21, 2018 as published. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of September 11, 2018

At the September 11th, 2018 Committee of the Board meeting, Superintendent Gothard began with a thank you to all who helped to provide a great start to the new school year. He noted the construction projects that occurred over the summer, and a few that are still in process. Dr. Gothard and the Board want to thank those schools still under construction for their adaptability and flexibility as we all work together to create amazing learning spaces for our students. A quick update on the referendum efforts was provided, with site teams organizing to share information on this topic. Trainings are being scheduled and we are working diligently with those who would like to help in these efforts.

A presentation on the 5Essentials revealed information on this tool, which is designed to identify a school's strengths and areas for opportunity on the five essential factors that drive school improvement – Ambitious Instruction, Effective Leaders, Collaborative Teachers, Involved Families, and Supportive Environment. This presentation sparked many questions and discussion between Board members and staff. Board discussion involved the triangulation of data from this tool and other evaluative mechanisms, the value of this tool in helping to create conversations on school improvement, details on the report and data, the District average response rate in the 60% range, survey administration, and the timeline of findings to Administration and building sites.

Next, the Board learned more about the updated process for the budget. A step-by-step plan was shown. Changes will include Board Budget Workshops, Public Budget Hearings, and changes to BFAC Meetings. From this presentation, the Board discussed more information on the Facilities Master Plan progress and the queue of projects, which will be presented at a COB meeting in the next few months, and maintenance of facilities. It was also noted that this process allows for more time overall, with the budgets going to schools and programs earlier than in previous years. The process for community input into the budget was also reviewed. The Board noted that because they are voting on the final approval, it would be best to let Administration work through the budget process in order to present a final recommendation to the Board. The composition, evolution and charge for the BFAC was also discussed as they begin their work.

Thirdly, the Board reviewed the Proposed Pay19 Levy. The planning assumptions, reasons that school boards levy, determination of property tax, and the major factors impacting property taxes, as well as factors impacting the Saint Paul Levy and school levies overall were presented. SPPS Levy categories include Operating, Pension/OPEB/Contractual Obligations, Facilities, and Community Service. The proposed Pay19 Levy Ceiling, including the \$18.6M funding request to increase the operating levy, is 16.4%. Without the referendum, it is 4.4%. The estimated annual property tax impacts to a median market value home and commercial property were also shown. The Pay19 calendar was also presented. A tentative special meeting of the Board of Education to certify the Pay19 Levy Ceiling has been requested for September 25th beginning at 6:00pm here at 360 Colborne. Board questions centered on the flexibility and guidelines in terms of building maintenance, and its importance, as well clarification on the Pay19 Levy amount and percentage, both including the referendum amount, and not including the referendum amount.

Finally, the Board conducted a work session to recap the onboarding session and schedule of upcoming events with SEAB Members, and work moving forward with SEAB.

MOTION: Mr. Marchese moved the Board accept the report on the September 11, 2018 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. Crosswinds Update

Superintendent Gothard introduced this presentation with a recap of the Crosswinds property. Last winter the District purchased Crosswinds school. Instead of building a new middle school for \$70M, the District purchased this 20-year-old building for just under \$20M. It's a beautiful school on an amazing property. He then introduced Lisa Sayles-Adams, Assistant Superintendent, to provide an update on how we will purpose this school for the 19-20 school year.

Middle Level Programming (Currently Offered in SPSS)

- Aerospace
- American Indian Language & Culture
- BioSMART
- Gifted and Talented
- Environmental Science
- Expeditionary Learning
- French Immersion
- Hmong Culture & Language
- International Baccalaureate
- Mandarin Immersion
- Montessori
- Spanish Immersion
- Visual & Performing Arts

District-Wide Middle School Capacity

- A graph showing the capacity range, 2015 projections and 2017 projections for the years 2015-2027 was shown.

Current Area A Middle School Choices

- Parkway Montessori (22%)
- Farnsworth Upper (15%)
- Hazel Park Prep. Academy (13%)
- Battle Creek (12%)
- Washington Technology (10%)
- Capitol Hill (6%)
- Humboldt Secondary (6%)
- American Indian (5%)

- Creative Arts Secondary (4%)
- Highland Park Middle (3%)
- Open World Learning (2%)
- Other (2%)

Grades 6-8 Growth (2016)

- Comparisons of growth for SY2019-2020 and SY2024-2025 were shown for all areas.

	SY2019-2020	SY 2024-2025
Area A	+19%	+19%
Area B	+4%	+15%
Area C	+4%	+7%
Area D	+6%	+3%
Area E	+16%	+23%
Area F1	+5%	+4%
Area F2	+9%	0%

Affected Areas

- Primarily Area A
- Areas B and C compensating for shortage

What We Know

- Principal Jocelyn Sims
 - Principal in Urban (9) and Suburban (3) for 12 years – all middle schools
 - Led implementation of single-gender programming; merged two schools; transformed a low performing school to a high performing school; guided Montessori middle school pathway program
 - Navy wife and proud mom for three active boys (12,10,7)
- Middle school (grades 6-8)
- Open in 2019 SY
- Open with 6th grade (approximately 200 students)
- Add one grade level each year over the next 3 years
- Serve students in Areas A and B
- STEM Focus

What Will We Work On Next?

- Finalize feeder schools
- Develop stakeholder engagement process

What Will We Hope to Achieve?

- We will achieve:
 - Finalize project management process
 - Create a cross-departmental working group

QUESTIONS/DISCUSSION:

- Director Marchese noted that he is excited to hear about the planning process and hopes that we are also building the opportunity to plan the new program for our families on the East Side will make a big difference.

- What is the demand for middle school space? How are we thinking on already acknowledging and working with existing opportunities on the East Side? According to the chart, it looks like we are reaching capacity and at the point Crosswinds will open, will that create capacity that we need? Response: Yes, the charts shown have been analyzed since 2015 with the update to projections in 2017. When Hazel Reinhardt did the study, it was based on current 2nd, 3rd, and 4th graders in school. They are still in our schools, and we are packed tight at the middle levels currently.
- In looking at where current Area A families are attending, there is Parkway, Farnsworth Upper, and Hazel Park Prep. Are we thinking that there are students out of area that will be drawn back to the East Side to come to Crosswinds? Or are we also looking at students who are out of district what will now stay in the District because of this? What is the market of students not being served now that we will be able to serve? Response: It will be both – families accessing other areas within the District and now have interest in enrolling in Crosswinds, and there is the opportunities to encourage enrollment from families outside the District. With the location, we will be well-positioned for students outside the District to consider the possibility to attend SPPS.
- With Farnsworth Aerospace, and other schools with a unique program and focus, how do you see STEM offerings affecting schools such as Farnsworth which is already a big population of Area A and B students? Response: With Farnsworth, they are focusing on aerospace and coding classes. Crosswinds will access different components of the STEM-focus with emphasis on science. We are planning to leverage the property of the school with open classrooms, outdoor experiments, and project-based learning. The opportunities in the building for student collaboration and hands-on learning will allow us and our planning committee to engage to make decisions for this school.
 - Director Marchese noted that he would like this see this school have a distinctive place in our program offerings and the larger spectrum for families in the area. The property and building both speak to that. It will be the challenge be able to demonstrate that we have something distinctive and different from other offerings.
 - The engagement process will also reflect the input from the diverse communities on the East Side and to honor our commitment when we decided to purchase the building, support the integration plan, and have all voices at the table to be reflective, respectful, and responsive to those voices.
 - The new science standards will also have engineering and environmental sciences embedded and there will be an opportunity to have interdisciplinary planning, with teams of teachers to best see how to embed those across the curriculum.
- What are the high school options, in thinking upstream? Johnson is in Area A high school with the aerospace component, and Washington Tech has a 6-12 component. Are we looking at being connected to opportunities for Harding, if Harding is going to be the high school feeder option for Crosswinds? Response: That is something that there will be engagement around, and to look at finalizing the feeder pathways and looking ahead to see where students are going after three years. We will also assure our parents where they know their students will have access to for high school options.
 - In thinking of upstream at the Harding programming, so that we don't have this three-year model of intensive programming and then not have it follow our students into high school. There is a longer commitment than the three years of high school, and there will need to be thinking about what that will look like in terms of a bigger part of the components and be clear to parents. There is time, and he is glad that the team is thinking about it.
- What are the partnerships, and in terms of corporate partners, and how those will play into the thinking and talking about how the pathways align? How are existing environmental programs, like Belwin, in alignment also? Response: We have had preliminary conversation in the planning stages. There is a possible partnership with 3M. Some programs we also have are Project Lead the Way, and 3M has interest to continue their work with SPPS. The planning committee is also looking at additional opportunities. There is thinking in the possibility to plan field trips that are connected to Belwin, but on the property. It will also be thinking outside the box to look at opportunities to leverage the space to bring people to our school setting, while also being out in the environment and learning and growing from the opportunity.
 - We do have environmental programs in different schools, such as Wolf Ridge and their partnership with Murray. Will those partners also be connected, or how do we bring them into the conversation? Response: We do hope to to that as we get started. We will be

engaging the committee, and with the principals to group together and identify a project manager to scope out those programs and compile the timeline.

- Director Xiong noted that while she is excited about this, the timeline, she has questions on the timeline, which is 12 months from now that the school will open. What is the timeline in community engagements, so that our parents and community can share in the ideas? We want everyone to be part of the discussion? Response: We are going to be developing stakeholder engagement process in the timeline, as well as finalizing feeder pathways, with more information available after the planning meeting.
- What do we know about families on the East Side and in Areas A and B, and how are we prioritizing the community engagement to meet the needs of the community? Response: We know that families that live on the East Side primarily their demographics, home languages, we know families actively choosing our schools and we plan to engage all of those stakeholders. We also know it's also important to engage the staff in those potential feeder schools, and current parents. We envision the stakeholder input to include a spectrum and tailored services, meetings, conversations, and we also intend to engage the organizations that primarily represent the families on the East Side. We're also familiar and know at the high-school level of those families. We also plan to re-engage the families when we first started this project three years ago. It is widespread engagement within the designated timeframe, and are open to feedback from the target audience.
- Director Xiong also noted that she is excited about Crosswinds, and thanked the team for their work. This is an opportunity to bring programming to the East Side. She is also interested in seeing data on families from the East Side.
- Director Brodrick noted that it's also important to think about the staff at the new school, and the first year is extremely important in launching a new schools, and it is also important to put together a teams of people who are committed to the mission and vision of the new school. It was shared that the District will be looking at leaders in areas that will be focused in the new building. Teachers and support staff will be the key to its success. As indicated by Superintendent Gothard, this Board made a courageous and bold move when it decided to buy Crosswinds, and want to hit a homerun with it, we need to recruit the staff to make September 2019 a success. He recounted his time being involved with a new high school and workshops for staff to meet and learn together, and to form friendships. While we are recruiting staff members, we will also be recruiting families.
- Director Vanderwert noted that she is excited about the prospects and the environmental focus – it is a pertinent topic. It's a ways from Saint Paul, in the planning to keep families in mind and how families and students will be able to have transportation to Crosswinds to participate – that will be important to keep in mind.
- As we are talking about 6th grade, what are the things that we are telling families the 7th grade will look like? How are we mapping that out for them as they grow with us? Response: We plan to open with the 6th grade, and also thinking about 7th and 8th grade, we will also have the continuum mapped out with thinking about courses, exploratory classes, and also electives to be designed in a true middle school model, where students will learn in teams of houses. We will let parents know about that. In talking about extracurricular, we will build the program for the 6th grade and also thinking about 7th grade. We will build out the whole program before we start 6th grade, and show what 7th and 8th grade will also be. As we start with the first wave of 6th grade teachers, and the continuum of looking at the interdisciplinary units will look like as they move through the school, and what we want them to learn in each grade. It is something the planning team has the opportunity to do, and once we have hired our staff, they will also be involved.
 - What does a true middle school model mean for Saint Paul? Response: Through the strategic plan, we will be able to shed more light. We are getting initial blueprint together and will share with the Board. We are looking at having interdisciplinary teams where a cohort of students shares a team of teachers in different subjects, and those students would travel in a group to content areas. Those teachers would know the students very well – from their strengths to areas of improvement, and data. We are certainly going to recommend what middle school education would look like in our District. We are looking at foundational models for our middle school students so they are prepared for high schools.

- This will be a STEM and environmental focused school. Will this rule out other sorts of activities and curriculum, extra-curricular activities to give the school a uniqueness beyond STEM and environmental science? Response: We can engage with parents on how we teach it, such as project-based learning opportunities, and bring the community to get feedback. It could be expeditionary learning, and engagement with parents and stakeholders will allow us to learn ways that our students can learn through the STEM focus. We are open to that. Director Brodrick went on to note that in asking our families and students to travel to the edge of Saint Paul into Woodbury, we want to make this school the best it can be in September 2019 with the best staff, and a wide variety of attracting things, in addition to the STEM and environmental science focus.
- Director Marchese noted that in looking at the total universe of education options, we need to focus on what will make this school desirable to the community. While Crosswinds isn't far "as the crow flies", there is a social, psychological, and mental break at McKnight that we are asking our families to cross and we need to make it worthwhile. As we look at the other options that families are choosing, he hopes we also look to the families in that area that are not attending SPPS and look to them for guidance on what would make them think differently, particularly on the side of the middle school ledger. We should be looking at the charter schools based on the East Side, and the out-of-district options. We need to tell them why our building to send their child. They want to know the real deal and we need to ground it in our families, whether in SPPS and use this as opportunity to build forward. The Board needs to be informed of the community engagement and the timing to hear firsthand of the engagement. PACs and other groups with significant populations on the East Side, to reach out. We will need all those programming needs in this building as the other buildings. People will want to know how and have confidence in that process and how it will look.
- Superintendent Gothard thanked Lisa Sayles-Adams and Jocelyn Sims for their leadership. Work is engaging in the strategic plan in design, how to enhance and increase pathways for high schools.
- What is available in terms of athletics to students who attend Crosswinds? Response: Crosswinds sits on a beautiful property with space and land for a full array of options for athletics. There is a gym, a wonderful place for the performing arts, and also the land – both water and regular play areas, such as tennis courts. There are soccer fields. The space is wonderful, and the engagement plan includes open house and opportunities for families to experience it.

B. Strategic Plan Update

Strategic Plan Development Process

- Phase 1: Analysis – November 2017-February 2018
 - Environmental scan
 - Organizational assessment
 - Analyze implications
- Phase 2: Strategy Development – February 2018-June 2018
 - Develop draft strategic framework (long-term outcomes and strategic focus areas)
 - Community input sessions
 - Finalize strategic framework for Board vote at April BOE meeting
 - Conduct research, engage stakeholders, define objectives, determine initiatives for each strategic focus area
 - Present strategic initiatives and timing at June BOE meeting
- Phase 3: Action Planning – June 2018-December 2018
 - Create action plans for Phase 1 initiatives
 - Develop monitoring and review processes
 - Announce complete strategic plan to SPPS community

Long-Term Student Outcomes

- Decrease disparities in achievement based on race, ethnicity, indigenous culture and identity
- Increase achievement of English Learners
- Increase achievement of students receiving special education services
- Improve kindergarten readiness

- Increase academic growth in reading and math for all students
- Prepare all graduates for college, career and life

Strategic Focus Areas

- Positive School and District Culture
- Effective and Culturally Relevant Instruction
- Program Evaluation/Resource Allocation
- College and Career Paths
- Family and Community Engagement

Strategic Plan

- This graphic summarizes how the Outcomes and Focus Areas are organized as the framework for the Strategic plan. These initiatives represent critical opportunities for addressing student achievement and give us a clear roadmap for action. There are 10 objectives overall. The initiatives show, the work that will be done in each area in order to meet the long-term outcomes.
- An initiative under the Focus Area of Effective and Culturally Relevant Instruction has been added. We will have an initiative to “Ensure all students have access to a well-rounded curriculum.” This captures work underway to fully address the area’s objective of increasing our capacity to meet the instructional needs of each learner.

Create Action Plans: July-October 2018

- Action Teams are developing action plans for implementing the Strategic Initiatives
 - Teams also responsible for implementation
 - Specific action items and timeline
 - Performance measures and indicators
 - Roles and responsibilities
 - Stakeholder input
 - Budget and staffing requirements

Positive School and District Culture

- 1a. Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support
 - Actions include:
 - Scale up PBIS to support full implementation at all schools
 - Emphasize clear, culturally relevant, social-emotional and behavioral supports and expectations for students and staff
 - Implement social-emotional learning strategies, restorative and trauma informed practices
 - Action Plan DRAFT Items:
 - Communicate goal of scaling up culturally relevant PBIS across SPPS to all stakeholders
 - Establish a PBIS district leadership team to drive data based implementation
 - Clearly identify the expectations for PBIS implementation at every school AND provide support for implementation
 - Provide differentiated professional development to increase PBIS knowledge for all stakeholders
 - Targeted engagement of building support staff, utilizing their expertise to support the initiative
 - Engage in district wide SEL assessment of programs used, strengths and gaps
 - Identify and establish district endorsed SEL programs
 - Pilot identified SEL programs in selected buildings
 - Standardize school-based data collection systems to enable continuous performance feedback
 - Every SPPS school integrates SEL school wide, utilizing the PBIS Framework

- Examples of Additional Planning for Initiative: DRAFT

Performance Measures	Scope	Budget	Risk/Mitigation
100% of schools will have a Tier 1 TFI score of 70 or higher	School Administrators	PBIS/SEL Consultant to assist with facilitation and development of PBIS Leadership Team	The level of expertise of PBIS varies greatly across the district. =>
Decrease in the number of Office Discipline Referrals	Support Staff (School Social Workers and Counselors)		
Decrease in number of out of school suspensions	PBIS Representatives in Buildings	PD for teacher-leaders to become trainers in district endorsed SEL strategies	Develop a comprehensive PD plan; Develop clear messages to be shared with stakeholders; Consult expert(s) at supporting district leadership in effectively developing PD/coaching plan
	Families & Students		
	Teachers	Supplemental Pay for paraprofessionals to attend PD session with teachers	
	Interconnected with Restorative Practices and , Mental Health Supports		

- Desired State:
 - Across SPPS, these beliefs will be in practice:
 - Environments that are physically and emotionally safe and healthy are essential for academic success
 - Meaningful engagement and culturally relevant instruction improve academic and social outcomes
 - An educational, preventative and restorative approach to behavior and discipline is most effective
 - Social emotional skills need to be modeled, taught, and practiced, just like academics
 - PBIS is the framework used in every SPPS school to implement a culturally relevant continuum of supports, including Restorative Practices, Trauma Informed Practices and Social Emotional Learning Strategies.
 - All staff, and other stakeholders, possess baseline knowledge and understand the interconnected parts included in the beliefs.
- 2a. Improve culture by using input from students, staff and families
 - Actions include:
 - Create a system to gather input about their experiences from students, staff and families
 - Use the information to:
 - make our schools and district offices better places to learn, work and visit and
 - measure the impact and success our strategic initiatives have on creating positive school and district culture

Effective and Culturally Relevant Instruction

- 3a. Implement culturally relevant practices within all student learning and programming
 - Actions include:
 - With our teachers and other stakeholders, develop and implement common understanding of effective and culturally relevant instruction
 - Build upon the extensive skills and existing application of culturally relevant instruction in our classrooms
 - Learn together and expand the capacity to continue our growth in culturally relevant practice.

- 3b. Ensure all students have access to a well-rounded education
 - Actions include:
 - Review and adjust site-level course offerings, referencing state subject area guidelines.
 - Provide students with access to a variety of courses and programming.
 - Continue work in progress to align course outcomes, learning targets and grading practices district-wide.
 - Update curriculum review cycle.
 - Align opportunities for extended learning to provide support in the core content areas.

Program Evaluation and Resource Allocation

- 5a. Implement a system for assessing program effectiveness
 - Actions include:
 - Develop capacity for programs to participate in cyclical review of progress toward intended outcomes.
 - Implement a strategic system for data collection, analysis and reporting for the purpose of evaluating district commitments, programs, procedures and/or practices.
 - Develop an annual calendar by which categories of district commitments organized will be reviewed.
- 5b. Determine a districtwide middle school model
 - Actions include:
 - Redesign the middle school model to meet the academic, social-emotional and developmental needs of students in grades 6-8
 - Provide consistent and equitable middle school experiences in foundational core and exploratory courses for students in grades 6-8
 - Provide a solid foundation for student success in high school, college, career and life

College and Career Readiness

- 6a. Create career-related curriculum and personal learning plans for all PreK-12 students
 - Actions include:
 - Engage all students in activities designed to encourage thinking about their future selves
 - Integrate or infuse a career focus in the curriculum
 - Develop the system whereby students create and annually revise a personal learning plan
- 7a. Strengthen partnerships that provide college credit, industry certification and job experience to secondary students
 - Actions include:
 - Increase student participation in high quality, real-world learning outside the classroom.
 - Provide options for students to gain experience and job skills in the workplace while in high school.
 - Expand partnerships with institutions, employers, industry partners and community.

Family and Community Engagement

- 8a. Identify and formalize structure to engage the community in district decisions and initiatives
 - Actions include:
 - Provide consistency and transparency for internal and external stakeholders about decision-making processes and feedback opportunities

- Clarify the decisions that people can impact and the decisions that are made administratively.
 - Establish timelines that ensure opportunities for community engagement.
- 9a. Review relationships with external partners to better meet student needs
 - Actions include:
 - Establish baseline data of existing partnerships across the District and develop a procedure for regular review.
 - Create a process to support strong relationships between families, educators and community partners.
 - Align partner assets and expertise to better meet student needs

Monitoring Initiative Implementation

- Strategic plan project management by Assistant Director of Strategic Planning
- Overall progress on Long-Term Student Outcomes monitored through Performance measures
- Implementation Performance Indicators monitored
- Quarterly progress reports to district leadership
- Annual formal report to Board of Education

SPPS Mission Statement

- SPPS Mission Statement
 - Throughout this process, our community has gifted us with their aspirations and wishes for the district, their ambitious wishes. Our current mission is “to provide a premier education for all” and we still want this; our current mission is directionally correct. As we dig more deeply in our focus areas, we continue to return to what the community has told us.
- Drafts for an updated mission statement are being written.
 - SPPS employees will receive a request from our superintendent to help select our new mission from these drafts.

QUESTIONS/DISCUSSION:

- The concerns brought forth in public comment relate to the past recommendations by SEAB in terms of diversification and advanced classes. How will these recommendations be concretely addressed within the strategic plan? Response: Through the planning process, benchmarks will guide the implementation and discussion, with action steps to change how we do things in SPPS - in we look at how we engage with students, in order for all students to achieve at a higher level. Action teams are working to look at ways to create teaching pipelines to increase diversity of staff. We need to advocate for support in resources and ideas how to make education a great occupation to recruit staff to the Twin Cities area as a region. Our action teams are comprised of people working with students every day and addressing the culturally relevant instruction is one the things we are looking to address. There are unique opportunities for family values, past experiences that are reflected in all we do, and when we find the right way to honor, learn, grow, and bridge those areas as students and families and find the space in SPPS. As we heard tonight, that is an area we need to grow in some parts, and ultimately have greater outcomes. Most importantly, this plan isn't put in place by the District, it is a community plan with a foundational basis, and will be the way to communication, to be held accountable to create a strong school district, for our students to compete with the best workforce and aspirations. Culturally relevant instruction needs to happen everywhere to meet the full potential.
- Director Schumacher thanked the Superintendent and the team for their work. It is comprehensive. He appreciated the foundational work that is critical to sustainability. He related it to watching a house be built – the community wants to know that is built right, and also wants to know what it will look like. That foundation is so important to a house – and to the strategic plan. It is evolving. The process needs to be clear, transparent, and communicated so that people understand, and that's what was communicated tonight. He is happy to see and learn about the engagement at all levels with the community, and that it is ongoing. There is so much talent in our community and the perspectives of all are so critical. This represents a break out of boxes in ways that will make a

sustainable difference to this district and community. Everyone wants innovation and it's simply saying we will do something different because the current way isn't working. We are very aware of what is not working. We need to do better. In a system this large, that means foundation change across the board. We are not alone in this work. We will ensure our partners and community, and folks with expertise in the community, with commitment, and care from all, are parts of the conversations at every level. Engagement that is ongoing is so important. They play an important role in leadership and the direction we take. We will continue to see how this process goes, we are answerable to the community and students, and will take responsibility and continue to monitor it. This is a comprehensive start to a system that can deliver on the promises that every single student has a successful pathway.

- Director Vanderwert echoed Director Schumacher. She is excited about this; it has brought clarity. She is especially excited about the PBIS work and making it consistent, and the intentional teaching of social skills will make a huge difference. Also exciting is the use of data and how to make that work in understanding what the data means. It will take time, and in the end, it will be worth it to see what we've accomplished. She is also excited about community engagement and partnerships we will develop. Could we add service learning to that? We have amazing talents in our schools, and by going out to the community and give back, they can also gather experiences, and gain knowledge about themselves, career exploration, and be inspirational for them. This is going to rock and roll. To the sponsors for each, thank you for your work and know it is appreciated.
- Director Xiong emphasized that she is excited and hopeful for the strategic plan, and the fact that the emphasis is on uplifting all student equitably. There are conversations within the strategic plan to address some of the issues being heard, and how the plan isn't with the District alone – it also involved and requires the community to be a part of it. It is exciting about the family engagement pieces, and exciting about looking to the future of SPPS with all graduates going to college with credits already earned, and on the trajectory to successful pathways. She is excited about the future of our students and how the strategic plan will lay out that trajectory for our kids starting in Kindergarten through graduation. She thanked everyone for their work.
- Director Marchese expressed his thanks and appreciated for all the work from staff. It is a substantial, methodical approach that has been taken, with a lot of moving pieces to track with sponsors. It is the playbook and we must use it well. We will be able to take challenges from folks who have expertise and lived in these experiences and we will be able to demonstrate to our community that we are absorbing the information and integrating it into the planning process. He appreciates the community and family engagement piece, and intentional mechanism of how to use community engagement to better understand and open dialogue to allow input and bring forward the experiences they have had. We will also use this plan to listen to community members and give voice to the context of initiatives and use their experiences in the process to inform the way we decide to move forward. Community can inform on the initiatives that Administration will carry out. In culturally relevant teaching and dual language immersion, there is a place for that in this plan. In talking about staff reflect the community, there is a place in this plan. People have an urgency to hear today that answers to what tomorrow will look like. We need to narrate that and explain that outside the diagram, that we recognize the value of the input and get moving on it fast, and that urgency is felt. That needs to be integrated to the plan as staff move forward. We want it to be informed by the very things we heard today and rise to the top, and collectively figure out where they move forward. He noted the need to see the measurable outcomes to report back to the community how the success will be manifested. He is excited for the possibility, and see those measurable outcomes to help the community understand the promises we're making tint he diagrams and charts, and also describe the difference in the daily basis to feel valued and see change, and how it will look, feel sound and be different than today. We owe that to the community. It is being taken seriously, and will ask us all to behave differently to be successful.
- Chair Ellis noted that this is a lot to look at, and it would be beneficial to be able to summarize the plan. It is great to have the information, and smaller parts, or snapshots, of the plan would be helpful. This something to get lost in, it helps the District move and where in the work, it is operational – it's big. Snapshots would be helpful for the community – this is where we are, this is where we're going, and this is how were planning to move, and this is how we evaluate. It is a lot to look at and try to figure out.

- Superintendent Gothard responded that the presentation was to demonstrate the overall work being done, and wanted to ensure all layers and levels were involved. There will be creative ways to send this message about the strategic plan to the community, how we're doing, and how we're moving forward. We need to explain this in a way to our students, staff, parents, families, and our business community and those who want to partner with SPPS and understand why and how their resources are helping is achieve our mission is all in communication, and will welcome feedback from the community.
- Director Schumacher noted that this plan represents the mission to ensure that every student received the education they deserve. That's how we will be measured, and we want to do everything we can to make sure we have the funding to do so. We know what kids need and we will fight for what they need. We have a commitment to our kids and that's what makes this District what it is. We will work together with Saint Paul to make sure our students have the education they deserve, and Saint Paul is the kind of city to do just that. He thanked everyone for their support and their efforts to give our kids the education they need and deserve.

C. Human Resource Transactions

MOTION: **Mr. Schumacher moved approval of the HR Transactions for the period August 1, 2018 through August 31. Ms. Xiong seconded the motion.**

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

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

The motion was approved with the following roll call vote:

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

A. Gifts - None

B. Grants

BF 31434 Request for Permission to Accept a Grant from Ramsey-Washington Metro Watershed District

That the Board of Education authorize the Superintendent (designee) to accept funds from Ramsey-Washington Metro Watershed District to support the installation of stormwater management systems at Battle Creek Elementary School; and to implement the project as specified in the award documents.

BF 31435 Request for Permission to Submit a Grant to the U.S. Department of Education - Assistance for Arts Education Development and Dissemination Grant Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the U.S. Department of Education for funds to support Arts ALIGNS: Alignment and Integration for Student Achievement; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31436 Request for Permission to Submit a Grant to the U.S. Department of Education - Teacher Quality Partnership

That the Board of Education authorize the Superintendent (designee) to submit a grant to the U.S. Department of Education for funds to support the Saint Paul Urban Teacher Residency program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31437 Request for Permission to Submit a Grant Application to the Institute of Education Science

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Institute of Education Science for funds to improve college and career readiness of English Learners; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 31438 Community Education Software Tool License Payment – Qualtrics

That the Board of Education authorize the Superintendent (designee) to pay the bill of \$103,500 for license and use of Qualtrics tool.

BF 31439 Request for Permission to Contract with SELBI (Social, Emotional, Learning Behavior Intervention) for Behavior Intervention Specialist Support)

That the Board of Education authorize the Superintendent (or Designee) to contract with SELBI for Behavioral Specialist support at one site for SY18-19, and to implement the services as specified in the contract.

D. Agreements

BF 31440 Request Permission to Enter into Data Sharing Agreement with Children's Minnesota (formerly Children's Hospitals and Clinics)

That the Board of Education authorize the Superintendent to enter into a Data Sharing Agreement with Children's Minnesota to access health information for care coordination for students with complex health needs.

BF 31441 Request Permission to Enter into a Medical Consulting Services Agreement with Children's Minnesota (formerly Children's Hospitals and Clinics)

That the Board of Education authorize the Superintendent to enter into a Medical Consulting Services Agreement with Children's Minnesota to collaborate to arrange health care for students with chronic health conditions and complex health needs.

E. Administrative Items

BF 31442 Monthly Operating Authority

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

(a)	General Account	#697066-698079 #0003026-0003079 #7002903-700923 #0002621-0002715	\$37,991,254.48
(b)	Debt Service	-0-	\$7,289,716.91
(c)	Construction	-0-	<u>\$13,881,346.65</u> <u>\$59,162,318.04</u>

Included in the above disbursements are two payrolls in the amount of \$20,039,414.15 and overtime of \$47,306.35 or 0.24% 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 December 31, 2018.

BF 31443 Approval of Employment Agreement Between Independent School District No. 625 and American Federation of State, County and Municipal Employees, District Council 5, Local Union No. 844, Representing Clerical and Technical Employees

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for American Federation of State, County and Municipal Employees, Local Union No. 844, District Council 5, representing clerical and technical employees in this school district; duration of said Agreement is for the period of July 1, 2018, through June 30, 2020.

BF 31444 Employee Life Insurance Renewal

That the Board of Education approves the contract for employee life insurance with Minnesota Life with no change in premium renewal rates for 2019.

BF 31445 Professional Services from 292 Design Group

That the Board of Education authorize the administration to procure professional consulting services from 292 Design Group as needed, based on a schedule of rates not to exceed \$175.00 per hour.

BF 31446 Professional Services from The Adkins Association, Inc.

That the Board of Education authorize the administration to procure professional consulting services from The Adkins Association, Inc. as needed, based on a schedule of rates not to exceed \$170.00 per hour.

BF 31447 Professional Services from BWBR Architects, Inc

That the Board of Education authorize the administration to procure professional consulting services from BWBR Architects, Inc. as needed, based on a schedule of rates not to exceed \$228.00 per hour.

BF 31448 Professional Services from Cuningham Group Architecture, Inc

That the Board of Education authorize the administration to procure professional consulting services from Cuningham Group Architecture, Inc. as needed, based on a schedule of rates not to exceed \$225.00 per hour.

BF 31449 Professional Services from Kraus-Anderson Construction Company

That the Board of Education authorize the administration to procure professional consulting services from Kraus-Anderson Construction Company as needed, based on a schedule of rates not to exceed \$187.00 per hour.

BF 31450 Professional Services from Paul Meyer Architects, Inc.

That the Board of Education authorize the administration to procure professional consulting services from Paul Meyer Architects, Inc. as needed, based on a schedule of rates not to exceed \$148.00 per hour.

BF 31451 Professional Services from TKDA, Inc.

That the Board of Education authorize the administration to procure professional consulting services from TKDA, Inc. as needed, based on a schedule of rates not to exceed \$177.00 per hour.

BF 31452 Professional Services from U+B Architecture & Design, Inc.

That the Board of Education authorize the administration to procure professional consulting services from U+B Architecture & Design, Inc. as needed, based on a schedule of rates not to exceed \$180.00 per hour.

BF 31453 Professional Services from Wenck Construction, Inc

That the Board of Education authorize the administration to procure professional consulting services from Wenck Construction, Inc. as needed, based on a schedule of rates not to exceed \$187.40 per hour.

BF 31454 Professional Services from Wold Architects and Engineers

That the Board of Education authorize the administration to procure professional consulting services from Wold Architects and Engineers as needed, based on a schedule of rates not to exceed \$200.00 per hour.

F. Bids - none

G. Change Orders

BF 31455 Change Order #10 for Rochon Corporation at the Horace Mann School Expansion & Renovation

That the Board of Education authorize the Superintendent (or Designee) to sign Change Order #10 for Rochon Corporation at the Horace Mann School Expansion & Renovation for an amount not to exceed \$119,137.22.

X. OLD BUSINESS

Superintendent Gothard then introduced Marie Schrul, Chief Finance Officer to provide information to the Board of Education regarding the Pay19 levy calculations to determine the maximum levy ceiling. Chief Schrul noted that these are not final numbers, but an update in terms of the Pay19 levy.

1. Proposed Pay 19 Levy

Planning Assumptions (staff estimate)

- All figures in this report are based on Administration's best estimates, using the statutory authorized amounts
- MDE provided preliminary Pay19 levy calculations on Sept. 7, Sept. 10, and Sept. 14
- MDE continues to make adjustments to the SPPS numbers through September
- Most districts certify their maximum levy

Why Do School Board Levy?

- To provide revenue that funds the cost of staff (salary and benefits), OPEB & pension obligations, debt service, facilities projects including: health and safety, maintenance, and new construction
- Community education programs and other expenses
- Schools can only levy what is authorized by law

The Basics

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

Who Determines Your Property Tax?

- State Legislature
- Taxing Jurisdiction
- County Assessor

Major Factors Impacting Property Taxes

- Is the property tax levy going up, down, or staying the same?
- Is there additional money available to reduce the local tax burden?
 - State aids (local government aid, county aid, or school equalization aid)
 - Fiscal disparity distribution
- How is a home's market value changing relative to other homes or compared to other types of property?
- Are there increases to the tax base that are not the result of inflationary or deflationary changes to the values of individual properties?
 - New construction
 - Property going from exempt to taxable
 - Decertified tax increment financing districts

- Are there legislative changes?

Factors Impacting Saint Paul Levy

- Overall estimated market values are up 7.6% from prior year with values now above Pay 2008 Levy Peak
- Market values are increasing in the double digits for a number of apartment properties while residential, commercial and industrial increases are generally more moderate. This will cause shifting of taxes paid last year by residential, commercial and industrial properties to apartment properties.
- Thomas/Dale, Dayton's Bluff, Payne/Phalen and the West Side are all areas with higher increases in residential market values.
- Properties in St. Paul increased slightly more in value than the suburbs which will shift some county taxes from the suburbs to St. Paul.
- School portion of fiscal disparities aid increasing \$343,169 or 1.1%

Factors Impacting School Levies

- Changes in tax base
- Legislative changes to education formulas
- Referendum inflationary increase
- Pension contribution changes required by law
- OPEB obligations
- Employment changes that drive severance and unemployment levies
- Capital bonding, refunding of bonds, abatements, long term maintenance, health and safety projects, lease costs
- Operating Levies

SPPS Levy Categories

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

Preliminary Pay19 Levy Ceiling (for certification at 9/25/2018 Special BOE)

Levy Category	Certified Pay18 Levy	SPPS Estimated Pay19 Levy Ceiling as of 9/10/18	Difference
Operating	\$ 50,250,404	\$ 53,960,222	\$ 3,709,818
Pension/OPEB/Contractual	38,930,211	39,544,458	614,247
Facilities	62,657,568	65,626,147	2,968,579
Community Service	3,626,763	3,229,160	(397,603)
Total – All Levy Categories	\$ 155,464,946	\$ 162,359,987	\$ 6,895,041
Percent Change			4.4%

Estimated Pay19 Levy Ceiling (with additional referendum funding request)

Levy Category	Certified Pay18 Levy	SPPS Estimated Pay19 Levy Ceiling as of 9/10/18	Difference
Operating	\$ 50,250,404	\$ 72,560,222*	\$ 22,309,818
Pension/OPEB/Contractual	38,930,211	39,544,458	614,247
Facilities	62,657,568	65,626,147	2,968,579
Community Service	3,626,763	3,229,160	(397,603)
Total – All Levy Categories	\$ 155,464,946	\$ 180,959,987	\$ 25,495,041
Percent Change			16.4%

* The SPPS estimated Pay19 Levy Ceiling amount includes the \$18.6M funding request to increase the Operating Levy in November 2018.

Estimated Annual Property Tax Impact: Home from 2018 to 2019

(assuming a 0% increase in market value)

- The estimated annual property tax impact for a home from 2018 to 2019 was reviewed, with the estimated change at a 4.4% levy ceiling of \$(19.44) on a median home market value of \$186,200.

Estimated Annual Property Tax Impact: Home from 2018 to 2019

(assuming a 7.1% increase in market value)

- The estimated annual property tax impact for a home from 2018 to 2019 was reviewed, with the estimated change at a 4.4% levy ceiling of \$49.47 on a median home market value of \$186,200.

Estimated Annual Property Tax Impact Commercial/Industrial from 2018 to 2019

(assuming a 6.1% increase in market value)

- The estimated annual property tax impact for a commercial/industrial property from 2018 to 2019 was reviewed, with the estimated change at a 4.4% levy ceiling of \$89.25 on a median commercial/industrial market value of \$495,450.

Estimated Annual Property Tax Impact: Home from 2018 to 2019

(assuming a 0% increase in market value)

- The estimated annual property tax impact for a home from 2018 to 2019 was reviewed, with the estimated change at a 16.4% levy ceiling of \$115.85 on a median home market value of \$186,200.

Estimated Annual Property Tax Impact: Home from 2018 to 2019

(assuming a 7.1% increase in market value)

- The estimated annual property tax impact for a home from 2018 to 2019 was reviewed, with the estimated change at a 16.4% levy ceiling of \$184.76 on a median home market value of \$186,200.

Estimated Annual Property Tax Impact Commercial/Industrial from 2018 to 2019

(assuming a 6.1% increase in market value)

- The estimated annual property tax impact for a commercial/industrial property from 2018 to 2019 was reviewed, with the estimated change at a 16.4% levy ceiling of \$305.88 on a median commercial/industrial market value of \$495,450.

Pay 19 Levy Calendar

- The Pay 19 Levy Calendar was reviewed, with the BOE certifying the Pay19 Levy on December 18th, and SPPS certifying the Pay19 Levy to Ramsey County on December 28th.

Requested Action

- Schedule a BOE Meeting on September 25, 2018 at 6 p.m. to certify the Pay19 Levy Ceiling
- Recommend certifying maximum Pay19 levy ceiling as authorized by MDE at September 25, 2018 BOE meeting.
- Set the date for the Taxation and Budget Hearing for December 4, 2018 at 6pm (COB meeting that evening).

QUESTION/DISCUSSION:

- Mr. Brodrick recommended that the Board approve the requested actions.
- Mr. Schumacher noted that in looking at the larger picture of the numbers and increase, and going back to the funding we need, and we will find ways to bring that money to the District. The other side is the fiscal responsibility and accountability to which we should be held to scrutiny for. We have saved money by refinancing bonds in \$9M which results in savings to our taxpayers. We also have a high bond rating, and that again saves on the interest rate. Our administrative budget is less than the average, even though we are the second largest school district in the state. Thanks to the team for having the strong financial picture for answers to questions about asking how we're taking care of public money. That is an important piece to be a part of the conversation in asking folks for money is how we have been accountable.

MOTION: **Mr. Brodrick moved the Board of Education approve the requested actions - to schedule a BOE Meeting on September 25, 2018 at 6 p.m. to certify the Pay19 Levy Ceiling, recommend certifying maximum Pay19 levy ceiling as authorized by MDE at September 25, 2018 BOE meeting, and to set the date for the Taxation and Budget Hearing for December 4, 2018 at 6pm.**

The motion was approved with the following roll call vote:

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

XI. NEW BUSINESS - None

XII. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

- Ms. Ellis requested an update on PAC recommendations, and the feedback loop that is important to give PACs at the beginning of the year, and where we are in the process. Superintendent Gothard noted that Administration will provide the history to provide context to the conversations, and schedule a presentation for a future meeting.

C. Board of Education Reports/Communications - None

XIII. FUTURE MEETING SCHEDULE

1. Action to Schedule a Special Meeting Regarding the Pay19 Levy

MOTION: **Ms. Ellis moved the Board of Education to schedule a Special Meeting of the Board of Education for the purpose of certifying the maximum Pay19 levy ceiling as authorized by MDE on Tuesday, September 25th, 2018 beginning at 6:00pm at 360 Colborne. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

MOTION: Ms. Ellis moved the Board of Education to schedule the Taxations and Budget Hearing on Tuesday, December 4th, 2018 beginning at 6:00pm at 360 Colborne. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

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

- October 23
- November 13
- December 18

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

- October 9
- November 7
- December 4

XIV. ADJOURNMENT

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

The meeting adjourned at 9:06 p.m.

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

Prepared and submitted by

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

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

September 25, 2018

I. CALL TO ORDER

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

II. ROLL CALL

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

Ms. Foster was absent due health reasons.

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

IV. OLD BUSINESS

A. Proposed Pay19 Levy

Superintendent Gothard introduced Marie Schrul, Chief Finance Officer, to present information on the Proposed Pay19 Levy, and to request the action to set the maximum levy ceiling.

Planning Assumptions (staff estimate)

- All figures in this report are based on Administration's best estimated, using the statutory authorized amounts
- MDE provided updated Pay19 levy calculations on September 19
- MDE continues to make adjustments to the SPPS numbers through September
- Most districts certify their maximum levy

The Basics

- School levy authority is established in law
- School budgets are a combination of state, federal, and local funding, including the voter-approved referendum
- Unlike cities and counties, Pay19 school levy funds the 2019-2020 school year
- Levies contribute to approximately 20% of SPPS budget
 - That amount could be a little higher than 20% based on the election results.
- Levy can only move down after October 1

- When we certify the levy ceiling, it is not the final levy certification number. It is the suggested ceiling. We have until December to set the final levy percentage and dollar.

Proposed Pay19 Levy Ceiling (for certification on 9/25/2018)

Levy Category	Certified Pay18 Levy	SPPS Estimated Pay19 Levy Ceiling as of 9/19/2018	Difference
Operating	\$ 50,250,404	\$ 53,967,603	\$ 3,717,199
Pension/OPEB/Contractual	38,930,211	39,544,458	614,247
Facilities	62,657,568	64,258,911	1,601,343
Community Service	3,626,763	3,779,160	152,397
Total – All Levy Categories	\$ 155,464,946	\$ 161,550,132	\$ 6,085,186
Percent Change			3.91%

Estimated Pay19 Levy Ceiling (with additional referendum funding request)

Levy Category	Certified Pay18 Levy	SPPS Estimated Pay19 Levy Ceiling as of 9/19/2018	Difference
Operating	\$ 50,250,404	\$ 72,467,603*	\$ 22,217,199*
Pension/OPEB/Contractual	38,930,211	39,544,458	614,247
Facilities	62,657,568	64,258,911	1,601,343
Community Service	3,626,763	3,779,160	152,397
Total – All Levy Categories	\$ 155,464,946	\$ 180,050,132	\$ 24,585,186
Percent Change			15.81%

* The SPPS estimated Pay19 Levy Ceiling amount includes the \$18.6M funding request to increase the Operating Levy in November 2018.

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

Home Estimated Market Value	Estimated Change at 3.91% levy increase without School Referendum	Estimated Change at 15.81% levy increase with School Referendum
\$ 75,000	\$ (5.25)	\$ 48.98
100,000	(9.41)	62.89
186,200	(24.10)	110.53
200,000	(26.47)	118.14
300,000	(43.53)	173.39
400,000	(60.57)	228.64
500,000	(76.03)	285.49

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

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

Home Estimated Market Value	Estimated Change at 3.91% levy increase without School Referendum	Estimated Change at 15.81% levy increase with School Referendum
\$ 75,000	\$ 13.21	\$ 67.44
100,000	27.61	99.91
186,200	44.81	179.44*
200,000	48.09	192.70
300,000	68.05	284.97
400,000	88.02	377.23
500,000	97.86	459.38

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

* The estimated tax impact for the Referendum funding request on an average homeowner would be approximately \$11/month (\$179.44 - \$44.81 = \$134.63 / 12 = \$11.22)

- It was also noted that there could be swings in property value, which would not always equal the percentage that the homeowner pays. We're showing a basic average homeowner. It could fluctuate based on neighborhood, construction nearby, or construction on the home. There are many factors that go into market value.
- There are property tax refunds and other programs on the back of tax statements that can also reduce the overall tax.

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

Commercial/Industrial Estimated Market Value	Estimated Change at 3.91% levy increase without School Referendum	Estimated Change at 15.81% levy increase with School Referendum
\$ 200,000	\$ (34.82)	\$ 122.29
495,450	(107.36)	286.03
500,000	(108.09)	288.59
1,000,000	(230.29)	566.20

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

Pay19 Levy Calendar

	Date	Action
X	Aug-Early Sept	District submits levy information to MDE
X	Sept 7	MDE provides preliminary calculations
X	Sept 11	COB discusses Pay19 levy
X	Sept 18	Pay19 Levy Update to BOE
X	Sept 24	JPTAC (Joint Property Tax Advisory Committee) adopts joint levy resolution
X	Sept 25	BOE to set Pay19 levy ceiling (Special BOE Meeting at 6pm)
	Oct 1	SPPS provides Pay19 levy ceiling data to Ramsey County and MDE
	Oct 7 – Oct 22	SPPS mails notice of referendum to each taxpayer in the District
	Nov 6	General election/operating levy (referendum) increase vote
	Nov 7	MDE adjusts the Pay19 levy ceiling based on Nov 6 election results
	Oct 1 – Nov 10	Ramsey County calculates taxes and prepares tax statements
	Nov 15	Anticipated Ramsey County mailing of tax statements
	Dec 4	Proposed date for public hearing
	Dec 18	BOE certifies Pay19 levy
	Dec 28	SPPS certifies Pay19 levy to Ramsey County

Requested Action

- Approve the maximum Pay19 levy ceiling as authorized and reported by the Minnesota Department of Education (MDE)
- The Taxation and Budget Hearing has been set by the SPPS Board of Education for December 4, 2018 at 6:00 p.m. (360 Colborne Street, Rooms A & B)

QUESTIONS/DISCUSSION:

- How does MDE figure out the maximum levy? Response: There are about 40 pages of formulas that are used, with specific formulas for each levy category, and there can be 80 different categories. Each different section of the levy has specific laws and rules. The input process starts early in the summer and continues throughout the month of September. Each category requires different personnel at the State to review each item by school district. There are also some within statutory laws, and others are within areas that the school district has to prove expenditures from previous years. Everything is validated through the State, and mostly within law already pre-set, and within legislature.
- The levy can only move down after October 1st, why is that? Response: It is due to setting the ceiling at this meeting. Once the ceiling is set, it cannot move any higher. We are basically setting the level and voting on that level.
- Director Schumacher noted that we have limited sources of revenue to work with in order to fulfill the requirements to provide our students with an adequate education, and levies are one of them. Referendums are another, as well as funding from the State and grants. He noted that this is not a decision that the Board takes lightly. The Board understands that property taxes are rising, and it is not easy for everyone to absorb these costs. He noted that there are programs and funds available to lower income areas. He shared that the Board is cognizant of the impact this has, and they are also sworn to provide the education that our kids need and the responsibility to do that. He thanked Chief Schull and her team for showing how we are spending money wisely and getting everything we can from every source to ensure our kids get the education they need and deserve.

MOTION: Mr. Brodrick moved the Board of Education approve the maximum Pay19 levy ceiling as authorized and reported by the Minnesota Department of Education (MDE). The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

V. ADJOURNMENT

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

The meeting adjourned at 6:21 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**

October 9, 2018

Immediately Following the Adjournment of the Committee of the Board Meeting

MINUTES

I. CALL TO ORDER

The meeting was called to order by Zuki Ellis, Chair, at 7:30 p.m.

II. ROLL CALL

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

Ms. Foster was absent due to health reasons.

Staff: Superintendent Gothard; Cedrick Baker, Chief of Staff; Jackie Turner, Chief Operations Officer; Chuck Long, General Counsel; Will Forbes, Assistant General Counsel; Tom Parent, Director of Facilities; Monika Watkins, Manager of Capital Projects Delivery, Facilities Department; Sarah Dahlke, Secretary to the Board

Attorney: Matt Slaven, Briggs and Morgan, P.A.

III. APPROVAL OF THE AGENDA

MOTION: It was moved by Ms. Ellis and seconded by Ms. Xiong that the Board of Education close the special meeting and continue the meeting as a closed meeting for the Board to discussed attorney-client privileged matters as is permitted by Minnesota Statutes Section 13D.05, subd. 3(b) regarding pending litigation involving Weber, Inc. and the construction project at Highland Park Elementary School.

The motion passed by acclaim.

IV. **NEW BUSINESS**

The Board of Education, staff, and attorneys discussed attorney-client privileged matters as is permitted by Minnesota Statutes Section 13D.05, subd. 3(b) regarding pending litigation involving Weber, Inc. and the construction project at Highland Park Elementary School.

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.

It passed by acclaim.

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

It passed by acclaim.

The motion carried and the meeting was adjourned at 8:51 p.m.

Prepared and submitted by
Sarah Dahlke, Assistant Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE BOARD RETREAT

October 13, 2018

ROLL CALL

The board retreat began at 8:24am.

Board:	J. Foster, J. Brodrick, M. Xiong, M. Vanderwert, J. Schumacher, S. Marchese, Z. Ellis, Superintendent Gothard
Staff:	C. Baker, S. Dahlke, K. Randall, S. Gray Akyea
Other:	M. Cecconi

OPENING

BOARD DEVELOPMENT

- Mary Cecconi reviewed the board goals from the April 2018 retreat, and noted the three focus areas of:
 - Change in culture
 - Strategic plan
 - Community Engagement
- Board members then noted the words/phrases that stood out to them in the strategic plan:
 - Student-focused
 - Increase and improve
 - Implement and action
 - Focus
 - Allows flexibility for all learners
- Mary reminded board members of the hourglass metaphor – the top part is the community, the middle is the Board and Superintendent, and the bottom part is the district.
- It was noted that family and community engagement is a major board area of the strategic plan.
- Positive School and District Culture
 - There are a lot of moving pieces, and more under that are also moving.
 - There is a large level of complexity, with the tip of the iceberg
 - Great analogy because there is so much that isn't seen, and an appropriate analogy to describe the change in culture
 - There is also first and second order change, and incremental changes; cultural change is impactful, and results in long-lasting behaviors
- Family and Community Engagement
 - The Board needs to ensure the community understands the process, and how a decision was reached, and is the basis for good governance.
- What differences in this district would a community engagement model have on the strategic plan and what differences would you be able to see?
 - Buy-in
 - Trust
- How do you think education would change if there was greater trust?
 - Greater access to expertise, feedback, honest evaluation of how programs are working, people would share more, methods of communication
- In community engagement, there are multiple methods of responding that are dependent on the avenue of engagement; draw a direct line to communication and decisions
- What changes are required of the Board as the strategic plan is implemented?

- Communication
 - Board acts as a jury – “convince me” that this initiative will bring outcomes through research, anecdotal evidence, and bring data later to show that it is working
- Engagement
 - Avenues for the public to interact
 - Systemic system of engagement
 - Start with multiple advisory groups, PACs, and look at and assess relationships with groups
- The IAP2 Spectrum was then reviewed with examples and discussion around each step:
 - Inform
 - Consult
 - Involve
 - Collaborate
 - Empower
- The PAC recommendations were discussed, and mechanism for follow-up.
- Managing expectations; across different communities, there are many different voices.
- Utilize the expertise in the community; define expertise and go to those with experience
- Charge community groups for a focused effort, set parameters; bring conversation in meaningful ways
- A list of community engagement tools was also presented, including hotlines, list serves, meet-the-press models, etc.
- It was noted that each time the Board engages with the community, the level of public participation needs to be determined (on the IAP2 spectrum)
- Superintendent Gothard noted that each initiative for the strategic plan has an engagement plan that correlated
- The Board noted that “forecasting” where the community is on issues will be helpful.
- Superintendent Gothard noted that the focus of the quarterly retreats will be on initiatives of objectives, and considering what the Board needs to know – using analogies and visions, and images to show and tell the community about the strategic plan.
- The Board was encouraged to look at the expertise of groups and what they can impact, and how they can impact the plan to decrease disparities and improve long-term outcomes. We need to tell them how it works.
- We need to emphasize the successes.
- The Board was also encouraged to look at engagement with the internal community, as well as external community. Staff need to understand they are an integral part of the process as well.
- The Board noted that it is helpful to bring the most urgent or necessary areas to the top, and when choices need to be made, that those are pulled to the top. With some presentations, the information is helpful, but goes into a data bank. At each presentation, the Board needs to know what they are doing to help the initiative. With decisions to be made, information will be presented first and defined.
- Next Steps:
 - Start, stop, sustain funnel and grow
- The Board then reviewed their learnings from the community engagement portion of the retreat.

STRATEGIC PLAN

- Karen Randall and Stacey Gray Akyea then led the Board through information and exercises on the strategic plan – SPPS Achieves.
- It starts with students and is very intentional. It will also focus on achievement and will be first and foremost of our work.
- Regardless of the referendum, this plan will happen.
- Progress of planning on the strategic plan.
 - Where are we going → long term student outcomes
 - How do we get there → through the five focus areas, ten objectives and nineteen initiatives
 - Who will make it happen → initiative action teams and stakeholder engagement plans
 - How will we know if it is successful → performance measures
- Recommendations for updates to metrics

- More comparison with regional and metro areas
- Revise kindergarten readiness metrics and measures to include more
- Add a metric about credits earned in SPPS, success in career or life instead of solely based on academics or ACT score
- Exploration into data sources
- Additional inside measure and metric, not academic-based, or an outside system study
- Address metrics
- Reports will be presented at the December 19, 2018 Regular Meeting of the Board of Education.

NORMS/PROTOCOLS

- Due to timing, norms/protocols was not able to be addressed. It was suggested to schedule a separate work session in order to discuss the topics proposed, such as:
 - Public Comment process
 - Listening sessions/forums
 - PACs
 - SEAB

WRAP UP

The board retreat was adjourned at 2:35pm.

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
October 9, 2018**

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

S. Marchese arrived at 4:38.

J. Foster was absent due to health reasons.

SEAB: C. Mendez Portillo

Staff: Superintendent Gothard, H. Kilgore, C. Long, L. Sayles-Adams, K. Randall, T. Battle, S. Snyder, M. Leifeld, Z. Ellis, N. Geving, S. Weaver, J. Leonard, A. Collins, K. Burns, L. Cathey, Y. Vang, E. Agbamu, J. Engen, M. Schrul, L. Erickson, B. Natala, M. Davis, T. Parent, M. Throop, H. Ott, J. Turner, K. Wilcox-Harris, C. Baker, S. Dahlke

Other: J. Verges, L. Pantoja, K. McCauley, J. Kopp, K. Smith

I. CALL TO ORDER

The meeting was called to order at 4:32

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard welcomed everyone to the COB Meeting for October. He noted that November 6th will be a big day for the community, and he is grateful for the support in our schools and community. There were 500+ people who attended the site team training at Washington a few weeks ago, with parents, staff, and community leaders interested in learning more about the request on the ballot on November 6th. It was a great community night, and from that, he has seen the efforts and information that has been provided has been well-received.

He also noted that the school year has begun on a wonderful start, and there are many ways to measure that by how schools look, see, and feel. He is proud of the staff, students, and leaders for the great start to school year 2018-2019.

Superintendent Gothard went on to introduce the new Director of Communications, Marketing, and Development, Kevin Burns. We are grateful to have him join SPPS. He has held many positions throughout his career, including different layers of government, as well as his own. He has a great interest in knowing and being fully immersed in the community. This is a vital position to the organization in many ways because it connects all our work – both internally and externally for everyone to be fully aware of the work we are doing and the approaches we take, and the manner in which we work for all students. His role will be brought to the Board at the October 23rd Board of Education meeting, and we are grateful to have him here.

B. SEAB Update

Cesar Osvaldo Mendez Portillo, student at LEAP High School, provided the Board with an update from SEAB.

The previous SEAB meeting was productive with the group talking about what to focus on this year. Their projects will include looking at ways to improve student/teacher relationships, with a focus on restorative practices, pronoun/preferred name culture, and understanding students' challenges in school. In some communities with students from different cultures, teachers may not understand their students' stories and identity, which is important for students. Another project will be to look at ways to expand access to mental healthcare in schools with linguistic/cultural inclusive providers, mental health education, and spaces that promote mental health. This is something that students need in the district, especially for those students who may have had trauma. Their third project will involve researching mandatory ethnic studies education for all SPPS students. Finally, a group of SEAB members also spoke at the referendum rally held at Johnson High School.

C. Science Partnerships in SPPS

District Science Team

- Marty Davis PreK-12 Science Supervisor
- Nancy Geving District Science Specialist
- Molly Leifeld District Science Specialist
- Josh Leonard TOSA Belwin Outdoor Science
- Sarah Weaver TOSA Como Planetarium

SPPS Science Mission Statement

- All SPPS students will think and act like scientists and engineers.

SPPS Science

- Science in Saint Paul Public Schools 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)
- There are 173 SPPS science teachers who are supporting students doing science.
 - There are 5 PAEMST 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.

Making Science Happen for Students

- Partnerships
- Grants
- Science Opportunities for Students

Types of Science Partnerships

- Business
 - 3M, HB Fuller, Boston Scientific, Science from Scientists, BSCS Science Learning, Andamio Games
- University
 - University of Minnesota, Purdue, Michigan Tech, Metro State, St. Thomas
- Informal Education
 - MN Zoo, Science Museum – Kitty Andersen Youth Science Center, Bell Museum, Gibbs Farm, Bakken Museum, Belwin Conservancy, Audobon Center, Wolf Ridge, Starbase, Climate Generation, Sci Girls TPT – U of MN

Partner-Supported Student Opportunities

- Elementary Field Work
 - 3M Funded K-5 and 8
 - MN Zoo 3rd Grade

- Practical Lab Experience
 - SEED
 - Masonic Cancer
 - 3M STEP
- Summer Camp
 - 3M STEP Camp
 - Michigan Tech Girls STEM Camp
 - ACES
- Curriculum and Materials
 - Engineering Teams - unit materials
 - Citizen Science - field guides, binoculars
 - Extra field guides and binoculars donated and available at the DMC
 - MNSTeLLA - materials for units teachers developed
 - The U of MN needed lessons created to finish off a grant. They hired SPPS teachers and we now have those lessons for our teachers.

Belwin

- Learning Inspired Through Nature
- Mission:
 - Connect children to nature through engaging outdoor science experiences.
- Academic Standards
 - Belwin is an outdoor classroom, not a nature center.
 - Grades 3 & 5
 - Science process
 - Structure/function
- Learning at Belwin
 - 10,000 SPPS students
 - 7,700 Elementary 1-5
 - 1,500 Specialized Special Education PreK - 12
 - 800 Secondary 6-12
 - Over 38,000 hours of science instruction
 - 100% SPPS elementary schools
- Future of Belwin Conservancy

Belwin & Como

- Minnesota Astronomical Society's JJ Casby Observatory is available for student use at Belwin.
- It is one of the largest refracting telescopes in Minnesota.

Como Planetarium

- 9,845 SPPS students visited in 2017-2018
 - 2,726 1st graders
 - 2,501 3rd graders
 - 2,384 8th graders
 - 589 multi-age groups
- 10,776 hours of science instruction
- Includes all elementary schools
- Academic standards: seasons, solar system, physics concepts, and scientific process
- Curriculum kits

Como Planetarium – Community Education

- 10,000 public visitors per year
- ~ \$35 K in revenue per year
- Science focused events
- Tuesday evening presentations

- 5:30 pm Pre-K & 7:00 pm

Supporting Science Teachers in SPPS

- Developing teacher leaders
- Professional Development - Voluntary Offerings
- Coaching for those who take PD or request it
- Mentoring New Teachers
- School-based Support

Three-Legged Stool of Teacher Support

- Content
- Curriculum
- Pedagogy

Teacher Leaders – MNSTeLLA

- Teachers leading MNSTeLLA
 - 2 year \$800,000 K-12 Math Science Partnership Grant
 - Partners were U of MN, BSCS, MPS
 - Teacher leaders facilitated 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)
- Supports teachers by focusing on identifying student thinking and cohesive unit planning through lesson analysis.

Teacher Leaders – Engineering Teams

- Teachers leading Integrating Engineering into Science Classes
 - 5 year \$8 million NSF funded program focused on grades 4-8
 - 2 years of professional development on leadership and coaching
 - 4 Teacher leaders
 - 40 Total Teachers Supported
- Supports teachers around engineering design processes and how to incorporate engineering into their science curriculum.

Teacher Leaders – Citizen Science

- Teachers leading Citizen Science
 - 4 year NSF DRK12 funded program
 - Partners- U of M Fisheries, Anoka-Hennepin Schools
 - 6 teacher leaders
 - In total is 16 teachers involved.
- Supports teachers using the outdoors. Data from these student investigations are submitted to national Citizen Science databases to be used by scientists across the world.

Other Opportunities for Teacher Leaders to Work with their Colleagues

- Opening Week Science Mini-Conference
- District-wide Professional Development Days
- Elementary PLC Facilitators

Professional Development

- SPPS PD
 - Science Pedagogy Institute Level 1 (Currently required for AOT), Science Pedagogy Institute Level 2, Integrating Engineering into Science Courses, Citizen Science, MNSTeLLA, Elementary Science PLC, Curriculum Writing
- PD Offered by Partners

- Institute for Climate Change Education, TPT SciGirls-Girls in STEM, WaterWorks! A Drinking Water Institute for Educators, ZOOMS teacher workshops (MN Zoo), Rivers Institutes, 3M TWIST, DNR-Project Learning Tree workshops

Coaching, Mentoring & School Support

- Instructional coaching is critical to helping teachers fully implement strategies and pedagogical changes from professional development.
- For instructional coaching to have an impact it must be:
 - Directed by the teacher
 - In-classroom at-the-elbow coaching for 4-6 weeks
- For mentoring to have an impact it must include:
 - Regular check-ins with new teachers in their first year with SPPS
 - Individualized with a focus on the school's priorities
- School support
 - Science focused programs, grants and SCIPs

An example of 3rd grade aligned learning guide was also shown to provide insight into how the grant, partnerships and PD come together in a classroom with students, including plant structures at Belwin and the MN Zoo, engineering, and astronomy. The focus on the main goal is to act and think like scientists and engineers every day.

QUESTIONS/DISCUSSION:

- Director Schumacher noted that in conversations with partners and teachers, there is a high-level of knowledge and a high-level approach with respect from universities and outside partners. It is obvious they all work well together, which is important for our kids, and they approach it from different angles, and are creative in teaching science.
- How the partnership with the Bell Museum look and our work with them? Response: We asked 3M to expand their donations for field trips, and they agreed. We worked specifically with the Bell Museum for the 2nd grade area, and with the Bell's honeybee program, which aligned with the benchmarks in 2nd grade with lifecycles and insects. While they are at the Bell for the honeybee program, they are also able to visit the museum and gain other experiences. We also connect with Bell for the planetarium and bringing the explorer dome to junior high classes in a pilot program, which we are hoping to expand. 3M also helps to fund that program. There are multiple people that help to create opportunities for our students.
- With the recent report on the planet and relation to environmental sciences, how do we respond with programs for students to grow to meet and prepare them for those challenges? Response: One is the new Crosswinds school which will be an e-STEM school with great opportunities, and we are working with the U of M with experts in creating STEM schools and premier education systems across the country. We are also talking with 3M about funding and grants. Also, in the benchmarks for the state, there are new opportunities there with new standards based on the K-12 framework for science and those new standards will include environmental sciences and we will build curriculum around what the state is telling us. There are also typical courses, such as environmental science and electives, with great opportunities within the core curriculum, and in magnet and specialized programs.
- The partnerships in science are incredible, and we thank them, especially 3M. They help us to provide incredible experiences. It's altruistic and a win-win situation for both SPPS and 3M. To see that our students are working at the Masonic Cancer Center and being paid for their work is great. Response: Yes, these are wonderful and we commend the department, and we need to put focus and support behind this work – not only for our kids to take advantage of the skills that they learn, but also a world that needs our kids.
- How does the science team work with EL and alternative schools? Response: LEAP is a high school we do partner with; teachers have been through this work and we have coached teachers there. Also, with the garden program at LEAP, and maintaining that and utilize resources as the building shifts. In EL work, we partner with the MNSTeLLA program and BCSC, being the first district with an ELL component, and with ELL specialists, and bringing that component to them. The needs are slightly different, and we work to ensure that all student and teachers are supported.

- In talking about professional development, is it available only to science teachers or to all teachers? Response: Usually it is available primarily for secondary ELL teachers or teachers in science or those co-teaching science. We have had some social studies teachers, as this also relates to their work. At the elementary level, it is open to everyone and all classroom teachers. Some staff have asked for more PD or more offerings in PD. There has been discussion in also offering supports school-wide, and training for classroom teachers to also teach science. We want kids to be doing hands-on science, creating questions, and collecting data and making claims, and teachers need support to be able to do this in their classrooms.
- The plans for using this scientific method in teaching literacy and math were also discussed.
- We are an urban school district, and going into nature is fun and growth-producing, and we have an obligation to connect students to nature. With that, why don't we have more plants and animals in our classrooms? Response: There has been discussion with Facilities, and while there are issues with plants and animals in classrooms, such as safety factors, mold issues, fur issues, safety is a prime concern for students. With that said, when we teach plants and animals, we do bring in cuttings, or the garden at LEAP is a great example, and our work with Citizen Science. We do with for gardens with Facilities and understand the limitations. We teach task-based question and evidence, and post questions for a productive struggle before providing the formula and procedural steps, and our math and science are rooted in that. It's also beneficial to not walk into a classroom and see the learning target, but to have students discover the meaning, and be a part of the inquiry and investigative piece, which happens in different ways. In science, it often starts with a question, and apply the actual science to students' lives. In literacy, we integrate science into aligned learning for elementary reading, where students use scientific inquiry to generate questions, and they then read to find answers. They may look at feathers and read articles at their grade level to answer the questions. We use science to motivate them to read.
- What do we mean by engineering being encompassing? Response: Engineering looks at the design world. Everything is created to solve a problem, and engineers work to determine that design to solve a problem. In the slider scale, we encourage students to show where they are in the process. Engineering is driven by a problem, whereas science is driven by a question.
- What is the role of iPads in this work? Response: It varies by course. They are a great way to collect data quickly, and to graph. Students are able to snap a picture instead of sketch an item. They can then label it and send it to the teacher, and they do help. Textbooks are also on iPads, and we have Schoology work created in order to do work at home or flip the classrooms. The 6th grade curriculum is mainly done on Techbook, and there is discussion to partner with 3M to fund the 7th grade curriculum, which will also be online too. The dissection apps on iPads are also tools for students, as well as modeling and creating for student learning. Andamio games provide apps for education, and they have been working with SPPS for a number of years, and created an app for photosynthesis, which is a more difficult concept for kids to understand.
- Director Xiong thanked everyone for this presentation, and noted that as a former students, her time at Belwin has lasting memories.
- There were questions on science specialists in schools and classroom teachers who integrate science into their instructional day. Response: There are twelve schools without science specialists out of 45 elementary schools. Some of them are Montessori or IB program, where science is incorporated into their regular work. The majority of schools are smaller schools without the FTE available, and the prep time necessary.
- Director Ellis noted her fond memories at Belwin and the planetarium. What does science look like for 1st and 2nd grade, and then at Belwin in 3rd grade? Response: There are units for all grade levels through high school. As part of the aligned learning guide, there are materials from Foss Kids, as well as at the DMC (District Materials Center located at 1930 Como). As standards changed, we knew we needed extras from Foss, and we bought 10-15 of them for the DMC, teachers take them to buildings, they send them back, are refurbished and resupplied, and then sent out to the next site. In 1st grade, students do visit the Como Planetarium, and in 2nd grade, they visit the Bell Museum, and then in 3rd grade, they visit Belwin. Field trips for K-5 and 8th grade are funded and directly related to the science standards they need to meet at each grade level.
- How is outcome data tracked on how instruction is progressing to standards? What is more or less effective? MCAs or other outcomes to note how to modify or deploy different techniques to students,

abilities, or needs of kids? Response: MCAs are one are that we look at. Our partners also have research, as well as NSF, and we do data digs to deeply understand what it means for students. We also observe classrooms of all science teachers, and with a rubric use a form to pick out key pieces of programs highlighted. This data is then brought back as a composite set of data to determine what we are doing well or where there are opportunities, and build the plan. Our partners need to be the right partners for us in this work. Teachers are also a strong connection and they are willing to tell us what we need and how to help, and grants provide the opportunities to provide these needs.

- It was also noted that this work in science fits into the strategic plan in every piece, especially around culturally relevant and effective instruction. It can be useful in all areas of academics.

D. FMP Update

Facilities Master Plan: Successes – FY2018

- Projects underway improving the learning environments of 8,925 students
- Managing \$236M on current facility improvement projects
- Energy Rebates:
 - \$160K in energy rebates received for FY17 projects
 - \$414K-\$476K estimate for rebates to be received for projects underway

Learning Spaces Photos

- Kindergarten classroom at Adams Spanish Immersion
- Outdoor Learning Space at Highland Park Elementary
- The Forum at Como Park Senior High
- Media Center at Saint Anthony Park

Core Spaces Photos

- Gym at Highland Park Elementary
- Cafeteria at Horace Mann
- Inclusive restroom at Como Park Senior High
- Gym at RiverEast

Exteriors/Entries Photos

- Front entry at RiverEast
- Front entry at Jie Ming
- Addition at Linwood

Facilities Master Plan Governance Committee: Process Outcomes

Think-Along

- Inform 5-Year Implementation Plan (FY2019-23)
- March 13, 2018; 47 attendees: teachers, parents, student, community, staff
- Summary report available online: spps.org/fmp > FMP Governance Committee
- Input on emerging factors impacting 5YP:
 - How newly-acquired middle school can alleviate capacity shortages
 - Maximize underused elementary facilities for betterment of school and community
 - Define equity measures to fairly prioritize capital projects

Takeaways

- How newly-acquired middle school can alleviate capacity shortages
 - Takeaways: Need to engage families in Area A to inform aspects of new middle schools and potential impact to nearby middle schools
- Maximize underused elementary facilities for betterment of school and community
 - Takeaways: Identify and leverage partnerships to look at opportunities for building strong programs that provide wrap-around services to support families
- Define additional equity measures to fairly prioritize capital projects
 - Takeaways: Attention on how diverse students react to design based on culture, race, gender; equitable resource distribution e.g., amenities

Key Direction: 5YP – FY2019-23

- Crosswinds Building
 - Crosswinds purchase to help meet middle school capacity
 - \$50M approximately saved over building new
 - Crosswinds purchase has delayed:
 - Obama Elementary (design starts in FY21 instead of FY19)
 - 1930 Como (completion in 2020 rather than 2018)

5YP - FY2019-23: Project Highlights

- FMP Criteria for Project Prioritization (BOE approved Dec. 2015)
- GROWTH AND ALIGNMENT
 - Not creating additional enrollment capacity; it's about alignment to program needs
 - Challenges for underused facilities
- QUALITY LEARNING SPACES
 - Collaborate with educators, students and families to design learning spaces that meet FMP vision, principles and standards
- CORE SPACES
 - Focus on improving learning spaces and buildings cores, e.g., gyms, cafeterias, kitchens, etc.

FMP Overall Progress Status

- Complete: 12%
- Under Construction: 9%
- Planned: 32%
- Balance of 10 Year Plan: 47%

Design Phase Begins: Projects \$10M+

- FY19
 - American Indian Magnet
 - Bruce Vento
 - District Service Facility
 - Frost Lake
 - Johnson Senior (HVAC)
- FY20
 - Cherokee Heights
 - Gordon Parks High
 - Ramsey Middle
- FY21
 - Obama
 - Farnsworth Aerospace – Lower
 - Highland Park Complex
- FY22
 - Four Seasons
 - J.J. Hill
- FY23
 - Battle Creek
 - Eastern Heights
 - Hazel Park
 - Mississippi Creative Arts

5YP - FY2019-23: Project Highlights

- Every site (73) benefits in some upgrades and improvements:
 - \$1.73M per site over 5 years -OR- \$345K per site/per year of improvements on average

Considerations for SY2018-2019

Academic decisions being determined impacting remodeling plans:

- Highland Park Secondary Complex
 - Capacity and utilization, ensuring enough space for pathway program needs
 - Technical analysis by Facilities Department staff
- Gordon Parks
 - ALC opportunities expanding to 7-8 grades
 - Strategic decision as part of the initiative to develop a districtwide middle school model

BOE Investment Resolution (Dec. 2015)

- Sets investment for asset preservation:
 - Major repair/replacement program sets amount of “not less than 2.8% of CRV annually averaged over 5 years”
- FY19-23 is at \$57.2M
 - 2.7% current replacement value/CRV) on average per year

FY2019-23: Proposed Facilities Investments

± \$522 million

- Includes new construction, major repair/replacement, abatement, and renovation

Funding Sources

- | | |
|--|-----|
| 1. Capital Levies (COP) | 61% |
| 2. Capital Bonds | 12% |
| 3. Long-term Facilities Maintenance (LTFM) | 27% |

Building Construction Funds

- Maintain, improve, remodel buildings and land
- By law, cannot be used for other funding categories:
 - Example: General Fund (pays for teacher salaries, transportation, teaching/learning needs, etc.
- Increases to Building Construction Funds do not decrease General Fund
- Funds from bonds sale, capital loans, or Long Term Facilities Maintenance Revenue (including levies)
- SPPS used bonds every year since 1994 to pay for facilities

Board of Education Action – October 2018

- Five-Year Facilities Maintenance and Capital Plan: FY2019-23
- Consent agenda on October 23, 2018

QUESTIONS/DISCUSSION:

- With the renovations at Como Senior High and Humboldt, will there also be gender inclusive restrooms? Response: Yes, there will be at both sites.
- Director Brodrick noted that sometimes the smaller projects at sites are what the community is really desiring, and is there room to figure out how to do those smaller projects moved up in the queue? It seems like the small projects can give an immediate satisfaction to schools, programs, and communities. The grandiose and dramatic projects are great, but people want to see those small projects that can make people happy quickly. Response: There has been a lot of conversation about that topic during the FMP work, and the hierarchy of needs and satisfaction impact.
- In some situations, people may see an athletic facility that is inadequate, and they may wonder why we are not doing more to fix it. Response: The Facilities team is in the process to look at conditions on the ground, and how they have changed.
- Are we going to be able to do more small projects and satisfy people earlier than we have been? Response: Yes, in looking at this as a 5-year plan, we are able to balance the larger projects each year with the deferred maintenance, which is bubbling up to be a higher percentage of work.

- The Board noted that while we have a comprehensive and applauded plan, is that we need to make our buildings what people are looking for and desiring now, and sometimes they include simple things, which seem to be the most difficult to execute. Most of the conversations with the community and constituents often involve them asking questions on small projects.
- How do we prioritize projects differently? Response: This was included in the guidance of the FMP committee, who reminded us of all the good ideas for the district. There are seven different categories, and it is about managing the criteria on when to elevate the work. One expectation is that our students are always safe, warm and dry – those are non-negotiable. Now the priority is also building the portfolio, and information for major repair and replacement, and bringing equitable resources to conversations, which is powerful for us to leverage. It is looking at those real customer service impacts that bonds and levies don't bring, and affect people on a daily level. It is human nature to want to know when their building will be next on the list, and what the timeline is for their projects. Within the planning stage, there is facility condition analysis, which involved going to buildings with a rubric and rating the conditions of different items, such as the roof, concrete, boilers, chillers, and breaking those down to a priority ranking. Based on that prioritization, it is clearly defined for the next 10 years on the website, which lays out the prioritization.
- It was also noted that the FMP book to point to for sites to understand the timeline. It is a multi-year commitment which lays out our plans for the future, and is seismically different opportunity for us to be reflective, and the think along is a mechanism to systematically take input and understand the notions of equity and try to deepen the understand as best we can. Communication is key in managing expectations. This process is set up with multiple check points, and gives direction and sets the work and agenda.
- Director Xiong noted that while she does not expect answers today, she does encourage the process of moving smaller items up the queue – especially on rainy days when the field is covered in water, or on hot days when students and teachers are in the classrooms, and to give those situations a sense of urgency.

E. District Calendar Update

Committee Members

- Co-Chairs
 - Sue Snyder - Sign Language Interpreter, Humboldt High School and SPFT Representative
 - Hans Ott - Assistant Superintendent of Teaching and Learning
- Megan Dols Klingel - Assistant Director of Teaching and Learning
- Barb Herrington-Hall - Early Childhood Special Education
- Heather Kilgore - Director of Family Engagement
- Holly Miller - Program Evaluation, Research Evaluation and Assessment
- Lindsay Peifer - Technology TOSA at Central HS
- George Simon - Office of Specialized Services Business office
- Erin Whitcraft - Language Teacher at Central HS
- Celeste Carty - Principal Crossroads Elementary

The central focus is students and what is best for them.

Committee Timelines

- | | |
|------------------|-------------------------------------|
| • January 2017 | Committee meetings began |
| • February-March | Research calendar options |
| • Spring 2017 | Parent Advisory Committee check-in |
| • Spring 2017 | Development of surveys |
| • Fall 2017 | Calendar surveys launched |
| • January 2018 | Survey data reviewed |
| • Spring 2018 | Draft versions of calendars created |
| • Spring 2018 | Parent Advisory Committee check-in |
| • Fall 2018 | Calendars presented to School Board |

Survey Summary

Considerations from Board in 2015

- Staff attendance on Good Friday
- Longer Thanksgiving Break
- Operational Costs

Survey Responses

- Families 1,391 responses
- Staff 1,206 responses
- Students 726 responses

Focus of Survey Questions

All Groups

- Length of winter break
- Additional cultural holidays/observances for students
- Preferred day of week for last day of school

Families and Staff

- Length of Thanksgiving break
- Number student contact days needed for an instructionally sound and productive school week
- Satisfaction with current parent-teacher conference practices

Staff

- Good Friday scheduling

Winter Break

- 8 Days 33.6%
- 10 Days 39.9%
- Either 26.5%

Overall Findings

Survey data does not support making changes to current practices

- No clear preference for length of winter break (8 day vs. 10 days)
- General preference to end school as early as possible in June
- No preference for length of Thanksgiving break
- Preference of staff for Good Friday to be a non-student contact day
- Preference for at least 3 day instructional weeks
- Preference to keep the current conference schedule
- Some preference for earlier spring break

Recommendations

- Maintain current practices
- Continue to support families with excused absences on cultural days of celebration
- Avoid holding district events on days of celebration

The proposed calendars were then presented, along with a chart that showed days of no school, parent/teacher conferences, conference prep/grading days, and professional development for PreK, Kindergarten, Elementary, and Secondary students.

	<u>Total Instructional Days</u>	<u>Works Days for Educators</u>
PreK	169	187
K	171	187
Elementary	173	187
Secondary	175	187

Future Consideration

- Consider how behavior data relates to calendar
- Frequently asked questions on the website
- Streamline call-in procedure for families

QUESTIONS/DISCUSSION:

- How do we ensure that district events are not scheduled on the same day as religious observances? Response: There are a couple ways. In our communication with principals, we highlight the days to avoid. The district calendar also highlights religious celebrations on school websites and the district site. Sometimes there is an alternate time also scheduled.
- In thinking about the holiday celebrations from the Google calendar, and also other cultural celebrations not available on the Google calendar, how are schools informed? Response: The administrators handbook that is sent out also includes days of observance. We are also thinking of adding it to the FAQ for standard holiday and other celebrations to ensure schools know about celebrations in the community through the handbook, Principal's Playbook, and FAQ.
- There are also national family involvement days that are intentional about celebrating specific days within the district. Why are they not a part of this calendar? Response: They are communicated in school SCIP planning as part of the required planning. The calendars here are very "bare bones" and different buildings do different things, and through this we are aiming to meet the laws, contractual obligations, and what's best for student learning in where we put days off. Activities and engagement calendars are parallel to this.
- Why are there different calendars? How can the calendar committee reconsider what additional information could be added without it being too dense? A master calendar, which included items like national celebrations and we want to be intentional of our values as well, and how our values are reflected on every level. Response: Our practice has been, and we will take it back to the committee also, to have three years of calendars broken into three pages for no school-days. Each year, a one-pager family calendar is also sent home and translated, and also posted on the website. Additionally, a back-to-school calendar is physically mailed home, which has been very positive for families. Google calendar is also continuously updated, and our way of informing the community, and the suggestion will be taken back to the committee and rethink for ongoing work.
- Conversations on accessing the calendar in different ways was also addressed. Calendars are helpful in a printed format, but they are also static. Do we have data on end users? Response: While that wasn't a question on the survey, our work did involve PACs, and key questions for them, and a response from the Karen PAC was that the printed, mailed version is very important and advocated for that. We have also heard the SPPS app with the ability to add schools' calendars was powerful and wanted to be able to continue to use that app, and support with family liaisons, and school-based Google calendars.
- Discussion also focused on starting school earlier than after Labor Day. There are limitations due to the State Fair, and transportation and buses. In order to change, we'd need to make the ask of the legislature of variance. We would need a waiver if we have a construction project, make a petition to change. As the committee itself, it makes recommendations and survey results were not unanimous. Some think school should be year-round, but there is not a broad consensus for more year-round schools and more short breaks. The committee is cognizant of school start time changes, and the changes already in the works, and how to balance them out.
- Director Xiong noted that she is excited to see conference prep days, since we ask so much of teachers, and to be intentional about these day, that is great work to continue.
- It was also noted that the first two days for PreK and K conferences are actually welcome meetings, where families are welcomed into the school communities, as well as the gifts that their children bring.
- Another point of the discussion with where the committee struggled in those buffer days and adding two more days for students, with snow days and weather days, is how it impacts student learning, as well as other bargaining units. Bus drivers and nutrition services workers are not at school on those days, and they thought of the impact to employees and to families because they then need to find a way to support their children when they are not at school. In thinking through the different points, and bring back to Senior Leadership to review the considerations, and review the collected

data and then bring back to the Board. There is talk about how the whole population is affected by every day off, with day care needs, after school programs, outside partners, libraries, and close partnerships for student care.

- It was noted that grading is also supported by digital tools, such as Schoology, which have expatiated grading and transferring the larger finals to semester grades, with some assessments prior to the quarter. Director Brodrick noted that teachers do not have that day for grading in 1st quarter, and places more stress on teachers at the end of 1st quarter. Deadlines are the biggest source of stress for school teachers, and he is concerned about not giving them a day off at the end of 1st and 3rd quarters, and we need to continue to look into that.
- The Board thanked Hans and Sue and the calendar committee for all of their hard work.
- Did SPFT have the opportunity to weigh in on the issue? Response: It has not come in bargaining. The recommendation is to consider the conversations and looking at the days off for students for impacts for other bargaining units and families.
- Director Brodrick noted that the end of the year is hectic and stressful, and teachers years ago had no student contact days before the end of the year, and now senior high teachers are using that last day to ensure they have grades completed. They may have had half-days and then the afternoon to grade. Deadlines are tough for all teachers, and at the end of the year, those grades are final, and it can be stressful times. Response: Staff will continue to have conversations with administration and how it affects middle and high schools.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 7:19 p.m. The motion passed by acclim.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk



Snapshots of Science in SPPS

October 23, 2018

Marshall Davis, Supervisor Pre-K-12 Science

District Science Team

Marty Davis - Pre-K-12 Science Supervisor

Nancy Geving - District Science Specialist

Molly Leifeld - District Science Specialist

Josh Leonard - TOSA Belwin Outdoor Science

Sarah Weaver - TOSA Como Planetarium



SPPS Science Mission Statement

All SPPS students will think and act like scientists and engineers.





Saint Paul Public Schools 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 & Teachers



Partner-Supported Student Learning

Elementary Field Work

- 3M Funded K-5 and 8
- MN Zoo 3rd Grade

Middle School Summer Camps

- 3M STEM Camp
- Michigan Tech Girls STEM Camp
- ACES

High School Practical 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
- HB Fuller
- Boston Scientific
- Science From Scientists
- BSCS Science Learning
- Andamio Games

Informal Education

- MN Zoo
- Science Museum - Kitty Andersen Youth Science Center
- Bell Museum
- Gibbs Farm
- Bakken Museum
- Belwin Conservancy
- Audubon Center
- Wolf Ridge
- Starbase
- Climate Generation
- Sci Girls TPT - U of MN

University

- University of Minnesota
- Purdue
- Michigan Tech
- Metro State
- St. Thomas



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



Making Science Happen for Students

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

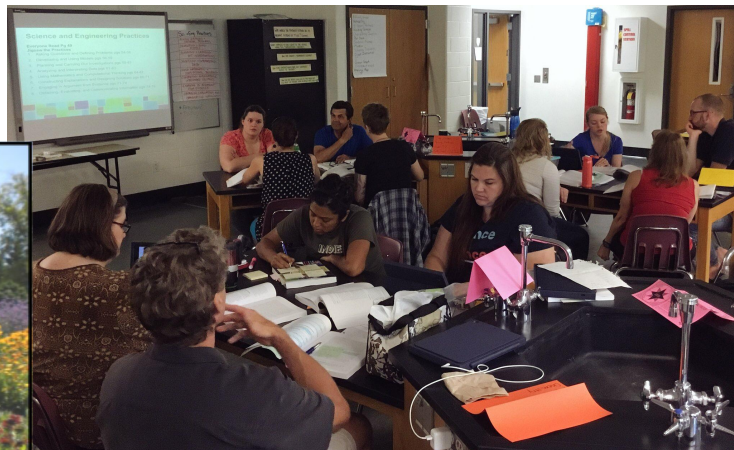


Developing Teacher Leaders

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



University of Minnesota and Saint Paul Public Schools Partnerships



64

Grant-Funded Projects that Include Teacher Leadership

- MNSTeLLA
- Citizen Science
- EngrTeams



UNIVERSITY OF MINNESOTA

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)



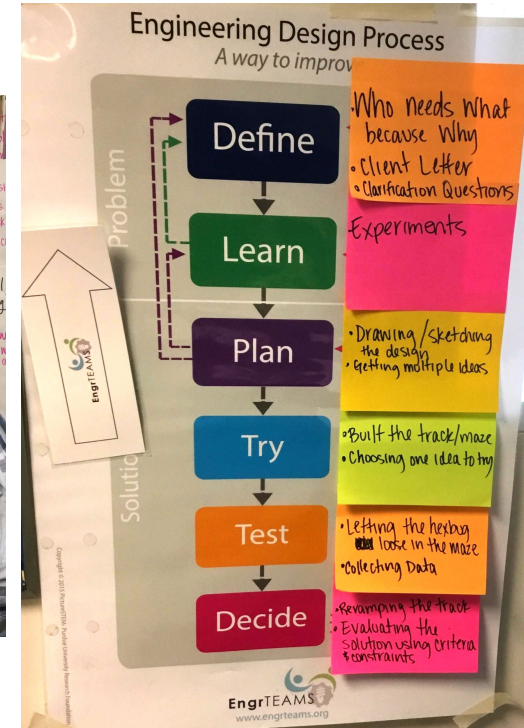
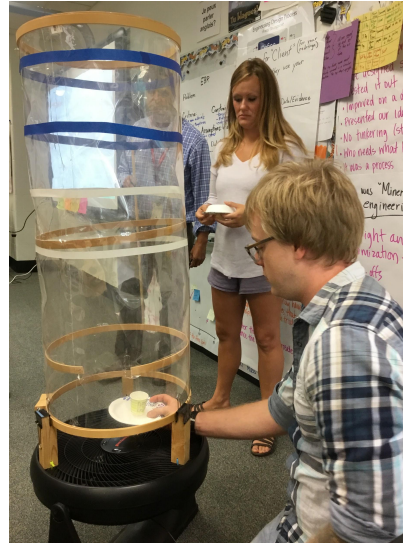
Citizen Science

- Supports teachers using the outdoors.
- 6 teacher leaders
- Data from student investigations are submitted to national Citizen Science databases to be used by scientists around the world.

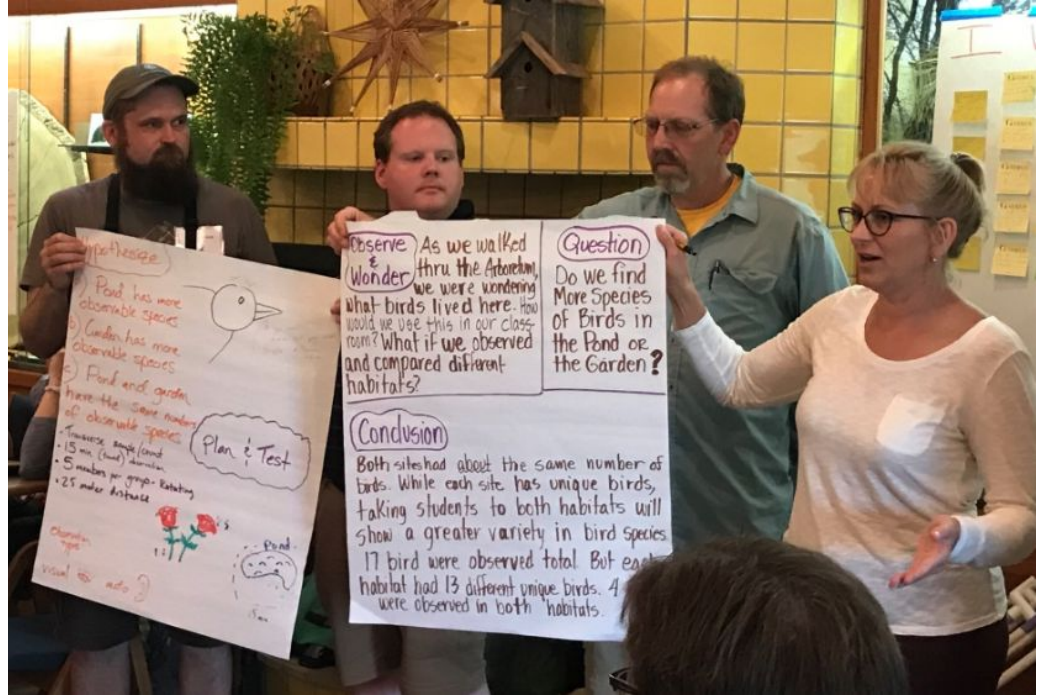


EngrTEAMS

- Teachers lead Integrating Engineering into Science Classes
- 2 years of professional development on leadership and coaching
- 4 Teacher leaders
- 40 Total Teachers Supported



Impact on Teachers and Students



Making Science Happen for Students

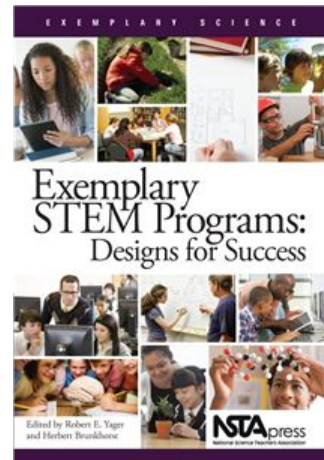
- Community and University Partners
- Teacher Leaders
- **Award Winning Students & Teachers**



Teacher Awards



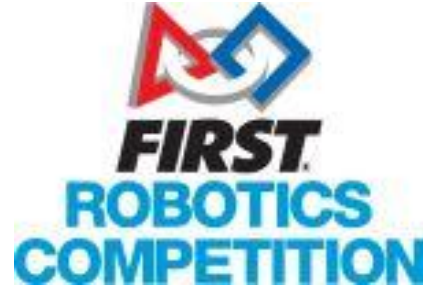
THE VOICE FOR PROFESSIONAL
EDUCATORS AND STUDENTS



Student Honors and Research



Minnesota
Academy of Science





Masonic Cancer Center Researchers

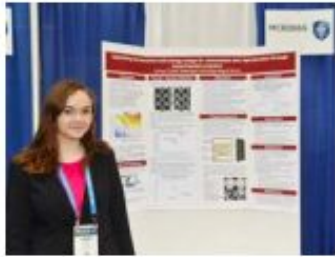


Washington
Technology students
do independent
cancer research as
CURE interns with

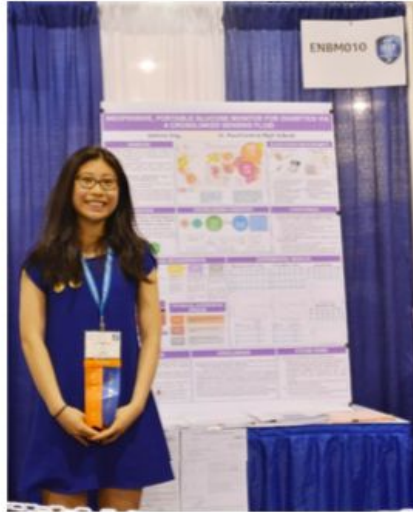


SPPS Students at National Science Fair

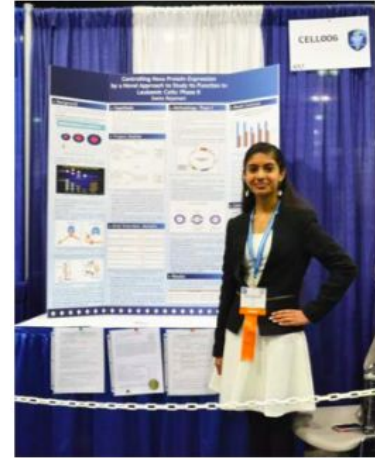
74



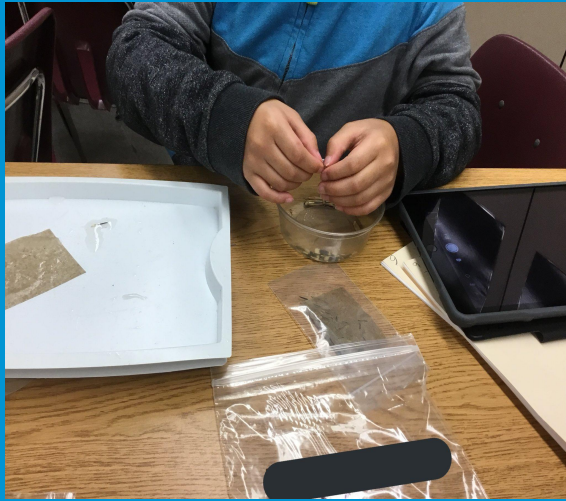
Finalist chosen at State
2018 – St. Paul



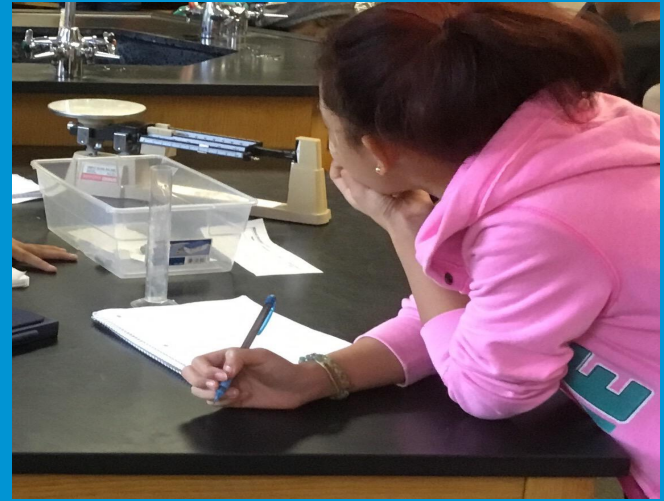
Finalist 2015, 2016, & 2017 – St. Paul
2nd Grand Award \$1500, & Ceres
program asteroid named for student



Finalist 2017 – St. Paul
2017 Science Talent Search
scholar \$2000



75



THANK YOU

HUMAN RESOURCE TRANSACTIONS
September 1, 2018 – September 30, 2018
October 23, 2018

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Ducatman, S. C.	Classroom Teacher	08/30/2018	\$33.67	Como Park Senior High
Hardy, E. B.	Classroom Teacher	08/18/2018	\$30.27	Hazel Park Preparatory
Horecka, K. K.	Classroom Teacher	08/29/2018	\$47.62	Farnsworth Aerospace Upr
Lehmkuhl, T. L.	Classroom Teacher	09/04/2018	\$27.18	American Indian Magnet
Lor, V.	Classroom Teacher	09/10/2018	\$28.13	Chelsea Heights Elementary
Mangwa, A. Y.	Classroom Teacher	09/11/2018	\$39.20	Washington Tech Sec
Rivas, E. K.	Classroom Teacher	10/01/2018	\$47.95	Battle Creek Elementary
Sinn, P. A.	Classroom Teacher	08/31/2018	\$29.01	Highwood Hills Elementary
Smith, M. J.	Classroom Teacher	08/18/2018	\$35.32	Hazel Park Preparatory
Sterrerr, M. R.	Classroom Teacher	08/18/2018	\$29.01	Adams Spanish Immersion
Tarlton, J. L.	Classroom Teacher	08/18/2018	\$44.89	Washington Tech Sec
Tschida, K. G.	Classroom Teacher	08/18/2018	\$29.01	Obama Service Learning
Barker, C.	Classroom Teacher	08/31/2018	\$29.01	The Heights
Ciancio, L. A.	Classroom Teacher	08/18/2018	\$54.09	Murray Middle School
Gray, M. C.	Classroom Teacher	08/28/2018	\$27.18	Humboldt Secondary School
Springer, S. J.	Classroom Teacher	08/31/2018	\$34.32	American Indian Magnet
Woolf, D. C.	Classroom Teacher	10/08/2018	\$50.04	271 Belvidere Bldg
Hagen, C. D.	Teacher on Special Assignment	09/12/2018	\$50.04	Ramsey Middle School
Rehovsky, T.	School/Community Professional	09/24/2018	\$24.52	RiverEast Elem/Secondary
Scheel, J.	School/Community Professional	09/11/2018	\$26.70	RiverEast Elem/Secondary
Brennhofer, A. T.	Education Assistant	08/27/2018	\$17.20	1780 W 7th Street
Bush, J. E.	Education Assistant	08/27/2018	\$20.95	American Indian Magnet
Johnson, B. J.	Education Assistant	09/10/2018	\$17.66	Creative Arts Secondary
Kremer, D. C.	Education Assistant	09/17/2018	\$17.20	Homecroft Early Learning Ctr
Matias, J.	Education Assistant	09/13/2018	\$14.37	Johnson Senior High
Moe, L. S.	Education Assistant	08/27/2018	\$17.82	1780 W 7th Street

HUMAN RESOURCE TRANSACTIONS
September 1, 2018 – September 30, 2018
October 23, 2018

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Mohamed, H. A.	Education Assistant	08/27/2018	\$17.47	Como Park Senior High
Weber, C. J.	Education Assistant	08/27/2018	\$16.87	1780 W 7th Street
Woodward, K. L.	Education Assistant	09/10/2018	\$17.06	Four Seasons A+
Abdi, W. M.	Teaching Assistant	09/04/2018	\$15.00	Capitol Hill Magnet
Ali, A. A.	Teaching Assistant	08/27/2018	\$15.00	1780 W 7th Street
Anderson, D. L.	Teaching Assistant	09/25/2018	\$15.00	Bruce F Vento Elementary
Awad, Z. E.	Teaching Assistant	09/17/2018	\$15.00	Highland Park Senior High
Azzone, A. R.	Teaching Assistant	09/12/2018	\$16.00	Battle Creek Elementary
Brock, N. P.	Teaching Assistant	10/15/2018	\$15.00	Central Senior High
Brown, C. E.	Teaching Assistant	09/04/2018	\$15.00	Wellstone Elementary
Buchl, N. A.	Teaching Assistant	08/27/2018	\$15.00	1780 W 7th Street
Busch, D. E.	Teaching Assistant	09/12/2018	\$15.00	St. Paul Music Academy
Cave, Z. J.	Teaching Assistant	09/04/2018	\$15.00	Capitol Hill Magnet
Cervi, K. J.	Teaching Assistant	09/04/2018	\$15.00	Ramsey Middle School
Coston-Jackson, M.	Teaching Assistant	09/19/2018	\$15.00	Farnsworth Aerospace Upr
DeMulling, D.	Teaching Assistant	09/10/2018	\$16.00	Bridge View
Dornfeld, C. M.	Teaching Assistant	09/15/2018	\$15.00	1780 W 7th Street
Eklund, L.	Teaching Assistant	09/04/2018	\$15.00	Jie Ming Mandarin Immr
Flores, N.	Teaching Assistant	09/04/2018	\$16.00	Bruce F Vento Elementary
Fontaine, E. A.	Teaching Assistant	09/13/2018	\$16.00	Harding Senior High
Graske, T. M.	Teaching Assistant	09/17/2018	\$16.00	Focus Beyond
Halverson, B. L.	Teaching Assistant	09/04/2018	\$15.00	Highland Park Elementary
Hanner, M. M.	Teaching Assistant	09/05/2018	\$15.00	Highwood Hills Elementary
Hanson, D. L.	Teaching Assistant	09/18/2018	\$16.00	Cherokee Heights Elem
Harper-Godderz, N.	Teaching Assistant	09/04/2018	\$15.92	L'Etoile du Nord Upper
Hassan, F. I.	Teaching Assistant	09/18/2018	\$16.00	Nokomis Montessori South
He, Y.	Teaching Assistant	09/12/2018	\$15.00	Jie Ming Mandarin Immr

HUMAN RESOURCE TRANSACTIONS
September 1, 2018 – September 30, 2018
October 23, 2018

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Holt, T. L.	Teaching Assistant	09/04/2018	\$16.00	Humboldt Secondary School
Huback, B. L.	Teaching Assistant	09/10/2018	\$16.00	Bridge View
Jorgenson, T. L.	Teaching Assistant	09/10/2018	\$15.00	Battle Creek Elementary
Laing, K.	Teaching Assistant	09/04/2018	\$15.00	Capitol Hill Magnet
Larson, A. S.	Teaching Assistant	09/18/2018	\$16.00	Expo for Excellence
Lee, P.	Teaching Assistant	09/24/2018	\$15.00	Cherokee Heights Elem
Lindholm, L. S.	Teaching Assistant	09/07/2018	\$16.00	Bruce F Vento Elementary
Mathialagan, N.	Teaching Assistant	09/05/2018	\$16.00	Battle Creek Middle School
McGraw, J. L.	Teaching Assistant	09/04/2018	\$15.00	Highwood Hills Elementary
Metzdorf, J. J.	Teaching Assistant	09/04/2018	\$16.00	Bridge View
Mumin, S. M.	Teaching Assistant	09/04/2018	\$15.00	American Indian Magnet
Nelson, A. N.	Teaching Assistant	09/06/2018	\$15.00	Washington Tech Sec
Newcom, S. B.	Teaching Assistant	09/10/2018	\$16.00	Groveland Park Elementary
Newhouse, C. E.	Teaching Assistant	09/19/2018	\$15.00	Cherokee Heights Elem
Palumbo, J. F.	Teaching Assistant	09/05/2018	\$16.00	Highland Park Senior High
Quast, C. A.	Teaching Assistant	08/27/2018	\$15.00	1780 W 7th Street
Rahn, D. A.	Teaching Assistant	09/13/2018	\$16.00	Bridge View
Rowland, M. L.	Teaching Assistant	09/04/2018	\$15.00	Nokomis Montessori North
Schaidler, E. R.	Teaching Assistant	09/10/2018	\$15.00	Highland Park Elementary
Schiller, G. M.	Teaching Assistant	09/04/2018	\$16.00	Frost Lake Elementary
Tmoo, H. T.	Teaching Assistant	09/25/2018	\$15.00	Mississippi Creative Arts
Vandenneovel, D. L.	Teaching Assistant	09/04/2018	\$15.00	Ramsey Middle School
Vang, P. C.	Teaching Assistant	09/04/2018	\$16.00	Battle Creek Middle School
Varela, Z.	Teaching Assistant	09/10/2018	\$16.00	RiverEast Elem/Secondary
Vermillion, A.	Teaching Assistant	09/04/2018	\$15.00	Murray Middle School
Weatherspoon, A. K.	Teaching Assistant	09/17/2018	\$15.00	Central Senior High
Xie, N.	Teaching Assistant	09/24/2018	\$15.00	Jie Ming Mandarin Immr

HUMAN RESOURCE TRANSACTIONS
September 1, 2018 – September 30, 2018
October 23, 2018

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Xiong, C.	Teaching Assistant	08/27/2018	\$15.00	1780 W 7th Street
Young, E.	Teaching Assistant	09/04/2018	\$16.00	Bridge View
Campbell, L. M.	Clerical	08/30/2018	\$16.32	Highland Park Senior High
Yang, S.	Clerical	09/17/2018	\$24.69	Como Park Elementary
Morris, B. L.	Custodian	09/24/2018	\$16.38	Wellstone Elementary
Beisang, J. A.	Nutrition Services	10/09/2018	\$11.89	Mississippi Creative Arts
Haskell, P. N.	Nutrition Services	10/09/2018	\$11.89	Wellstone Elementary
Barker, D. J.	Operations	09/15/2018	\$24.35	Como Service Center
Cordes-Sween, K. J.	Professional Employee	09/24/2018	\$35.95	Colborne Admin Offices
Richter, B. M.	Supervisory	09/13/2018	\$42.10	Colborne Admin Offices

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
DuBois, N. A.	Central Administrator Career Progression	09/29/2018	\$55.98	Title I Fed Program Offices
Spanjers, D.	ASAP From: Classroom Teacher	08/18/2018	\$52.76	Crossroads Elementary
Tian, Y.	Classroom Teacher From: Teaching Assistant	08/18/2018	\$30.27	Jie Ming Mandarin Immr
Meyer, M. E.	School/Community Prof. From: Teaching Assistant	08/27/2018	\$20.11	Maxfield Elementary
Vang, A. L.	School/Community Prof. From: Clerical	08/27/2018	\$24.98	American Indian Magnet
Webb, J.	School/Community Prof. From: Teaching Assistant	08/29/2018	\$20.82	Harding Senior High
Galaviz, D.	Education Assistant Career Progression	09/15/2018	\$27.52	Riverview School
Harris, K. J.	Education Assistant From: Teaching Assistant	08/27/2018	\$21.33	Student Placement Center
May, D. M.	Education Assistant From: Teaching Assistant	08/27/2018	\$16.53	1780 W 7th Street
Nooh, Z.	Education Assistant From: Teaching Assistant	08/27/2018	\$16.37	Capitol Hill Magnet
Nu, N.	Education Assistant From: Teaching Assistant	08/27/2018	\$22.06	Highwood Hills Elementary

HUMAN RESOURCE TRANSACTIONS
September 1, 2018 – September 30, 2018
October 23, 2018

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Nurnberg, J.	Education Assistant From: Teaching Assistant	08/27/2018	\$24.33	Johnson Senior High
Peterson, R. L.	Education Assistant From: Teaching Assistant	08/27/2018	\$23.09	The Heights
Scarver, A. T.	Education Assistant From: Teaching Assistant	08/27/2018	\$17.06	Humboldt Secondary School
Van Kirk, P. M.	Education Assistant Career Progression	08/27/2018	\$26.48	RiverEast Elem/Secondary
Bellovich, Z. R.	Teaching Assistant Career Progression	09/04/2018	\$16.00	Bridge View
Hager, D. K.	Teaching Assistant Career Progression	09/04/2018	\$21.55	Linwood Monroe Arts Upr
Kaul, T. J.	Teaching Assistant Career Progression	09/01/2018	\$15.00	St Anthony Park Elementary
Mattila, O. L.	Teaching Assistant Career Progression	09/04/2018	\$16.00	Humboldt Secondary School
Serrano, L. M.	Teaching Assistant Career Progression	09/04/2018	\$16.00	Humboldt Secondary School
Sharpe, C. A.	Teaching Assistant Career Progression	09/04/2018	\$15.00	Rondo Education Center
Lee, M. K.	Clerical Career Progression	08/06/2018	\$21.88	Parkway Montessori
Vang, D.	Clerical Career Progression	09/29/2018	\$24.50	1780 W. 7th Street
Baumgartner, S.	Nutrition Services Career Progression	08/18/2018	\$19.87	Como Service Center
Hall, S. L.	Nutrition Services Career Progression	08/18/2018	\$20.86	Johnson Senior High
Braddock, M. J.	Supervisory Career Progression	09/10/2018	\$33.87	Colborne Admin Offices
Lyden, T. A.	Supervisory Career Progression	08/20/2018	\$35.14	Colborne Admin Offices

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Fear, J. M.	Classroom Teacher	09/17/2018	\$27.18	Parkway Montessori
Johnson, D. R.	Classroom Teacher	08/18/2018	\$29.48	Hazel Park Preparatory

HUMAN RESOURCE TRANSACTIONS
September 1, 2018 – September 30, 2018
October 23, 2018

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kvitrud, Z. C.	Classroom Teacher	09/19/2018	\$30.27	Jie Ming Mandarin Immr
Mann, E. R.	Classroom Teacher	08/29/2018	\$31.28	The Heights
McGee, K. W.	Classroom Teacher	08/31/2018	\$27.18	Linwood Monroe Arts Upr
Singer, L. C.	Classroom Teacher	08/18/2018	\$50.04	American Indian Magnet
Olson, L.	Classroom Teacher	08/18/2018	\$27.18	Central Senior High
Engfer, M. L.	Classroom Teacher	08/18/2018	\$28.13	Ramsey Middle School
Williams, D. M.	Classroom Teacher	09/13/2018	\$27.18	RiverEast Elem/Secondary

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Alexander, M. R.	Classroom Teacher	08/18/2018	Highland Park Elementary
Beckmann, E. C.	Classroom Teacher	10/20/2018	Battle Creek Middle School
Chisholm, C. S.	Classroom Teacher	09/29/2018	Highwood Hills Elementary
Grodin, J.	Classroom Teacher	09/21/2018	Mississippi Creative Arts
Kappes, S. L.	Classroom Teacher	08/18/2018	1780 W. 7th Street
Peterson, E. B.	Classroom Teacher	10/04/2018	Como Park Senior High
Pottle, B. L.	Classroom Teacher	09/07/2018	Maxfield Elementary
Ramirez, W. S.	Classroom Teacher	10/03/2018	Wellstone Elementary
Rawlings, M. C.	Classroom Teacher	10/02/2018	Battle Creek Middle School
Rice, L. T.	Classroom Teacher	09/15/2018	Horace Mann School
Smith, L. A.	Classroom Teacher	09/27/2018	Adams Spanish Immersion
Xiong, C.	Classroom Teacher	09/18/2018	Nokomis Montessori North
Zimmerman, K. M.	Classroom Teacher	08/30/2018	Highland Park Senior High
Martin, H. M.	Classroom Teacher	09/01/2018	Obama Service Learning
Grant, C.	Classroom Teacher	08/18/2018	Harding Senior High
Priess, M. A.	Classroom Teacher	10/10/2018	Battle Creek Elementary
Moss, J. M.	Classroom Teacher	09/25/2018	271 Belvidere Bldg
Suchon, A. C.	School/Community Professional	09/01/2018	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
September 1, 2018 – September 30, 2018
October 23, 2018

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hersi, O. D.	Education Assistant	09/15/2018	Humboldt Secondary School
Klein, L. J.	Education Assistant	08/31/2018	Focus Beyond
Knotz, E. R.	Education Assistant	09/11/2018	Int'l Academy - LEAP
Amin, N.	Teaching Assistant	09/13/2018	Bruce F Vento Elementary
Cobb, P. A.	Teaching Assistant	09/18/2018	Creative Arts Secondary
Tschida, C. R.	Teaching Assistant	09/05/2018	Como Park Elementary
Whitaker, J. S.	Teaching Assistant	09/12/2018	RiverEast Elem/Secondary
Hernandez, P. L.	Clerical	09/14/2018	Colborne Admin Offices
House, D. J.	Custodian	09/05/2018	Cherokee Heights Elem
Chuhel, R. K.	Electrician	08/20/2018	Como Service Center
Gladis, H. H.	Nutrition Services	09/19/2018	Groveland Park Elementary
Sowemimo, R. A.	Nutrition Services	09/19/2018	Phalen Lake Hmong Studies
Marken, B.	Supervisory	08/24/2018	Como Service Center

MILITARY LEAVE OF ABSENCE (WITHOUT PAY)

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Xiong, L. B.	Teaching Assistant	10/06/2018	Washington Tech Sec
Xiong, L. B.	Teaching Assistant	09/17/2018	Washington Tech Sec

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Timothilay, M.	School/Community Professional	08/18/2018	\$27.98	Colborne Admin Offices

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bickford, S. A.	Classroom Teacher	08/18/2018	\$39.17	Capitol Hill Magnet
Hobbins, T.	Classroom Teacher	09/13/2018	\$51.60	Harding Senior High
Johnson, J.	Classroom Teacher	08/18/2018	\$42.38	Battle Creek Middle School
Johnson, T. M.	Classroom Teacher	08/18/2018	\$27.18	The Heights
Michell, J.	Classroom Teacher	09/11/2018	\$51.80	Int'l Academy - LEAP
Tavernier, T. C.	Classroom Teacher	08/18/2018	\$31.47	L'Etoile du Nord Lower
Scheevel, R. A.	Classroom Teacher	09/11/2018	\$29.01	Battle Creek Middle School
Westmoreland, S. V.	Classroom Teacher	08/31/2018	\$30.27	Farnsworth Aerospace Lwr

HUMAN RESOURCE TRANSACTIONS
September 1, 2018 – September 30, 2018
October 23, 2018

<u>REHIRE</u>				
<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Cappelen, L.	Classroom Teacher	08/18/2018	\$53.09	Hazel Park Preparatory
Holly, D. T.	Classroom Teacher	08/18/2018	\$30.27	Harding Senior High
Larson, K. D.	Classroom Teacher	09/04/2018	\$54.09	RiverEast Elem/Secondary
Vang, S.	Classroom Teacher	10/08/2018	\$32.80	Como Park Senior High
Bowman, M.	School/Community Professional	10/08/2018	\$26.10	Benjamin Mays/Museum
Franco, J.	School/Community Professional	08/22/2018	\$27.20	Humboldt Secondary School
Kemp, N. L.	School/Community Professional	10/01/2018	\$26.70	Creative Arts Secondary
Littlewolf, J.	School/Community Professional	09/10/2018	\$25.23	Creative Arts Secondary
Mitchell, B. A.	School/Community Professional	09/10/2018	\$23.30	Obama Service Learning
Kenney, D. P.	Education Assistant	08/27/2018	\$19.39	Parkway Montessori
Muellenberg, R.	Education Assistant	08/27/2018	\$23.09	Focus Beyond
Nelson, J.	Education Assistant	09/04/2018	\$24.90	Homecroft Early Learning Ctr
Rudersdorf, J. P.	Education Assistant	09/06/2018	\$17.20	Four Seasons A+
Underhill, R.	Education Assistant	09/04/2018	\$19.77	Brittany's Place
Malaske, H.	Teaching Assistant	09/04/2018	\$20.55	Battle Creek Elementary
Miller, C. E.	Teaching Assistant	09/10/2018	\$15.00	Battle Creek Elementary
Newman, C. S.	Teaching Assistant	09/25/2018	\$16.00	Benjamin Mays/Museum
Rick, A. S.	Teaching Assistant	09/19/2018	\$15.00	Crossroads Science
Shlepnev, D. M.	Teaching Assistant	09/04/2018	\$16.00	Harding Senior High
Wages, E. J.	Teaching Assistant	09/04/2018	\$20.67	Bruce F Vento Elementary
Yang, M. K.	Teaching Assistant	10/01/2018	\$15.00	Jackson Preparatory
Yang, P. K.	Teaching Assistant	09/04/2018	\$15.00	Capitol Hill Magnet
Roach, S. A.	Clerical	09/18/2018	\$19.34	Ramsey Middle School
Dunlap, C.	Nutrition Services	10/09/2018	\$11.89	Washington Tech Sec

HUMAN RESOURCE TRANSACTIONS
September 1, 2018 – September 30, 2018
October 23, 2018

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Carlson, K. N.	Classroom Teacher	08/18/2018	Farnsworth Aerospace Up
Erickson, A. E.	Classroom Teacher	08/18/2018	Johnson Achievement Plus
Flaten, A. M.	Classroom Teacher	08/18/2018	Chelsea Heights Elementary
Jordahl, K. S.	Classroom Teacher	09/17/2018	Central Senior High
Netzer, S. M.	Classroom Teacher	08/18/2018	Washington Tech Sec
Zimmerman, K. M.	Classroom Teacher	09/12/2018	Highland Park Senior High
Fernandez Vinalay, M.	Classroom Teacher	08/18/2018	Humboldt Secondary School
Carter, B. M.	Teaching Assistant	09/04/2018	Obama Service Learning
Cyprian-Berry, B.	Teaching Assistant	09/04/2018	Benjamin Mays/Museum
Hausker, L. A.	Teaching Assistant	09/13/2018	Expo for Excellence
Medina Gutierrez, C.	Teaching Assistant	09/04/2018	Wellstone Elementary
Sandbeck, S.	Teaching Assistant	09/04/2018	Humboldt Secondary School
Strowder, R. K.	Teaching Assistant	09/04/2018	Highland Park Senior High
Washington, M. R.	Teaching Assistant	08/27/2018	Frost Lake Elementary
Murphy, T. S.	Carpenter	09/11/2018	Como Service Center
Noel, K. M.	Clerical	09/11/2018	Colborne Admin Offices
Chuhel, R. K.	Electrician	09/17/2018	Como Service Center
Marken, B.	Supervisory	09/04/2018	Como Service Center

RECISION OF RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Taulelle, K. J.	Teaching Assistant	09/22/2018	\$20.67	Linwood Monroe Arts Up

REHIRE AFTER TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Spanjers, D.	Classroom Teacher	08/18/2018	\$53.68	Highwood Hills Elementary

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lewis, D. C.	Teaching Assistant	09/10/2018	\$15.00	Maxfield Elementary

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Sprigler, V. A.	Teaching Assistant	09/04/2018	\$20.23	Humboldt Secondary School
Heller, A.	Nutrition Services	08/18/2018	\$18.96	Jie Ming Mandarin Immr

HUMAN RESOURCE TRANSACTIONS
September 1, 2018 – September 30, 2018
October 23, 2018

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
E., K.	Classroom Teacher	10/24/2018
E., K.	Classroom Teacher	10/30/2018
E., K.	Classroom Teacher	11/28/2018
E., K.	Classroom Teacher	12/12/2018
E., K.	Classroom Teacher	01/09/2018
E., K.	Classroom Teacher	02/06/2018
E., K.	Classroom Teacher	03/06/2018
E., K.	Classroom Teacher	03/13/2018
E., K.	Classroom Teacher	04/17/2018
E., K.	Classroom Teacher	05/08/2018
G., L. M.	Classroom Teacher	09/26/2018
G., L. M.	Classroom Teacher	10/10/2018
G., L. M.	Classroom Teacher	10/30/2018
G., L. M.	Classroom Teacher	10/24/2018
P., T.	Education Assistant	10/10/2018
P., T.	Education Assistant	11/14/2018
P., T.	Education Assistant	12/19/2018
H., O.	Custodial	10/17/2018

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Gallandat, L.	Superintendency	01/01/2019	1780 W. 7th Street
Kappes, S. L.	Classroom Teacher	01/07/2019	1780 W. 7th Street
O'Shaughnessy, K.	Classroom Teacher	08/18/2018	Ronald M Hubbs Center
Humphrey, A. M.	Clerical	09/14/2018	Frost Lake Elementary
DeMars-Wolfe, N. E.	Technical	10/06/2018	Como Service Center
McCurdy, K. A.	Custodian	09/30/2018	L'Etoile du Nord Lower

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Stewart Downey, T.	Superintendency	10/03/2018	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
September 1, 2018 – September 30, 2018
October 23, 2018

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Butler, S. H.	Classroom Teacher	08/18/2018	Ramsey Middle School
Cadwell, L. C.	Classroom Teacher	10/06/2018	Creative Arts Secondary
Clymer, N. L.	Classroom Teacher	08/21/2018	Colborne Admin Offices
Cox, S.	Classroom Teacher	09/29/2018	Maxfield Elementary
De Leon, J. J.	Classroom Teacher	08/18/2018	Murray Middle School
Frantum, B. W.	Classroom Teacher	08/18/2018	Harding Senior High
Gilreath, G. J.	Classroom Teacher	08/05/2018	Hazel Park Preparatory
Keeney, D. A.	Classroom Teacher	09/10/2018	Humboldt Secondary School
Medin, B. M.	Classroom Teacher	08/18/2018	Open World Learning
Mollner, J. G.	Classroom Teacher	10/02/2018	Central Senior High
Sather, A. L.	Classroom Teacher	08/05/2018	Bruce F Vento Elementary
Spanjers, D.	Classroom Teacher	08/18/2018	Highwood Hills Elementary
Stafford, A. N.	Classroom Teacher	09/20/2018	Humboldt Secondary School
Smith, T. M.	Classroom Teacher	08/18/2018	Student Placement Center
AbdurRazzaq, K. A.	Classroom Teacher	08/18/2018	Battle Creek Middle School
Luby, R. L.	Classroom Teacher	08/18/2018	Ramsey Middle School
Hanson, R. K.	Classroom Teacher	09/05/2018	271 Belvidere Bldg
Gallenberg, E. C.	School/Community Professional	09/28/2018	Mississippi Creative Arts
Sims, L. D.	School/Community Professional	09/26/2018	Parkway Montessori
Kiefer, A. B.	Education Assistant	09/15/2018	Focus Beyond
Mattison, T. D.	Education Assistant	09/15/2018	Washington Tech Sec
McKinnon, A. L.	Education Assistant	09/08/2018	Humboldt Secondary School
Minich, C. M.	Education Assistant	09/15/2018	1780 W 7th Street
Pearson, B.	Education Assistant	10/18/2018	Murray Middle School
Ahmed, A. S.	Teaching Assistant	08/18/2018	Linwood Monroe Arts Up
Brown, E. A.	Teaching Assistant	09/05/2018	1780 W 7th Street

HUMAN RESOURCE TRANSACTIONS
September 1, 2018 – September 30, 2018
October 23, 2018

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Chambers, D. A.	Teaching Assistant	08/31/2018	The Heights
Cosgrove, A. A.	Teaching Assistant	10/13/2018	Eastern Heights Elementary
House, A. M.	Teaching Assistant	09/01/2018	RiverEast Elem/Secondary
Kampa, J. M.	Teaching Assistant	09/15/2018	Highland Park Senior High
Littler, C. L.	Teaching Assistant	09/01/2018	Cherokee Heights Elem
Marseglia, T. L.	Teaching Assistant	09/15/2018	Eastern Heights Elementary
Martinez, N.	Teaching Assistant	09/01/2018	Cherokee Heights Elem
Newman, D. M.	Teaching Assistant	08/31/2018	Jackson Preparatory
Phenow, J. P.	Teaching Assistant	08/18/2018	RiverEast Elem/Secondary
Prather, B. M.	Teaching Assistant	09/01/2018	Open World Learning
Reyes Sanchez, E.	Teaching Assistant	09/18/2018	Battle Creek Middle School
Schoneberger, J. K.	Teaching Assistant	09/15/2018	1780 W 7th Street
Stark, K. L.	Teaching Assistant	09/21/2018	Johnson Achievement Plus
Taulelle, K. J.	Teaching Assistant	09/22/2018	Linwood Monroe Arts Upr
Thao, L.	Teaching Assistant	09/01/2018	Como Park Elementary
Vang, S.	Teaching Assistant	09/01/2018	Parkway Montessori
Vang-Yang, K. A.	Teaching Assistant	09/04/2018	Nokomis Montessori South
Villar, L. C.	Teaching Assistant	09/19/2018	Adams Spanish Immersion
Welter, E. M.	Teaching Assistant	09/15/2018	Benjamin Mays/Museum
Yoo, Y.	Teaching Assistant	08/23/2018	Mississippi Creative Arts
Lofton, D.	School Bus Driver	09/01/2018	Transportation Services
Anderson, K. A.	Carpenter	09/29/2018	Como Service Center
Williams, J. M.	Custodian	09/15/2018	Colborne Admin Offices
Adaya-Ramirez, G.	Nutrition Services	09/20/2018	Cherokee Heights Elem
Colbert, C. L.	Nutrition Services	09/01/2018	L'Etoile du Nord Upper
Hedesh, L. A.	Nutrition Services	08/31/2018	Obama Service Learning
Heller, A.	Nutrition Services	09/15/2018	Jie Ming Mandarin Immr

HUMAN RESOURCE TRANSACTIONS
September 1, 2018 – September 30, 2018
October 23, 2018

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Shaleen, G. M.	Nutrition Services	09/04/2018	St. Paul Music Academy
Willis, A. R.	Nutrition Services	09/07/2018	Como Service Center
Sanders, P. J.	Professional Employee	10/07/2018	Colborne Admin Offices
Kpakar, S. J.	Technical	09/29/2018	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
A., U. R.	Education Assistant	08/19/2018
R., M. M.	Education Assistant	08/27/2018
A., H. F.	Teaching Assistant	09/01/2018
A., J. C.	Teaching Assistant	09/01/2018
C., C. M.	Teaching Assistant	09/01/2018
E., J. M.	Teaching Assistant	09/01/2018
F., D. J.	Teaching Assistant	09/14/2018
G., J. E.	Teaching Assistant	09/01/2018
G., A. R.	Teaching Assistant	09/01/2018
H., A. F.	Teaching Assistant	08/19/2018
L., J.	Teaching Assistant	09/01/2018
P., K. P.	Teaching Assistant	09/01/2018
T., K. M.	Teaching Assistant	09/01/2018
H., D. J.	Custodian	09/17/2018
L., M. J.	Custodian	09/19/2018

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S., S. D.	Nutrition Services	09/06/2018

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Broadrick, A.	Classroom Teacher	09/19/2018	Humboldt Secondary School
Huang, J.	Classroom Teacher	09/22/2018	Jie Ming Mandarin Immr
Miller, S. J.	Classroom Teacher	08/18/2018	Highwood Hills Elementary
Allen, D.	Classroom Teacher	08/04/2018	Bridge View

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

DATE: October 23, 2018

TOPIC: Request for Permission to Accept Central High School PAC Check # 5136

A. PERTINENT FACTS:

1. The Central High School P.A.C has given a donation in the amount of \$5000.00.
2. This donation is to be used to defray the cost of the freshman retreat.
3. This item is submitted by Mary Mackbee, Principal; and Theresa Battle, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept these funds for projects as submitted.

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

DATE: October 23, 2018

TOPIC: Request for Permission to Accept a Grant from the Dollar General Literacy Foundation

A. PERTINENT FACTS:

1. The Dollar General Literacy Foundation accepts grant applications for projects that help students who are below grade level or having trouble reading. Grant funding is provided to assist in the following areas:
 - Implementing new or expanding existing literacy programs
 - Purchasing new technology or equipment to support literacy initiatives
 - Purchasing books, materials or software for literacy programs
2. Saint Paul Public Schools AGAPE High School was awarded funds to purchase books for Agape's English Classroom Library. The goal of this project is a 10% increase in outside of school reading between September and June, as measured by student generated reading logs. 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 \$815. Eighty students will be impacted.
4. This project will meet the District strategic plan goal of Effective and Culturally Relevant Instruction by increasing the library's inventory of high interest, accessible books; increasing reading enthusiasm and proficiency.
5. This is a new grant-funded project. Duration of the project is September 13, 2018 to May 23, 2019.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Lois Vosika-Weir, Administrator, AGAPE; 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 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.

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

DATE: October 23, 2018

TOPIC: Request for Permission to Accept Two Subawarded Grants from Goodwill Easter Seals of Minnesota

A. PERTINENT FACTS:

1. Goodwill Easter Seals of Minnesota (GESMN) received a 2018-2019 MN Department of Employment and Economic Development Pathways to Prosperity adult workforce competitive grant program award.
2. Saint Paul Public Schools Adult Basic Education program has been granted two subawards from GESMN as part of their State award. The goals of these projects are to support Integrated Construction and Electronics Assembly projects through the Ronald M. Hubbs Center for Learning. Staff at the program researched these grant opportunities.
3. Saint Paul Public Schools will provide an hourly ABE teacher for these projects. These subawards are for a total of approximately \$30,000.
4. These projects will meet the District strategic plan goal of College and Career Paths by providing college and career navigation services to SPPS.
5. These are new grant funded projects. The duration of the projects is July 1, 2018 through June 30, 2019.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Renada Rutmanis, Supervisor, Ronald M. Hubbs Center for Learning; Jackie Turner, Chief Operations Officer; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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.

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

DATE: October 23, 2018

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

A. PERTINENT FACTS:

1. Saint Paul Promise Neighborhood (SPPN) provides grants to programs that promote the social welfare of persons residing in the SPPN.
2. Saint Paul Public Schools Office of Early Learning has prepared an application and received funds to contract with the Children's Theatre Company to provide the Early Bridges residency program. The Early Bridges residency uses culturally relevant and responsive programming that focuses on early literacy and executive functioning. Seven pre-K classrooms at Benjamin E. Mays IB World School and the Pre-K at Rondo Early Learning Hub will take part in this program. The goal of this project is Kindergarten Readiness for children living in the SPPN or attending SPPN Partner Schools. 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 \$7,000. This project will impact 140 students and 14 teachers at two schools.
4. This project will meet the District strategic plan goal of Effective and Culturally Relevant Instruction by implementing culturally relevant practices within student learning and programming.
5. This is a new grant-funded project. The duration of this project is September 1, 2018 to June 30, 2019.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Gina Hass, Program Manager, PreK at Rondo; Lori Erickson, Ed.D., Assistant Director, Office of Early Learning; Kate Wilcox-Harris, Chief Academic Officer; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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

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

DATE: October 23, 2018

TOPIC: Request for Permission to Accept a Grant from the WE Schools Helping Hands Grant Program

A. PERTINENT FACTS:

1. WE Schools Helping Hands Grant Program awards school supply grants to participating WE Program schools.
2. Saint Paul Public Schools Capitol Hill Gifted and Talented Magnet School has received a grant award to fund school supplies for the 2018-2019 school year.
3. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$5,000. This award will impact 1,278 students and 95 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 which will take place during the 2018-2018 school year.
6. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Patrick Bryan, Principal, Capitol Hill; Lisa Sayles-Adams, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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.

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

DATE: October 23, 2018

TOPIC: Ramsey County Elections Contract

A. PERTINENT FACTS:

1. The Ramsey County Elections Manager has provided SPPS with the proposed contract for election services between Ramsey County, the City of Saint Paul, and Saint Paul Public Schools (SPPS). The term of the contract is four years January 1, 2017 through December 31, 2020. The contract may be renewed for one additional four-year period by written agreement of the parties.
2. Pertinent facts related to the proposed contract include:
 - The City and the School District are the two governmental units that hold elections on odd-numbered years. Therefore, the City and the School District bear the full cost of the elections held in the odd-numbered years.
 - The cost of the elections services for the Regular Elections for the 2017-2018 calendar years will be \$1,712,912.
 - The City's share of the cost is 73% of the total amount or \$1,250,426. The School District's share of the costs will be 27% of the total amount or \$462,487.
 - Payments to cover the cost of the first biennium of the contract will be made in eight quarterly payments of \$57,811.
 - The cost for the second biennium will be provided to the District no later than April 1, 2018 and will be calculated based on a formula detailed in the contract.
3. The County will provide all services, equipment, and supplies as required to perform on behalf of the City and the School District and all election-related duties of the City and School District under the Minnesota Election Law and other relevant state and federal laws.
4. This project will meet the District's goal of alignment and sustainability.
5. This item is submitted by Sarah Dahlke, Assistant Clerk; and Marie Schrul, Chief Finance Officer.

B. RECOMMENDATION:

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

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

DATE: October 23, 2018

TOPIC: Enter Into a Lease Agreement for School Buses

A. PERTINENT FACTS:

1. Permission to enter into a lease agreement with Santander Leasing LLC (as assigned by Hoglund Bus Co., Inc.).
2. This project will meet the District strategic plan goal of increased achievement by increasing equitable education.
3. This will be a five-year lease for five school buses which will be outfitted to provide transportation for students with special needs. The total cost of the lease will be \$372,430.95 \$74,486.19 yearly. This cost is inclusive of a trade of five buses.
4. Funding for the lease will come out of the Transportation Budget.
5. This item is submitted by Tom Burr, Director of Transportation; and Jackie Turner, Chief Operating Officer.

B. RECOMMENDATION:

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.

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

DATE: October 23, 2018

TOPIC: Mental Health Partnerships

A. PERTINENT FACTS:

1. The Office of School Support partners with community agencies to provide additional mental health supports for students in SPPS schools across the district. A Site-Based Partner is a community Mental Health Agency that provides therapeutic mental health services to individual students in the school setting. A site-based partner enters into an agreement with Saint Paul Public Schools to provide services at a particular school(s) and a Contract or Memorandum of Understanding is signed and kept on file with the District Office.
2. Partnering with community Mental Health Agencies strengthens relationships with the greater Mental Health Community in the Twin Cities. It provides the opportunity for additional support and culturally relevant services for our students. We continue to expand our partnerships each school year, both in number of providers and in number of schools served.
3. The mental health provider will complete a diagnostic assessment and can provide ongoing mental health support to individual students. They may only provide services to students for whom they have a signed release of information from the parent or guardian. Contracts with partners are updated by the Office of School Support each school year. Current contracts for 2018-19 are:
 - Wilder
 - Metro Social Services
 - Minnesota CarePartner
 - Family Innovations
 - Family Revelations
 - Art of Counseling
 - American Indian Family Center
4. The provider agrees to provide mental health services using their own billing National Contractor Identification (NPI) number and community billing current procedural terminology (CPT) codes to bill all third party payers. The Contractor will not invoice the District for the provision of mental health related services.
5. This project will meet the District strategic plan goals of both Positive School and District Culture (Objective 1, 1a) and Family and Community Engagement (Objective 9).
6. This item is submitted by Kathy Lombardi, Assistant Director, OCCR, School Climate & Support; Jamie Atkins, Purchasing Manager; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: October 23, 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 August 1, 2018 – August 31, 2018.

(a) General Account	#698080-699241	\$52,737,257.45
	#0003080-0003107	
	#7002924-7002962	
	#0002716-0002810	
(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			

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 January 31, 2019.

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

DATE: October 23, 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 1, 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: October 23, 2018

TOPIC: Joint Powers Agreement between Saint Paul Public Schools and the City of Woodbury

A. PERTINENT FACTS:

1. The purpose of this Agreement is to implement procedures for the shared use by the District and the City of Woodbury for the gymnasium and fields at Crosswinds Middle School, 600 Weir Drive, Woodbury, MN.
2. Terms and conditions of this Agreement include the following:
 - a. All use of the Recreational Facilities shall be under control of the District and in accordance with applicable District policies & procedures.
 - b. The District shall establish the schedule for the use of the Recreational Facilities.
 - c. Recreational programs operated directly by and through the City shall be exempt from usage fees.
 - d. The City of Woodbury shall provide at its own expense, mowing and routine maintenance services for the outdoor field.
 - e. The District shall be responsible for the maintenance and repair of the Crosswinds gymnasium.
4. This project will meet the District Strategic Plan goals by aligning resource allocation to District priorities.
5. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (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.

**JOINT POWERS AGREEMENT
PROVIDING FOR THE SHARED USE
OF GYMNASIUM AND FIELDS AT
CROSSWINDS MIDDLE SCHOOL**

THIS JOINT POWERS AGREEMENT is made pursuant to Minn. Stat. §471.59 and is entered into between Independent School District No. 625, Saint Paul Public Schools, (hereinafter referred to as “District”) and the City of Woodbury (hereinafter referred to as “City”).

NOW, THEREFORE, in consideration of the mutual promises, covenants and consideration herein contained, the parties agree as follows:

ARTICLE I

PURPOSE

Section 1. This Agreement is necessary to implement procedures for the shared use by the District and the City for the gymnasium and fields at the building currently called Crosswinds Middle School, 600 Weir Drive, Woodbury, MN (“Crosswinds”). The design of the gym and fields (hereinafter referred to as “Recreational Facilities”) represents a cooperative effort between the District and the City to provide facilities consistent with a shared use by both parties. The constituents of the District and City are well-served by this cooperative effort and permits recreational facilities for use by both the District and the City to be provided in an economic and efficient manner.

ARTICLE II

POLICIES AND PROCEDURES

Section 1. The use of the Recreation Facilities at Crosswinds shall be under the control of the District and in accordance with applicable District policies and procedures. All use must be

communicated through the District's Permit office and must comply with District Procedure 902.00.1 – Procedure for Community Use of School Facilities.

Section 2. The District shall establish the schedule for the use of the Recreational Facilities consistent with the priorities set forth in this Agreement.

ARTICLE III

PRIORITIES

Section 1. The District, City and other organizations and groups may utilize the Recreational Facilities, with priority for use as follows:

- A. First, all District organizations, including but not limited to, school curricular, co-curricular, extracurricular and school advisory groups and committees.
- B. Second, all City of Woodbury organizations, including but not limited to City Park and Recreation Department, and other City-funded or organized programs.
- C. Third, District community organizations, including but not limited to, educational groups, government entities and civic organizations.
- D. Fourth, other organizations or groups pursuant to District policies and procedures.

ARTICLE IV

FEES

Section 1. The District shall establish reasonable usage fees for the scheduling of Crosswinds' Recreational Facilities.

Section 2. Recreational programs operated directly by and through the City shall be exempt from usage fees, except as specifically provided for in this Agreement. This includes the local recognized athletic associations. All other uses shall be subject to District usage fees.

ARTICLE V

MAINTENANCE AND EQUIPMENT

Section 1. The City shall provide at its own expense, mowing and routine maintenance services for the outdoor field. The outdoor field shall be kept in good repair, consistent with the mowing and maintenance schedule utilized by the City for its similar recreational facilities and consistent with the City's Turf Management Plan for recreational facilities. The City shall be responsible for the labor, equipment, and materials necessary to meet the standards. In that the field is irrigated, the parties shall reasonably cooperate in assuring the City has necessary operational control over the watering system to fulfill its obligation under this Agreement. Repair and maintenance of the irrigation system shall be the responsibility of the City. Major repairs to either the field or irrigation system shall be the responsibility of the District, unless the parties agree otherwise, and unless the City has caused the damage. The City shall also provide soccer goals and other recreational equipment as needed.

Section 2. The District shall be responsible for the maintenance and repair of the Crosswinds gymnasium; provided, however, when the City uses the gymnasium during periods when District employees are not otherwise scheduled to work, the City will reimburse the District for additional employee labor costs incurred. The District will invoice the City monthly for such costs.

Section 3. If the Recreational Facilities are damaged as a result of the City's use of the Recreational Facilities per this Agreement, the City is responsible for repair of the damage.

ARTICLE VI

SUPERVISION

Section 1. The City shall provide program supervisors in accordance with the District's Procedure for Community Use of School Facilities for all City-sponsored activities conducted in the Crosswinds' Recreational Facilities.

ARTICLE VII

INSURANCE

Section 1. The City shall obtain and meet insurance requirements as listed in Appendix A naming ISD 625 Saint Paul Public Schools as an additional insured on its Commercial General Liability and its Commercial Auto Liability policies for personal injury and/or property damage occurring on the premises due to acts and omissions of the City. The District will provide the City with a certificate of insurance naming the City as additionally insured for use of the park and its facilities.

ARTICLE VIII

DURATION

Section 1. This Agreement shall become effective when it has been executed by both the District and City and shall continue in effect for five (5) years. It is further provided, however, that either party may terminate this Agreement by providing written notice of termination with an effective date of termination no sooner than one hundred twenty (120) days following service of notice.

ARTICLE IX

NOTICES; AMENDMENTS

Section 1. **NOTICES.** Any notices provided in this Agreement shall be in writing and shall be deemed timely if mailed by certified mail or personally served on or before the date or period specified herein. All notices provided for in this Agreement shall be mailed or delivered as follows:

District: Saint Paul Public Schools, ISD #625
Attn: Facilities Director
1930 Como Avenue
St. Paul, MN 55108

City: City of Woodbury
Attn: Parks Director
8301 Valley Creek Road
Woodbury, MN 55125

Section 2. **AMENDMENTS TO THIS AGREEMENT.** Amendments to this Agreement shall be in writing and with the agreement of both the District and City.

ARTICLE X

INTERPRETATION

Section 1. The captions of the provisions of this Agreement are for convenience only and shall not be considered or referred to concerning questions of interpretation or construction.

ARTICLE XI

EFFECT

Section 1. This Joint Powers Agreement constitutes the whole and entire agreement between the parties hereto.

ARTICLE XII

SEVERABILITY

Section 1. The provisions of this Agreement shall be severable, and if any provision hereof on the application of any such provision under any circumstances is held to be invalid, it shall not effect any other provision of this Agreement or the application of any provision hereof.

ARTICLE XIII

HOLD HARMLESS

Section 1. The District and the City hereby mutually agree to indemnify and defend each other from any claims brought or actions filed against either of the parties hereto for injury or death to any third person or persons, or damage to property of third persons, arising out of the negligent acts of the agents, employees, and representatives of either party. The intent of the indemnification requirement of this Article is to impose upon the party against whom a claim is being made a limited duty to defend and indemnify the other party for claims arising out of the actions of the employees, agents, or representatives of the party against whom the claim is being brought, subject to the limits of liability under Minnesota Statutes Chapter 466. The purpose of creating these reciprocal duties to defend and indemnify is to simplify the defense of liability claims by eliminating conflicts among defendants, and to permit liability claims against multiple defendants from a single occurrence to be defended by a single attorney. Under no circumstances, however, shall either party to this Agreement be required to pay on behalf of itself or other parties any amounts in excess of the limits on liability established in Minnesota Statutes Chapter 466, applicable to only one party. The limits of liability for either of the parties may not be added together to determine the maximum of liability for any party.

ARTICLE XIV

SHAWNEE PARK USE

Section 1. Shawnee Park, a City park, is located adjacent to the Crosswinds Middle School property. Use of the Park would benefit the District.

Section 2. The City agrees to allow the District to utilize Shawnee Park at no cost during the regular school day, and also agrees to make the facilities in the Park (except the recreational building) available for the District's use at no cost. For purposes of this Section, the school day is defined as the period from 7:30 a.m. – 5:30 p.m., Monday through Friday from September 1 – June 15 each year. The City, however, shall have priority usage for its scheduled recreational activities and programs.

Section 3. The City shall be responsible for the maintenance and repair of Shawnee Park. If there is damage to the park facilities as a result of the District use, the District shall be responsible for the cost of the repairs.

Section 4. If the District wishes to use Shawnee Park for major events or special activities, such as all-school events or all-school picnics, the District may do so consistent with the City's usual policies and procedures for outdoor event use.

Section 5. If the District wishes to utilize the recreational building in Shawnee Park, it may do so consistent with the City's usual policies and procedures for use of the building.

REMAINDER OF PAGE INTENTIONALL LEFT BLANK.

SIGNATURE PAGE FOLLOWS.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the respective dates set forth below.

CITY OF WOODBURY

**SAINT PAUL PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT
#625**

By: _____
Mayor

By: _____
Chair

By: _____
City Administrator

By: _____
Clerk

Dated: _____

Dated: _____

APPENDIX A PERMIT USER INSURANCE REQUIREMENTS

St Paul Public Schools, ISD 625 requires that permit users meet certain minimum insurance requirements.

Coverage	Limits	
Commercial General Liability	\$1,000,000	Each Occurrence
	\$300,000	Damage to Rented Premises Each Occurrence
	\$5,000	Medical Expense Any One Person
	\$1,000,000	Personal and Advertising Injury
	\$2,000,000	General Aggregate Per Project
	\$2,000,000	Products & Completed Operations Aggregate

(Including Completed Operations, Explosion/Collapse/Underground Operations of Subcontractors Contingent Liability, Broad Form PD)

Business Automobile Liability \$1,000,000 Combined Single Limit
Personal Automobile Policy is acceptable.

Workers' Compensation Statutory
(Statutory Coverage as required by state in which the work is to be performed. If you are self-employed with no other employees, a qualified self-insured, or not required to carry Workers' Compensation, you must submit a letter stating this, or a copy of your certificate of self-insurance.)

Employers' Liability \$500,000 Accident Limit
\$500,000 Disease – Policy Limit
\$500,000 Disease – Person Limit

Umbrella/Excess \$1,000,000 Per Occurrence
\$1,000,000 Aggregate

All policies to be purchased from a carrier licensed to do business in the state of Minnesota and carry a Best Rating of A-VII or better.

Certificate Description of Operations area must identify project or indicate "All Products & Services Provided by the Named Insured". Additional insured status applies to completed operations as well.

All liability policies must include: 1) St Paul Public Schools, ISD 625, must be included as additional insured on a Primary Basis and Non-Contributory Basis, 2) General Liability Aggregate to apply Per Project, 3) General Liability must be on an Occurrence Based Policy, 4) Any liability Limits may be met by using combination of underlying and umbrella/excess policies.

The permit users Liability and Workers' Compensation policies shall be endorsed to provide a Waiver of Subrogation to St Paul Public Schools, ISD 625.

The Products and Completed Operations coverage is to be maintained after project completion per requirements of contract agreement with St Paul Public Schools.

Certificates of Insurance must be on file at St Paul Public Schools, ISD 625, prior to start of work. A current certificate is required at all times – including the Completed Operations term. Renewal certificates are to be provided 30 days prior to expiration of certificate on file.

Permit User must provide a 30-day Notice of Cancellation to St Paul Public Schools, ISD 625,

Direct writers may use own proprietary form for providing proof of insurance is the ACORD 25 Certificate form with attached copies of additional insured and waiver of subrogation endorsements.

All certificates should be mailed or faxed to: St Paul Public Schools, ISD 625
District Service Facility
1930 Como Avenue
St Paul, MN 55108

Fax: 651.744.1867 / Telephone: 651.744.1800

Rev. Apr 2018

REMAINDER OF PAGE INTENTIONALL LEFT BLANK.

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

DATE: October 23, 2018

TOPIC: Request for Approval for Funds from the Minnesota State High School League's Foundation

A. PERTINENT FACTS:

1. Our district high schools are members of the Minnesota State High School League.
2. The Minnesota State High School League Foundation has monies available to award to high schools in the State of Minnesota. These monies are sales taxes collected on tickets sold at state tournament contests. These funds are being rebated to member schools based on free/reduced lunch participation on athletic teams. The League accepts requests twice during the school year.
3. This grant will meet the District target area goals by ensuring high academic achievement for all students and accelerating the path to excellence.
4. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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.

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

DATE: October 23, 2018

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and Minnesota School Employees Association, Representing Classified Confidential Employees Association

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2018, through June 30, 2020.
2. Contract changes are as follows:

Wages: Effective January 19, 2019, the salary schedule increase is 2.00%, maintain step increases. Effective January 18, 2020, the salary schedule increase is 2.00%, maintain step increases.

Benefits: Effective January 1, 2020, the district monthly contribution of \$670 for single coverage is increased to \$700; the district monthly contribution of \$1,285 for family coverage is increased to \$1,350.

Professional Development: Increase carry over amount from \$1,000 to \$1,500.

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

3. The District has 14 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2017-18 budget year: \$1,030,194
 - in the 2018-19 budget year \$1,060,937
5. This item will meet the District target area goal of alignment.
5. This request is submitted by Laurin J. Cathey, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 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.

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

DATE: October 23, 2018

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

A. PERTINENT FACTS:

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

Wages: Effective September 29, 2018, increase salary schedule by 2.0%. Effective July 6, 2019, increase salary schedule by 2.0%. Maintain steps and lane both years.

Longevity Pay: Effective January 1, 2018, increase longevity pay for employees who have completed their ten (10) years of service with the District from \$.25 to \$.50 per hour above the normal hourly rate. Increase longevity pay for employees who have completed their fifteen (15) years of service with the District from \$.60 to \$.85 per hour above the normal hourly rate of pay. Increase longevity pay for employees who have completed their twenty (20) years of service with the District from \$1.00 to \$1.25 per hour above the normal hourly rate of pay.

Deferred Compensation: Effective January 1, 2018, the District match contribution is increased from \$1,500 to \$1,700 per year.

Vacation Accrual: Effective January 1, 2018, increased vacation accrual based upon years of service.

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

3. The District has 14 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2017-18 budget year: \$1,236,545
 - in the 2018-19 budget year: \$1,262,025
5. This item will meet the District target area goal of alignment.
6. This request is submitted by Laurin J. Cathey, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for 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.

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

DATE: October 23, 2018

TOPIC: FY2019-2023 Five-Year Facilities Maintenance and Capital Implementation Plan

A. PERTINENT FACTS:

1. On December 15, 2015 the Board of Education established a rolling Five-Year Facilities Maintenance and Capital Implementation Plan to implement the approved 10-year Facilities Master Plan (FMP).
2. The Board of Education has resolved to approve a rolling Five-Year Plan annually.
3. District administration has developed a FY2019-2023 Five-Year Facilities Maintenance and Capital Implementation Plan, with the involvement of a broad cross-section of District stakeholders and the guidance of the FMP Committee.
4. The Board of Education will have continued input into the planning and budgeting process to implement specific projects in the FY2019-2023 Five-Year Facilities Maintenance and Capital Implementation Plan.
5. This project will meet the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approves the FY2019-2023 Five-Year Maintenance and Capital Implementation Plan, subject to the BOE's future funding of specific projects.

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS
RESOLUTION

**2018 Five-Year Facilities Maintenance and Capital Implementation Plan,
Covering Fiscal Years 2019-2023**



Board File No. _____

Date _____

WHEREAS, on December 15, 2015, the Board of Education (BOE) established a rolling Five-Year Facilities Maintenance and Capital Implementation Plan (hereinafter “Five-Year Plan”) to implement the approved 10-year Facilities Master Plan (FMP) and otherwise meet the strategic facility needs for the District; and

WHEREAS, the BOE has resolved to approve a rolling Five-Year Plan annually; and

WHEREAS, District administration has developed a FY2019-2023 Five-Year Facilities Maintenance and Capital Implementation Plan, with the involvement of a broad cross-section of District stakeholders and the guidance of the FMP Committee; and

WHEREAS, District administration proposes that the BOE approve the FY2019-2023 Five-Year Facilities Maintenance and Capital Implementation Plan, as reflected in Attachment A; and

WHEREAS, the Board of Education will have continued input into the planning and budgeting process to implement specific projects in the FY2019-2023 Five-Year Facilities Maintenance and Capital Implementation Plan;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Independent School District No. 625 herewith:

Commits to and approves the FY2019-2023 Five-Year Facilities Maintenance and Capital Implementation Plan, as reflected in Attachment A, subject to the BOE’s future funding of specific projects.

Adopted _____

CHAIR Board of Education

CLERK Board of Education

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



Supporting 21st Century Learning

October 2018



TABLE OF CONTENTS

CONTENT	PAGE
Introduction	2
School Work Scopes: Table of Contents	6
School Work Scopes.....	9-84
Appendix:	
Glossary of Terms.....	85
District Map.....	86
Facility by Type (school, administrative).....	87

CONTACT INFORMATION

Facilities Department
Saint Paul Public Schools
1930 Como Avenue
Saint Paul, MN 55108
Ph: 651-744-1800 ▪ Fax: 651-290-8362
fmp@spps.org ▪ spps.org/fmp

SAINT PAUL BOARD OF EDUCATION

Zuki Ellis, Chair	Jon Schumacher
John Brodrick	Mary Vanderwert
Jeanelle Foster	Marny Xiong
Steve Marchese	

SUPERINTENDENT

Joe Gothard, Ed.D.

FMP Vision

We envision versatile, equitable, healthy environments that balance the factors creating authentic, engaging, and personalized learning experiences to sustain our academic mission and deepen connections to our communities and world.

INTRODUCTION

PROJECT HIGHLIGHTS: 5YP – FY2019-23

This report provides an overview of each of Saint Paul Public Schools' capital improvement projects scheduled to take place in fiscal years 2019 to 2023 (FY2019-23). These projects reflect a collaborative process undertaken with building administrators, staff, students and families to design learning spaces that meet the Facilities Master Plan's (FMP) Vision, Principles and Standards (see below under BACKGROUND for more information).

FMP GOVERNANCE COMMITTEE

As part of its [Five-Year Facilities Maintenance and Capital Plan](#) (5YP) resolution, the Board of Education established the formation of the Facility Master Plan Governance Committee to inform the annual revision of the rolling 5YP. The Governance Committee is charged with safeguarding the district's [18-month \(May 2014-October 2015\) FMP engagement process](#) and adhering to the FMP Vision, Principles and Standards and using the agreed upon Criteria as the lens to guide maintenance and construction projects throughout the district.

As such, every year the Governance Committee provides strategic input and feedback based on factors that may impact the FMP criteria and proposed projects such as:

- Enrollment projections.
- Demographic changes.
- Educational pathway/program realignment or changes.
- Technology advances.
- Changes to federal or state law impacting capital funding, etc.

- Mandates all approved work be grounded in the approved FMP.

FMP GOVERNANCE COMMITTEE: 5YP PROCESS OUTCOMES

In spring 2018, a planning session was held with the Governance Committee to consider how emerging factors might impact the 5YP for FY2019-23. Three key issues were discussed as impacting the 5YP project priorities and budget decisions:

1. Outline how a **newly-acquired middle school** can best alleviate capacity shortages for middle school students and address equitable program access on the city's east side. (The [E-STEM Middle School – formerly Crosswinds](#) – was recently purchased by the District to help alleviate the need for an additional middle school.)
2. Determine how **underused elementary facilities** might be maximized for the betterment of school communities and neighbors.
3. Further define **equity measures** to better determine how capital projects are fairly prioritized.

MIDDLE SCHOOL: PROCESS OUTCOMES

In response to the projected shortage of middle school seats, on April 26, 2016, the Board of Education approved the plan to build a new middle school on the east-side of St. Paul. Since then, the opportunity to purchase an existing school presented an ideal alternative and saved the District approximately \$50M compared to the cost of building a new school. In February 2018, the District purchased the E-STEM Middle School (formerly Crosswinds) located in Woodbury (just east of St. Paul's border). Built in 2001, SPPS Facilities Department staff oversaw the original design and building

of the E-STEM Middle School (formerly Crosswinds) which has the capacity for 600 students.

These factors informed the discussion with the Governance Committee, which provided the following insights to inform related decisions on the 5YP:

- To **set the newly-acquired and other middle schools apart from their counterparts**, participants suggested that learning needs should be met through varied and flexible spaces that are spacious and inviting; providing ample work stations and quality spaces that give students the room to explore and learn a variety of new skills and subjects; accommodating both the significant physical growth stages of middle grade students and the emotional-developmental needs of transitioning from an elementary to middle school experience.
- **Considerations for the newly-acquired middle school** included ensuring pathway and programmatic alignment; keeping grade levels separate; and the availability and transportation to after-school programs; providing quality, “peaceful,” open-floor spaces were mentioned while recognizing the need to align the development of the physical environment to available funding.
- Suggestions for ensuring the newly-acquired middle school and other schools **meet the unique needs of families and students** living on the east-side of the city included providing accelerated programs and mirroring successful charter school programs; taking time to better understand the unique character and cultural roots of the East Side to foster welcoming programs that embrace diversity; and addressing economic barriers.

ELEMENTARY SCHOOLS: PROCESS OUTCOMES

How best to plan for maximizing underused elementary facilities for the betterment of school communities and neighbors generated the following ideas:

- Discussions on how **elementary schools might have a larger role in communities** included positioning schools to be more prominent in their communities by expanding program offerings such as community education and Early Childhood Family Education; providing facilities for recreation opportunities and community events; using elementary facilities for wrap-around services for the community; and targeting programs to seniors along with using school grounds for community gardens. The need for safer traffic control for some elementary schools was also discussed.
- Ideas on how to **better serve underused elementary sites** included co-locating district and non-district based programs; expanding popular gifted and talented programs to nearby underused facilities; expanding early education and child care programs; providing community health care services; partnering with libraries and parks; and providing spaces for cultural events, church groups, and programs for the elderly.
- Ideas for **increasing enrollment** at underused schools included highlighting successful, rigorous programs like gifted/talented and International Baccalaureate; examining unintended consequences that numerous magnet program options have on some community schools; and reinforcing the surrounding community’s support of neighborhood schools.

EQUITY MEASURES: PROCESS OUTCOMES

In developing additional equity measures to guide decisions on how to fairly prioritize projects, suggestions included examining how different students (based on culture, race, gender, etc.) react to

design and facility environments, and the impact design might have on student behavior; evaluating how well facilities provide a welcoming and safe atmosphere; and evaluating the design's flexibility and resource distribution such as furniture and variation of types of spaces.

BACKGROUND

FACILITIES MASTER PLAN (FMP)

In 2015, Saint Paul Public Schools developed a 10-year Facilities Master Plan (FMP) to address needed improvements for its 72 facilities, 7.3 million square feet of space, and 465 acres of land. As a strategic plan, the FMP ensures that resources are aligned to provide schools with equitable access to facility funding and that projects are coordinated to increase efficiency and decrease costs. In a district where 60 percent of schools are 60 years or older, SPPS recognizes that updating old buildings is critical to providing flexible, adaptable physical environments to support a variety of teaching and learning styles for students' academic success.

In turn, the FMP informs the [Five-Year Facilities Maintenance and Capital Plan](#) (5YP) on how to improve its facilities over the next five years. As a "rolling plan," annual adjustments are made to the 5YP based on unforeseen emerging factors that impact the initial assessments made to the scheduling and prioritizing of particular facility improvement projects. The current 5YP outlines the recommended SPPS facility improvements to be scheduled over FY2019-23.

FMP GUIDING DOCUMENTS

The 5YP is informed by guiding documents developed during the FMP planning process through extensive stakeholder engagement with more than one thousand people. FMP guiding documents are the qualitative data used to assess facilities and include a **Vision**

statement (see box on page 3) along with facility [Principles](#) and [Standards](#) that inform the district's **Criteria** to prioritize facility improvement projects.

CRITERIA FOR PRIORITIZING FACILITY IMPROVEMENTS

A model of weighted criteria was developed to evaluate the impact of each facility to teaching and learning: The greater the impact to student learning, the greater the need to complete the project. It is not intended that these criteria provide a numeric scoring formula for determining the order of school construction and renovation; rather, it is expected that each phase of work involves the interplay of dynamic factors and that careful analysis and judgment is used to balance the following criteria:

1. **Permanent Construction:** Learning environments are to be of permanent construction and existing temporary structures are to be phased out.
2. **Growth and Alignment:** Alignment to projected programmatic and enrollment needs are addressed.
3. **Quality Learning Spaces:** The overall improvement in the quality of instructional space that supports student learning.
4. **Identifiable Main Entries:** Safe and respectful main building entries that welcome students and community into our buildings.
5. **Building Condition:** The condition of building systems, as determined by the Facility Condition Assessment, support healthy student and staff environments.
6. **Core space:** The quantity and quality of core functional spaces such as gyms and cafeterias support student learning and wellness.
7. **Overall Alignment:** Considerations to the overall improvement to the building and site should align with

functional and programmatic needs as determined by the Facility Condition Assessment and the Facility Master Plan process.

Additional criteria may be considered to address the following:

- a. **Enrollment enhancement opportunity:** A new or fully modernized school may be used as an opportunity to attract students.
- b. **Geographic Distribution:** School renovation work should be distributed across the district to ensure there is equity in school improvements.
- c. **Large Impact:** The renovation or addition of a facility that is anticipated to have a large impact on another school, an entire community, or a major part of the city, in addition to meeting other criteria, may be a determining factor on giving the work scope priority.
- d. **Partnership Opportunities:** Partnerships can be financial, technical, joint-use and/or joint development and may take some time to mature. The opportunity for a partnership that has been developed and is funded may mean that a particular facility needs renovations or construction ahead of schedule or that a delay is warranted while the partnership is formalized. Equity of access to quality partnerships will be a key consideration.
- e. **Program Requirements:** A new school district program imperative might require a major facility renovation in order to offer that academic program in a quality way. Equity of access to programs and support for programs will be a key consideration.

FMP QUANTITATIVE DATA

The quantitative data that informed the FMP were manifold and include both attention to the condition of buildings and grounds and the extent to which these facilities support or hinder teaching

and learning. These facility assessments were then overlaid with 10-year enrollment projections in order to more accurately anticipate where SPPS may experience student growth and reach school site capacities to ensure student-teacher ratios are maintained. The following studies informed the FMP:

- Educational Adequacy Assessment (2009)
- Facility Condition Assessment (2009)
- Facility Alignment Assessment (2015)
- Dynamic Programs: Site Capacity and Growth Parameters
- Athletic Facilities Considerations
- Enrollment Projections and Capacity

FINANCING

As part of the FMP, the Board of Education passed the resolution on [Long-Term Facilities Maintenance and Improvement Investments](#) that fortifies the district's commitment to the continued funding of capital investments for the betterment of students and communities.

In turn, the district's budget for Building Construction is funded from the sale of bonds, capital loans, or the Long-Term Facilities Maintenance Program (including levies). SPPS has issued bonds every year since 1994 to fund facility projects. A tax levy allows school districts to raise money through public taxation to fund construction projects to ensure school buildings are kept in good shape and meet the learning needs of students. The Board of Education determines the levy amount each year based on specific facility needs for the upcoming year.

By law, Building Construction Funds cannot be used for other funding categories such as the General Fund which pays for teacher salaries, transportation and other teaching and learning needs. Increases to the Building Construction Funds do not decrease the General Fund.

School Work Scopes: Table of Contents

SCHOOL	PAGE	SCHOOL	PAGE
Adams Spanish Immersion School	9	Creative Arts Secondary School	27
Administration Building	10	Crossroads Montessori + Science	28
AGAPE - Adolescent Girls and Parenting Education	11	E-STEM Middle School (formerly Crosswinds)	29
American Indian Magnet School	12	Dayton's Bluff Achievement Plus Elementary	30
Barack & Michelle Obama Elementary	13	District Service Facility	31
Battle Creek Elementary School	14	District-Wide Deferred Maintenance	32
Battle Creek Middle School	15	Eastern Heights Elementary School	33
Belvidere Early Education	16	EXPO for Excellence Elementary	34
Bridgeview School	17	Farnsworth Aerospace - Lower	35
Bruce Vento Elementary School	18	Farnsworth Aerospace - Upper	36
Central High School - Automotive Garage	19	Focus Beyond Transition Services	37
Central High School - Griffin Stadium	20	Four Seasons A+ Elementary School	38
Central High School	21	Frost Late Elementary	39
Chelsea Heights Elementary School	22	Galtier Community School	40
Cherokee Heights Elementary School	23	Gordon Parks High School	41
Community Education Service Center	24	Groveland Park Elementary School	42
Como Park Elementary School	25	Hamline Elementary School	43
Como Park Senior High School	26	Harding Senior High School	44

SCHOOL	PAGE	SCHOOL	PAGE
Hazel Park Preparatory Academy	45	Linwood Monroe Arts Plus - Upper	64
Highland Park Elementary School	46	Maxfield Elementary	65
Highland Park Complex	47	Mississippi Creative Arts School	66
Highland Park Middle School	48	Murray Middle School	67
Highland Park Senior High School	49	Nokomis Montessori Magnet School - North	68
Highwood Hills Elementary School	50	Nokomis Montessori Magnet School – South	69
Horace Mann School	51	Open World Learning	70
Hubbs Center	52	Parkway Middle School	71
Humboldt High School	53	Phalen Lake Hmong Studies Magnet	72
Jackson Preparatory	54	Ramsey Middle School	73
Jie Ming Mandarin Immersion Academy	55	Randolph Heights Elementary	74
J.J. Hill Montessori Magnet School	56	RiverEast School	75
Jonh A. Johnson Achievement Plus Elementary	57	Riverview West Side School	76
Johnson Senior High School	58	Rondo building: • Benjamin E. Mays International Magnet • Capitol Hill Magnet	77
Journeys Secondary SchoolJournays Secondary School	59		
LEAP High School	60		
L’Etoile du Nord French Immersion School - Lower	61	Saint Paul Music Academy	78
L’Etoile du Nord French Immersion School - Upper	62	St. Anthony Park Elementary School	79
Linwood Monroe Arts Plus - Lower	63	Student Placement Center	80

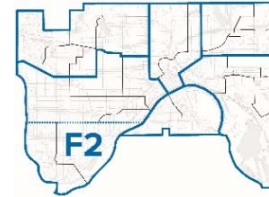
SCHOOL	PAGE
The Heights Community School	81
Washington Technology Magnet School	82
Paul & Sheila Wellstone Elementary	83
Wheelock Early Learning Center	84

DRAFT



Adams Spanish Immersion School

615 Chatsworth Street S



Grades Served: PreK to 5

Existing Building Size: 67,139 GSF

Target Student Enrollment: 735

Years Built: 1923, 1973, 1999, 2004

School: www.spps.org/adams

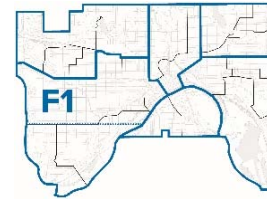
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION FMP School Work Scopes: A, B, C, & D	Project Highlights: <u>Capital Improvement Key Points:</u> - Three-Story General Learning Addition - Renovation of Existing Learning Spaces - Cafeteria and Kitchen Addition - Renovation of Administration <u>Asset Preservation Key Points:</u> - Restore Exterior Brick - Partial Roof Replacement - New Flooring Throughout - HVAC and Controls Replacement - New Outdoor Playground and Landscape - Parking and Sidewalks Replacement - Site: Playground	\$21,980,000	C	C						●	●	●	●	●	●



Administration Building

360 Colborne Street



Existing Building Size: 87,960 GSF

Year Built: 1971

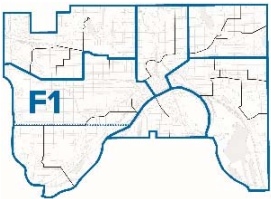
Administration: www.spps.org/Domain/2009

Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Renovation of Office Areas - First Floor	\$220,000		D/C									●		●
	Communication & Security Cameras	\$24,000	C	C									●		●
	Audio/Visual Equipment	\$175,000						D/C			●		●	●	●
ASSET PRESERVATION	Exterior Lighting Replacement	\$50,000			C								●		●
	Remaining Fire Suppression	\$620,000					D/C						●		●
	Site: South and Southeast Parking Lot Pavement	\$252,000				D/C							●		●



AGAPE Adolescent Girls and Parenting Education
1037 University Avenue W.



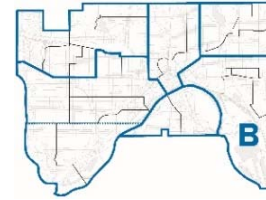
Grades Served: 6 to 12
Existing Building Size: 24,883 GSF
Target Student Enrollment: 126
Years Built: 1936, 1965, 2011
School: www.spps.org/agape
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$33,000	C	C									●		●
	Instructional Audio/Visual	\$101,000			D/C						●		●	●	●
ASSET PRESERVATION	Fire Suppression	\$175,000				D/C							●	●	●



American Indian Magnet

1075 Third Street East



Grades Served: PreK to 8

Existing Building Size: 103,397 GSF

Target Student Enrollment: 829

Years Built: 1924, 1930, 1939, 1991

School: www.spps.org/aims

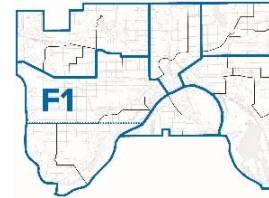
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes: A & B</i>	Project Highlights: <u>Capital Improvement Key Points:</u> • Four-Story General Learning Addition • Administration Office Addition • Event Center & Public Digital Commons Addition • Renovation of Existing Learning Spaces • Renovation of Restrooms • Cafeteria and Kitchen Addition • Communication & Security Cameras <u>Asset Preservation Key Points:</u> • Plumbing Replacement • HVAC and DDC Controls Replacement • Lighting Replacement • Doors and Hardware • Parking Lot Pavement • Playground • Building Automation System (BAS) Conversion • Stormwater Management and Remediation • Fire Suppression	\$38,500,000	D	D	C	C				●	●	●	●	●	●



Barack & Michelle Obama Elementary

707 Holly Avenue



Grades Served: PreK to 5

Existing Building Size: 149,605 GSF

Target Student Enrollment: 963

Years Built: 1925, 1926, 1966, 1975, 2002

School: www.spps.org/obama

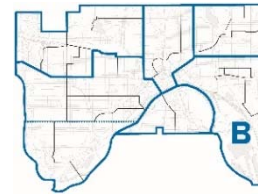
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes: A, B, & C</i>	Project Highlights: <u>Capital Improvement Key Points:</u> - Renovation of Existing General Learning Space - Renovation of Gym, Auditorium, Cafeteria - Renovation of Media Center, Art room - Renovation of Administration Office - Renovation of Restrooms - New Entry - New Parent Room - Kitchen Addition <u>Asset Preservation Key Points:</u> - Exterior Refurbishment - Exterior Door, Window Replacement - Plumbing Replacement - HVAC and Controls Replacement - Elevator and Lift Replacement - Partial Roof Replacement - Fire Suppression - Electrical Replacement	\$32,800,000				D	D	C		●	●	●	●	●	●
	Communication & Security Cameras	\$40,000	C	C							●		●		



Battle Creek Elementary School

60 Ruth Street South



Grades Served: PreK to 5

Existing Building Size: 74,583 GSF

Target Student Enrollment: 579

Years Built: 1964, 1966, 1996, 2001

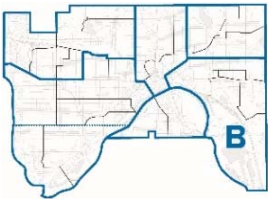
School: www.spps.org/battlecreekel

Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes:</i> A, B, C	Project Highlights: <u>Capital Improvement Key Points:</u> - General Learning Addition - Renovation of Existing Learning Spaces - Administrative and Community Space Addition & Remodel - New Cafeteria and Kitchen	22,500,000						D	●	●	●	●	●	●	●
	Communication & Security Cameras	\$44,000	C	C								●			●
	Instructional Audio/Visual	\$435,000						D/C			●		●	●	●
ASSET PRESERVATION	Interior Lighting Replacement	\$5,000			C								●		●
	Boiler Replacement	\$316,000	D	C									●	●	●
	Roof Replacement	\$1,630,000		D	C								●	●	●
	Site: Playground	\$200,000	D	C							●			●	●



Battle Creek Middle School
2121 North Park Drive



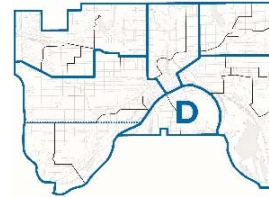
Grades Served: 6 to 8
Existing Building Size: 144,543 GSF
Target Student Enrollment: 854
Years Built: 1971, 1997
School: www.spps.org/bcms
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$24,000	C	C									●		●
ASSET PRESERVATION	Parking Lot Pavement	\$207,000		D/C									●		●
	Exterior Doors and Storefront	\$81,000		D/C								●	●	●	
	Locker Replacement	\$269,000		D/C									●	●	
	Partial Fire Suppression	\$587,000					D/C				●		●		●
	Fire Alarm	\$365,000					D/C								



Belvidere Early Education Center

271 Belvidere Street



Grades Served: Birth to K

Existing Building Size: 48,906 GSF

Target Student Enrollment: N/A

Years Built: 1953, 1997, 1999

Department: www.spps.org/page/22457

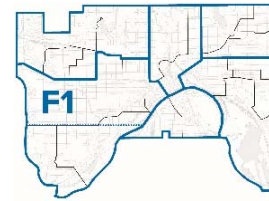
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			<i>D = Design C = Construction</i>						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$25,000	C	C									●		●
	Acoustic Tiles for Classrooms	\$40,000	D/C								●		●	●	
ASSET PRESERVATION	Building Automation System (BAS) Conversion	\$166,000	C										●	●	●
	Boiler Replacement	\$340,000		D/C									●	●	●
	Exterior Lighting Replacement	\$50,000			C								●		●



Bridge View Elementary School

360 Colborne Street



Grades Served: K to 12

Existing Building Size: 49,392 GSF

Target Student Enrollment: N/A

Years Built: 1973, 1974

School: www.spps.org/bridgeview

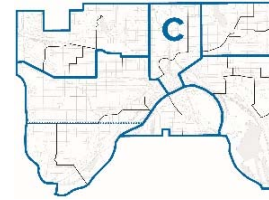
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Instructional Audio/Visual	\$265,000		D/C							●		●	●	●
	Communication & Security Cameras	\$37,000	C	C									●		●
ASSET PRESERVATION	Exterior Lighting Replacement	\$50,000			C								●		●
	Vestibule Entry	\$225,000		D/C								●	●		●
	Roof Replacement	\$1,786,000		D	C								●	●	●



Bruce Vento Elementary School

409 Case Avenue



Grades Served: PreK to 5

Existing Building Size: 101,231 GSF

Target Student Enrollment: 766

Years Built: 1970, 2002

School: www.spps.org/vento

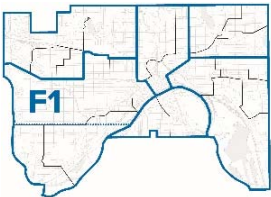
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes: A & B</i>	Project Highlights: <u>Capital Improvement Key Points:</u> - Renovation of Existing Learning Spaces - Renovation of Media Center - Renovation of Cafeteria and Kitchen - Skylight Addition - Enclose Courtyard <u>Asset Preservation Key Points:</u> - Plumbing Replacement - HVAC and Controls Replacement - Roof Replacement - Door Replacement - Fire Suppression - Fire Alarm Systems - Playground	\$25,000,000	D	D	C	C				●	●		●	●	●
	Communication & Security Cameras	\$35,000	C	C									●		●



Central High School - Automotive Garage

275 Lexington Parkway North



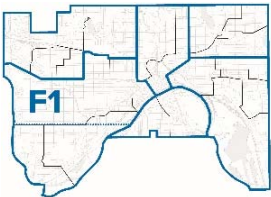
Grades Served: 9 to 12
Existing Building Size: 1,750 GSF
Target Student Enrollment: n/a
Year Built: 1960
School: www.spps.org/central
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$20,000	C	C									●		●
	Site: Fencing	\$20,000			D/C								●		●
ASSET PRESERVATION	Electrical Distribution System Replacement	\$14,000	C										●		●
	Fire Suppression	\$45,000				D/C							●	●	●



Central High School – Griffin Stadium

275 Lexington Parkway North



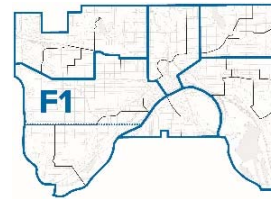
Grades Served: 9 to 12
Existing Building Size: 192,100 GSF
Target Student Enrollment: N/A
Year Built: 1943
School: www.spps.org/central
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
ASSET PRESERVATION	Site: Artificial Turf Field Replacement	\$1,100,000		D	C						●		●	●	●
	Site: Electrical – MV Service Replacement	\$229,000			D/C								●		●



Central High School

275 Lexington Parkway North



Grades Served: 9 to 12

Existing Building Size: 340,641 GSF

Target Student Enrollment: 1987

Year Built: 1977

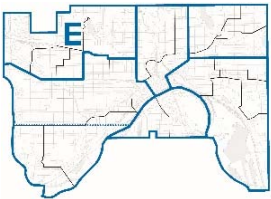
School: www.spps.org/central

Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$33,000	C	C									●		●
	Instructional Audio/Visual	\$912,000			D/C						●		●	●	●
ASSET PRESERVATION	Building Automation System (BAS) Conversion	\$852,000		D/C									●	●	●
	Bradley Sink Replacement	\$200,000		D/C									●		
	Exterior/Interior Doors and Hardware	\$150,000		D/C									●	●	
	Stage Curtain and Lighting Replacement	\$130,000		D/C							●		●	●	●
	Interior Lighting Replacement Gymnastics Gymnasium	\$40,000		C									●		●
	Interior Lighting Replacement Gymnasium	\$40,000			C								●		●



Chelsea Heights Elementary School
1557 Huron Street



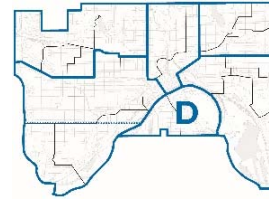
Grades Served: K to 5
Existing Building Size: 62,545 GSF
Target Student Enrollment: 604
Years Built: 1932, 1939, 1952, 1973
School: www.spps.org/chelseaheights
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$38,000	C	C									●		●
	Instructional Audio/Visual	\$350,000					D/C						●	●	●
ASSET PRESERVATION	Building Automation System (BAS) Conversion	\$157,000	D/C										●	●	●
	Exterior/Interior Doors and Hardware	\$89,000			D/C								●	●	



Cherokee Heights Elementary School

694 Charlton Street



Grades Served: PreK to 5

Existing Building Size: 87,416 GSF

Target Student Enrollment: 543

Years Built: 1925, 1971, 2000, 2001

School: www.spps.org/cherokeeheights

Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes:</i> A, B, C, & D	Project Highlights: <u>Capital Improvement Key Points:</u> - Renovation of Existing Learning Spaces - Relocate Locker Room - New Cafeteria and Kitchen - Repurpose Gym <u>Asset Preservation Key Points:</u> - Elevator Replacement - Replace Partitions and Gym Flooring - HVAC and Controls Replacement - Roof Replacement - Fire Suppression	\$17,000,000			D	C	C			•	•		•	•	•
	Communication & Security Cameras	\$46,000	C	C									•		•



Community Education Service Center
1780 West 7th Street

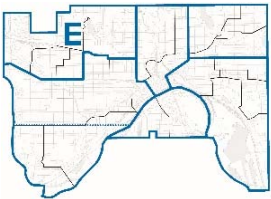


Grades Served: N/A
Existing Building Size: 24,200 GSF
Target Student Enrollment: N/A
Year Built: 1965
Department: www.spps.org/commed
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$26,000	C	C									●		●
	Instructional Audio/Visual	\$73,000			D/C						●		●		



Como Park Elementary School
780 Wheelock Parkway West



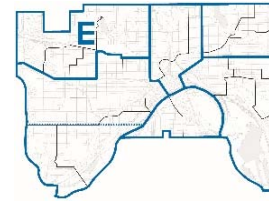
Grades Served: PreK to 5
Existing Building Size: 131,154 GSF
Target Student Enrollment: 790
Years Built: 1917, 1925, 1974
School: www.spps.org/comoel
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$44,000	C	C									●		●
	Instructional Audio/Visual	\$725,000						D/C			●		●	●	●
ASSET PRESERVATION	Plumbing Fixtures	\$19,000		D/C									●		



Como Park Senior High School

740 Rose Avenue West



Grades Served: 9 to 12

Existing Building Size: 220,444 GSF

Target Student Enrollment: 1436

Year Built: 1954, 1978, 1993, 1994, 2002-4

School: www.spps.org/comosr

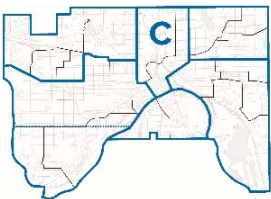
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes:</i> A, B, D, & E	Project Highlights: <u>Capital Improvement Key Points:</u> - Two-story General Learning Addition - Renovation of Existing Learning Spaces - Renovation of Cafeteria, Student Common - Outdoor Learning Area - Renovation of Main Entry <u>Asset Preservation Key Points:</u> - Flooring Replacement Throughout - HVAC and Controls Replacement - Replace Exterior Doors - Replace Water Piping - Fire Suppression - Elevator Replacement - Electrical Panelboards	\$44,900,000	C	C	C				•	•	•	•	•	•	•
	Site: New Softball and Baseball Dugouts	\$190,000			D	C					•		•		•
ASSET PRESERVATION	Site: Electrical - MV Service Replacement	\$230,000			D	C							•		•
	Site: Resurface Tennis Courts	\$150,000					D/C				•		•		•



Creative Arts Secondary School

65 Kellogg Boulevard East

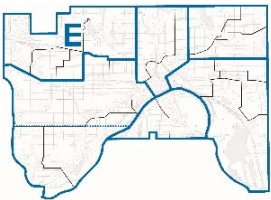


Grades Served: 6 to 12
Existing Building Size: 123,878 GSF
Target Student Enrollment: 585
Year Built: 1890, 1959
School: www.spps.org/creativearts
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$4,000	C	C									●		●
ASSET PRESERVATION	Building Automation System (BAS) Conversion	\$372,000		D/C									●	●	●



Crossroads Science + Montessori
543 Front Avenue



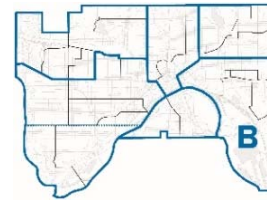
Grades Served: PreK to 5
Existing Building Size: 130,112 GSF
Target Student Enrollment: 716
Year Built: 1999
School: www.spps.org/crossroads
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$36,000	C	C									●		●
	Instructional Audio/Visual	\$480,000				D/C					●		●	●	●
ASSET PRESERVATION	VFD / Motor Replacements Air Handlers and Pumps	\$53,000		C									●		●



E-STEM Middle School (formerly Crosswinds)

600 Weir Drive, Woodbury MN



Grades Served:

Existing Building Size: 122,000 GSF

Target Student Enrollment: 600

Years Built: 2001

School:

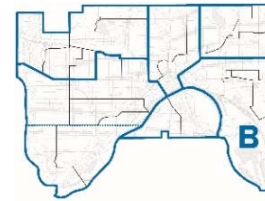
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria							
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment	
			Current	2019	2020	2021	2022	2023								
READINESS RENOVATION	Project Highlights • Building Automation System (BAS) Conversion • Roof repair • Interior: Painting, Carpet/Linoleum replacement • Interior: Doors and Hardware • Communication and Security Cameras • Bosch Lenel Security System • Furniture, Fixtures and Equipment • Technology: Fiber, Switches, Access Points and Phones • Instructional Audio/Visual • Elevator repair • Water Treatment System • Fire Panel Replacement • Renovation of Restrooms (?) • Site: Parking Lot Repair • Kitchen upgrades • Clock Master Replacement	\$3,200,000	C							●	●					●



Dayton's Bluff Achievement Plus Elementary

262 Bates Avenue



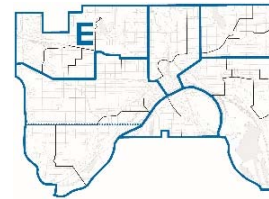
Grades Served: PreK to 5
Existing Building Size: 88,242 GSF
Target Student Enrollment: 543
Years Built: 1973,1999
School: www.spps.org/daytonsbluff
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$40,000	C	C									●		●
	Instructional Audio/Visual	\$385,000				D/C					●		●	●	●
ASSET PRESERVATION	South Parking Lot Pavement	\$26,000		D/C									●		●
	Building Automation System (BAS) Conversion	\$300,000	D	C									●	●	●
	Partial Roof Replacement	\$44,000			D/C								●	●	●
	VFD / Motor Replacement Air Handlers and Pumps	\$27,000		C									●		●
	Clock Master Replacement	\$3,000		C									●		●
	Plumbing - Sink Replacement	\$50,000		D/C									●		



District Service Facility

1930 Como Avenue



Grades Served: N/A

Existing Building Size: 228,836 GSF

Years Built: 1954, 1998

Department: www.spps.org/facilities

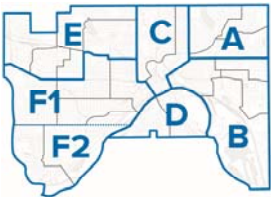
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION	Project Highlights <u>Capital Improvement Key Points:</u> - Renovation of Warehouse and Cooler Space to New Office Environments - Renovation of Central Kitchen - Communication & Security Cameras	\$13,600,000		D	C	C			●	●		●	●	●	●
	<u>Asset Preservation Key Points:</u> - Direct Digital Controls (DDC) Replacement - Partial HVAC and Controls Replacement - Electrical Upgrades														
ASSET PRESERVATION	Exterior Lighting Replacement	\$50,000			C								●		●



District-Wide Deferred Maintenance Projects

1930 Como Avenue



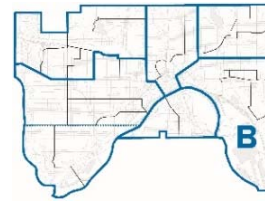
Grades Served: N/A
 Existing Building Size: 7.3 million GSF
 Years Built: N/A
 School: www.spps.org/facilities
 Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria						
			Current	2019	2020	2021	2022	2023	Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
ASSET PRESERVATION	Steam Plant	\$4,000,000	C	C	C	C	C	C					●	●	●
	Painting	\$8,000,000	C	C	C	C	C	C					●	●	
	Tuckpointing	3,600,000	C	C	C	C	C	C					●		●
	Electrical Service Systems	\$500,000	C	C	C	C	C	C					●		●



Eastern Heights Elementary School

2001 Margaret Street



Grades Served: PreK to 5

Existing Building Size: 69,002 GSF

Target Student Enrollment: 494

Years Built: 1929, 1952, 1969, 1991

School: www.spps.org/eastern

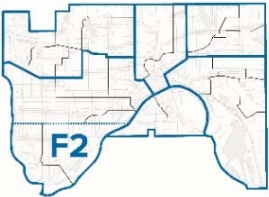
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes:</i> A, B, C	Project Highlights: <u>Capital Improvement Key Points:</u> - Renovation of Existing Learning Spaces - Administrative Remodel - Instructional A/V	\$17,500,000						D	●	●	●	●	●	●	●
	Communication & Security Cameras	\$42,000	C	C									●		●
ASSET PRESERVATION	Partial Roof Replacement	\$98,000		D/C									●	●	●
	Building Automation System (BAS) Conversion	\$202,000		D/C									●	●	●



EXPO for Excellence Elementary

540 Warwick Street South



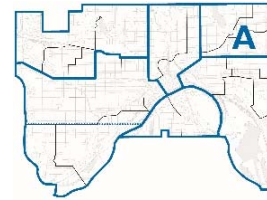
Grades Served: PreK to 5
Existing Building Size: 83,305 GSF
Target Student Enrollment: 716
Year Built: 1961
School: www.spps.org/expo
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$45,000	C	C									●		●
	Instructional Audio/Visual	\$485,000				D/C					●		●	●	●
ASSET PRESERVATION	Site: Playground	\$280,000		D	C								●	●	●



Farnsworth Aerospace - Lower

1290 Arcade Street



Grades Served: PreK to 4

Existing Building Size: 62,913 GSF

Target Student Enrollment: 543

Years Built: 1922, 1924, 1991, 2002, 2004

School: www.spps.org/farnsworth

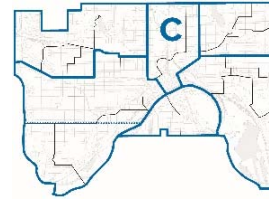
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes:</i> A, B, C, D, & E	Project Highlights: <u>Capital Improvement Key Points:</u> - Three-Story General Learning Addition - Two-Story Media Center Addition - Renovation of Existing Learning Spaces - Gym/Assembly Addition - Renovation of Kitchen <u>Asset Preservation Key Points:</u> - Roof Replacement - Hallway Lockers Replacement - Upgrade Existing Parking Lot - Parent Drop-Off Drive and Parking Lot - Site: Playground	\$26,000,000				D	C	C		●	●	●	●	●	●
	Communication & Security Cameras	\$36,000	C	C									●		●
ASSET PRESERVATION	Exterior Lighting Replacement	\$20,000		C									●		●



Farnsworth Aerospace - Upper

1000 Walsh Street



Grades Served: 5 to 8

Existing Building Size: 116,120 GSF

Target Student Enrollment: 707

Years Built: 1925, 1937, 1965, 1996

School: www.spps.org/farnsworth

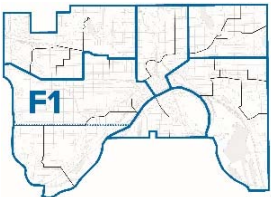
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$12,000	C	C									●		●
	Instructional Audio/Visual	\$460,000					D/C						●	●	●
ASSET PRESERVATION	HVAC and Controls Replacement	\$5,444,000					D	C					●		●
	Locker Replacement	\$111,000		D/C									●	●	
	Site: South Parking Lot Pavement	\$106,000		D/C									●		●
	Exterior Lighting Replacement	\$50,000		C									●		●



Focus Beyond Transition Services

340 Colborne Street



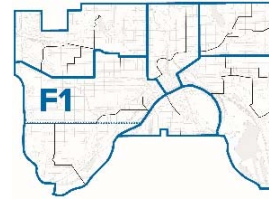
Grades Served: Adults
Existing Building Size: 44,818 GSF
Target Student Enrollment: N/A
Years Built: 1973, 1998
School: www.spps.org/focusbeyond
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$34,000	C	C									●		●
	Instructional Audio/Visual	\$300,000				D/C					●		●	●	●
ASSET PRESERVATION	Site: Playground	\$330,000			D	C								●	●
	Exterior Lighting Replacement	\$50,000			C								●		●



Four Seasons A+ Elementary School

318 Moore Street



Grades Served: PreK to 5

Existing Building Size: 63,443 GSF

Target Student Enrollment: 618

Years Built: 1974, 1999, 2003

School: www.spps.org/fourseasons

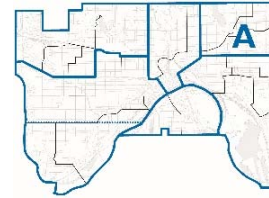
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year D = Design C = Construction						Board of Education Criteria						
			Current	2019	2020	2021	2022	2023	Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
RENOVATION and ADDITION <i>FMP School Work Scopes: A, B, & C</i>	Project Highlights: <u>Capital Improvement Key Points:</u> - Two-Story General Learning Addition - Renovation of Existing Learning Spaces - Renovation of Administration - Theater Space Addition - New Entry and Canopy - Renovation of Restrooms - Renovation of Kitchen and Cafeteria <u>Asset Preservation Key Points:</u> - Plumbing Replacement - Fire Suppression - HVAC and Controls Replacement - Roof Replacement - Door Replacement - Playground	\$30,000,000					D	C		●	●	●	●	●	●
	Instructional Audio/Visual	\$280,000					D/C				●		●	●	●
	Communication & Security Cameras	\$39,000	C	C									●		●
ASSET PRESERVATION	Electrical Switchgear	\$100,000			D/C								●		●
	Doors & Hardware	\$80,000		C											



Frost Lake Elementary

1505 Hoyt Avenue East



Grades Served: PreK to 5

Existing Building Size: 73,415 GSF

Target Student Enrollment: 705

Years Built: 1964, 1966, 1990, 1994, 2000

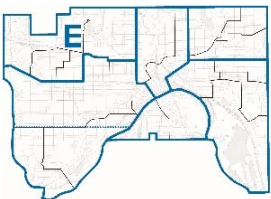
School: www.spps.org/frost

Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes:</i> A, B, C, D, & E	Project Highlights: <u>Capital Improvement Key Points:</u> - Renovation of Existing Learning Spaces - Renovation of Restrooms - New Kitchen Addition - Common and Administration Addition <u>Asset Preservation Key Points:</u> - HVAC and Controls Replacement - Site Drainage Replacement - Parking Lot Pavement - Lighting Replacement - Playground - Fire Suppression - Fire Alarm Systems	\$25,500,000	D	D	C	C				●	●		●	●	●
	Communication & Security Cameras	\$29,000	C	C									●		●



Galtier Community School
1317 Charles Avenue



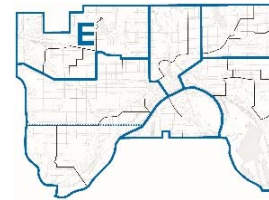
Grades Served: PreK to 5
Existing Building Size: 60,917 GSF
Target Student Enrollment: 469
Years Built: 1973, 2006
School: www.spps.org/glatier
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$34,000	C	C									●		●
ASSET PRESERVATION	Building Automation System (BAS) Conversion	\$178,000			D/C								●	●	●
	Site: North Parking Lot pavement	\$165,000			D/C								●		●



Gordon Parks High School

1212 University Avenue West



Grades Served: 9 to 12

Existing Building Size: 33,745 GSF

Target Student Enrollment: 251

Year Built: 2007

School: www.spps.org/gordonparks

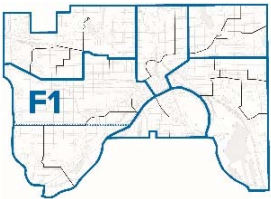
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes: A, B, & C</i>	Project Highlights: <u>Capital Improvement Key Points:</u> - General Learning Addition - Renovation of Conference Room and Office - Renovation of Technology Lab - Renovation of Kitchen - Instructional Audio/Visual <u>Asset Preservation Key Points:</u> - Building Automation System (BAS) Conversion	\$7,100,000			D	C	C			●	●	●	●	●	●
	Communication & Security Cameras	\$6,000	C	C									●		●
	Instructional A/V	\$137,000			D/C						●		●	●	●



Groveland Park Elementary School

2045 St. Clair Avenue



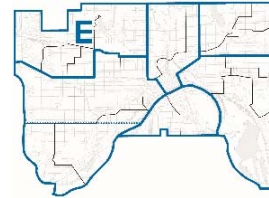
Grades Served: K to 5
Existing Building Size: 52,939 GSF
Target Student Enrollment: 529
Years Built: 1921, 1924, 1931, 1996, 2000, 2003
School: www.spps.org/groveland
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$36,000	C	C									●		●
	Instructional Audio/Visual	\$300,000				D/C					●		●	●	●
ASSET PRESERVATION	Building Automation System (BAS) Conversion	\$180,000	C										●	●	●
	Exterior Lighting Replacement	\$8,000		C									●		●
	North Parking Lot Pavement	\$170,000			D/C								●		●



Hamline Elementary School

1599 Englewood Avenue



Grades Served: PreK to 5

Existing Building Size: 66,539 GSF

Target Student Enrollment: 705

Years Built: 1953, 1974, 1996

School: www.spps.org/hamline

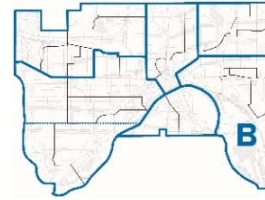
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Estimated Start Year D = Design C = Construction						Board Criteria						
			Current	2019	2020	2021	2022	2023	Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
CAPITAL <i>FMP School Work Scopes: A</i>	Communication & Security Cameras	\$44,000	C	C									●		●
	New Front Entry	\$511,000			D/C							●	●		●
	Instructional Audio/Visual	\$375,000						D/C					●	●	●
ASSET PRESERVATION	Boiler Replacement	\$350,000			D/C						●		●	●	●
	South and North Parking Lot Pavement	\$308,000		D/C									●		●
	Doors & Hardware	\$90,000			C								●		●
	Building Automation System (BAS) Conversion	\$167,000					D/C						●	●	●
	Domestic Water Piping and Fixtures	\$211,000			D	C							●		
	Fire Suppression	\$470,000						D/C					●	●	●



Harding Senior High School

1540 Sixth Street East



Grades Served: 9 to 12

Existing Building Size: 286,080 GSF

Target Student Enrollment: 1918

Years Built: 1963, 1993, 1995, 2002, 2003

School: www.spps.org/harding

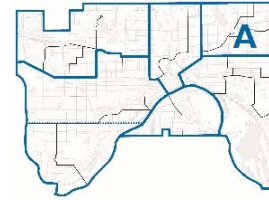
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$33,000	C	C									●		●
	Instructional Audio/Visual	\$810,000				D/C					●		●	●	●
ASSET PRESERVATION	Medium Voltage Electrical Replacement	\$1,680,000			D/C								●		●
	Roof Replacement	\$2,130,000					D	C					●	●	●
	Stage Curtain Replacement	\$40,000			D/C						●		●	●	●
	Theater and Stage Lighting Replacement	\$137,000			D/C						●		●	●	●
	Exterior Lighting Replacement	\$50,000			C								●		●
	Interior Door Hardware	\$80,000		C									●		●
	Interior Lighting Replacement Gymnasium and Pool	\$60,000			C								●		●
	Fire Suppression	\$1,900,000				D/C							●	●	●
	Fire Alarm Systems	\$660,000				D/C							●	●	●



Hazel Park Preparatory Academy

1140 White Bear Avenue



Grades Served: PreK to 8

Existing Building Size: 114,774 GSF

Target Student Enrollment: 690

Years Built: 1956, 2009

School: www.spps.org/hazelpark

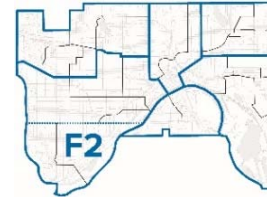
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes:</i> <i>A, B, C & D</i>	Project Highlights: <u>Capital Improvement Key Points:</u> - General Learning Addition - Renovation of Existing Learning Spaces - Administrative Addition & Remodel - Locker Room Remodel <u>Asset Preservation Key Points:</u> - Parking and Hardscape - Playground - Fire Suppression	\$29,900,000						D	●	●	●	●	●	●	●
	Communication & Security Cameras	\$24,000	C	C									●		●
	Instructional Audio/Visual	\$520,000		D/C				D/C					●	●	●
ASSET PRESERVATION	Building Automation System (BAS) Conversion	\$335,000		D/C									●	●	●



Highland Park Elementary School

1700 Saunders Avenue



Grades Served: K to 5

Existing Building Size: 41,776 GSF

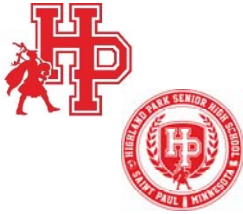
Target Student Enrollment: 378

Years Built: 1952, 1954, 1997

School: www.spps.org/highlandel

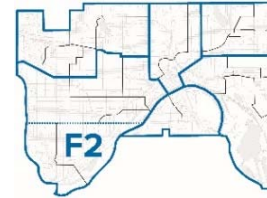
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes: A & B</i>	Project Highlights: <u>Capital Improvement Key Points:</u> - Two-Story General Learning Addition - Renovation of Existing Learning Spaces - Cafeteria and Kitchen Addition - New Gym <u>Asset Preservation Key Points:</u> - New Elevator - Partial Roof Replacement - HVAC and Control Replacement - Fire Suppression - Site: Parking Lot Addition - Site: Sidewalk - Site: Playground	\$20,600,000	C	C						●	●	●	●	●	●



Highland Park Complex

975 Snelling Avenue South / 1015 Snelling Avenue South



Grades Served: 6 to 12

Existing Building Size: 358,622 GSF

Target Student Enrollment: 837

Years Built: 1957, 1984, 2002

School: www.spps.org/highlandms

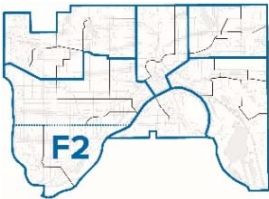
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes: A and C</i>	Project Highlights: <u>Capital Improvement Key Points:</u> - Renovation of Existing Learning Spaces - Renovation of Kitchen and Cafeteria - Renovation of Administration - Renovation of Restrooms - New Entry - Gymnasium Floor Replacement <u>Asset Preservation Key Points:</u> - HVAC and Controls Replacement - Boiler Replacement - Locker Replacement - Elevator Replacement - Electrical Panelboards - Lighting Replacement - Fire Alarm Systems - Fire Suppression	\$30,000,000				D	C	C		●	●	●	●	●	●



Highland Park Middle School

975 Snelling Avenue South



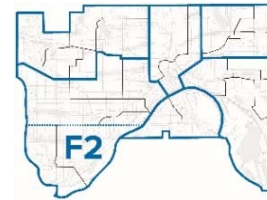
Grades Served: 6 to 8
Existing Building Size: 135,431 GSF
Target Student Enrollment: 837
Years Built: 1957, 1984, 2002
School: www.spps.org/highlandms
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$71,000	C	C									●		●



Highland Park Senior High School

1015 Snelling Avenue South



Grades Served: 9 to 12

Existing Building Size: 223,191 GSF

Target Student Enrollment: 1196

Years Built: 1963, 1970, 1988, 2000, 2009

School: www.spps.org/highlandsr

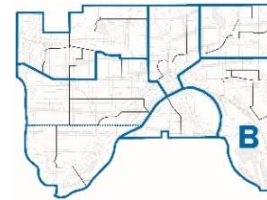
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$39,000	C	C									●		●
	Instructional Audio/Visual	\$675,000				D/C					●		●	●	●
	Site: Artificial Turf at Football/Soccer Field Replacement, New Softball and Baseball Dugouts	\$1,500,000				D	C			●	●			●	●
ASSET PRESERVATION	Pool Piping Replacement	\$400,000	C										●		
	Interior Lighting Replacement Field House	\$40,000		C									●		●



Highwood Hills Elementary School

2188 London Lane



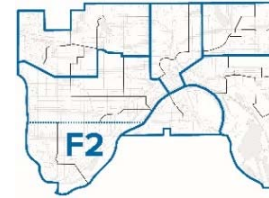
Grades Served: PreK to 5
Existing Building Size: 89,346 GSF
Target Student Enrollment: 642
Years Built: 1974, 1999
School: www.spps.org/highwoodhills
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$50,000	C	C									●		●
	Instructional Audio/Visual	\$525,000					D/C				●		●	●	●
ASSET PRESERVATION	Building Automation System (BAS) Conversion	\$253,000	C										●	●	●
	Fire Suppression	\$800,000						D/C					●	●	●
	Doors & Hardware	\$95,000				C							●		●



Horace Mann School

2001 Eleanor Avenue



Grades Served: K to 5

Existing Building Size: 51,201 GSF

Target Student Enrollment: 378

Years Built: 1930, 1939, 1954, 1995

School: www.spps.org/mann

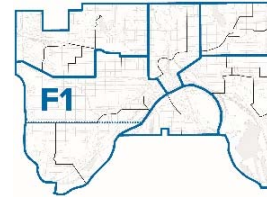
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes: A & B</i>	Project Highlights: <u>Capital Improvement Key Points:</u> - Two-Story General Learning Addition - Renovation of Existing General Learning Space - Cafeteria and Kitchen Addition - Renovation of Administration <u>Asset Preservation Key Points:</u> - Roof Replacement - Gym Folding Partition Replacement - HVAC and Controls Replacement - New Outdoor Playground and Landscape - Electrical Upgrades - Site: Playground	\$17,690,000	C	C						●	●	●	●	●	●



Hubbs Center

1030 University Avenue



Grades Served: 7 to 12

Existing Building Size: 42,600 GSF

Target Student Enrollment: N/A

Years Built: 1966, 1993

School: www.spps.org/Domain/11813

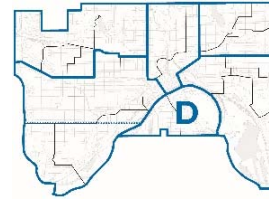
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$36,000	C	C									●		●
	Instructional Audio/Visual	\$250,000					D/C				●		●	●	●
ASSET PRESERVATION	Building Envelope - Water Infiltration Remediation	\$250,000		D	C								●	●	
	Site: Parking Lot Pavement	\$267,000					D/C						●		●
	Roof Replacement	\$1,155,000		D	C								●	●	●



Humboldt High School

30 Baker Street East



Grades Served: 6 to 12

Existing Building Size: 230,829 GSF

Target Student Enrollment: 1,235

Years Built: 1976, 2002, 2003, 2004

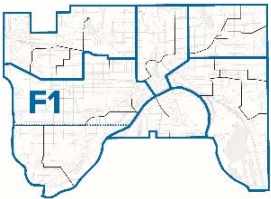
School: www.spps.org/humboldt

Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes:</i> A, B, C, & D	Project Highlights: <u>Capital Improvement Key Points:</u> • Three-Story General Learning Addition • Digital Common Addition • Renovation of Existing General Learning Space • New Main Entry Addition • Renovation of Media Center, Music Room • Renovation of Science Labs, Shop Spaces <u>Asset Preservation Key Points:</u> • HVAC and Controls Replacement • Exterior Doors and Hardware • Fire Suppression • LED Lighting Replacement • Partial Roof Replacement	\$43,150,000	C	C	C				•	•	•	•	•	•	•
	Site: New Pole-Mounted Lighting and Fencing for Athletic Fields	\$250,000						D/C							•
ASSET PRESERVATION	Interior Lighting Replacement Gymnasium	\$40,000			C								•		•



Jackson Preparatory
437 Edmund Avenue



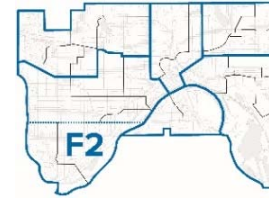
Grades Served: PreK to 5
Existing Building Size: 52,451 GSF
Target Student Enrollment: 519
Years Built: 1923, 1971, 1998, 2000, 2004
School: www.spps.org/jackson
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$36,000	C	C									●		●
	Instructional Audio/Visual	\$400,000				D/C					●		●	●	●
ASSET PRESERVATION	Playground	\$355,000		D/C										●	●



Jie Ming Mandarin Immersion Academy at Homecroft Building

1845 Sheridan Avenue



Grades Served: PreK to 5

Building Size: 54,950 GSF

Years Built: 1921, 1954, 1980, 1986, 2002

Department: www.spps.org/jieming

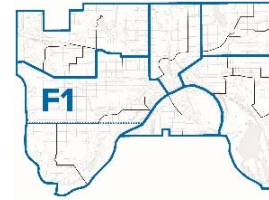
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Anticipated Funding	Estimated Start Year D = Design C = Construction						Board Criteria						
			Current	2019	2020	2021	2022	2023	Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
RENOVATION	Project Highlights: <u>Capital Improvement Key Points:</u> - Renovation of Existing Learning Spaces - Instructional Audio/Visual <u>Asset Preservation Key Points:</u> - Fire Suppression	\$1,400,000	C	C						●	●	●	●	●	●
RENOVATION	Project Highlights: <u>Capital Improvement Key Points:</u> - Cafeteria and Kitchen Addition - Learning Spaces <u>Asset Preservation Key Points:</u> - Ventilation - Boiler Replacement - Gymnasium Floor Replacement	\$6,500,000				D	C		●	●			●	●	●



J.J. Hill Montessori Magnet School

998 Selby Avenue



Grades Served: PreK to 5

Existing Building Size: 64,898 GSF

Target Student Enrollment: 505

Years Built: 1974

School: www.spps.org/jjhill

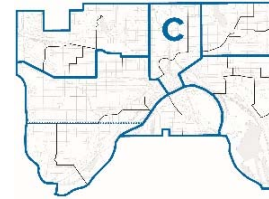
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION	Project Highlights: <u>Capital Improvement Key Points:</u> - Renovation of Existing General Learning Space - Renovation of Media Center - Renovation of Restrooms - Renovation of Administration Office - Renovation of Kitchen - New Entry <u>Asset Preservation Key Points:</u> - Plumbing Replacement - HVAC and Controls Replacement - Stormwater/Water Infiltration - Playground and Landscape - Exterior Doors and Hardware - Electrical Panelboards - Site: Parking Lot Pavement	\$19,800,000					D	C		●	●	●	●	●	●
	Communication & Security Cameras	\$47,200	C	C									●		●
	Instructional Audio/Visual	\$350,500						D/C					●	●	●
ASSET PRESERVATION	Building Automation System (BAS) Conversion	\$165,000	C										●	●	●
	Doors & Hardware	\$45,000			C								●		●
	Exterior Lighting Replacement	\$20,000			C								●		●



John A. Johnson Achievement Plus Elementary

740 York Avenue



Grades Served: PreK to 5

Existing Building Size: 111,967 GSF

Target Student Enrollment: 445

Year Built: 2000

School: www.spps.org/jaj

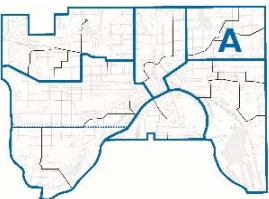
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$37,000	C	C									●		●
	Instructional Audio/Visual	\$435,000					D/C				●		●	●	●
ASSET PRESERVATION	Building Automation System (BAS) Conversion	\$317,000	C										●	●	●
	Parking Lot pavement	\$1,055,000			D/C								●		●
	Partial Flooring Replacement	\$38,000	C										●		



Johnson Senior High School

1349 Arcade Street



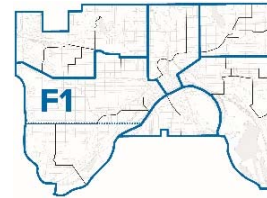
Grades Served: 9 to 12
Existing Building Size: 281,369 GSF
Target Student Enrollment: 1451
Years Built: 1963, 1983, 1992, 1997, 2001, 2013
School: www.spps.org/johnsonsr
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Remaining Instructional Audio/Visual	\$520,000			D/C						●		●		●
	Site: New Pole-Mounted Lighting for Athletic Fields	\$220,000				D/C							●		●
ASSET PRESERVATION	Interior Lighting Replacement Gymnasium and Pool	\$60,000			C								●		●
	Remaining HVAC and Controls Replacement	\$10,000,000		D	C								●		●



Journeys Secondary School

90 Western Avenue South



Grades Served: 7 to 12

Existing Building Size: 64,874 GSF

Target Student Enrollment:

Years Built: 1922, 1995, 2006

School: www.spps.org/journeys

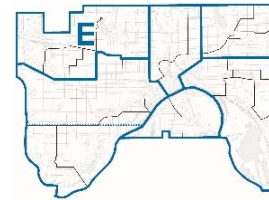
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria						
			Current	2019	2020	2021	2022	2023	Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
CAPITAL	Communication & Security Cameras	\$21,000	C	C									●		●
	Instructional Audio/Visual	\$273,000			D/C						●		●	●	●
ASSET PRESERVATION	Building Automation System (BAS) Conversion	\$190,000		D/C									●	●	●
	Window Replacement	\$300,000			D/C								●		
	Roof Replacement	\$512,000					D/C						●	●	●



LEAP High School

631 North Albert Street



Grades Served: 9 to 12

Existing Building Size: 89,049 GSF

Target Student Enrollment: 603

Years Built: 1924, 1966, 1992, 2004

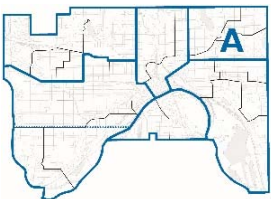
School: www.spps.org/leap

Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$25,000	C	C									•		•
	Instructional Audio/Visual	\$290,000				D/C					•		•	•	•
	Partial Gym Floor Replacement	\$127,000			D/C						•		•	•	•
ASSET PRESERVATION	Exterior Lighting Replacement	\$20,000		C											
	Roof Replacement	\$963,000			D	C							•	•	•
	Direct Digital Controls (DDC) for Building Automation System	\$359,000					D	C					•	•	•
	Exterior Steps	\$20,000	D/C										•		
	Fire Suppression	\$428,000				D/C							•	•	•
	Fire Alarm Systems	\$222,000				D/C							•	•	•



L'Etoile du Nord French Immersion School - Lower
1305 Prosperity Avenue

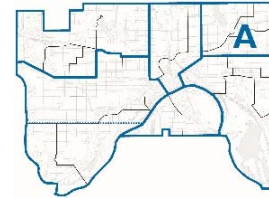


Grades Served: K to 1
Existing Building Size: 46,764 GSF
Target Student Enrollment: 194
Years Built: 1952, 1956, 1995
School: www.spps.org/frenchimmersion
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			<i>D = Design C = Construction</i>						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$39,000	C	C									●		●
ASSET PRESERVATION	Building Automation System (BAS) Conversion	\$159,000		D/C									●	●	●
	Exterior Lighting Replacement	\$8,000		C									●		●
	Playground	\$250,000		D/C									●		●
	Roof Replacement	\$1,112,000				D	C						●	●	●



L'Etoile du Nord French Immersion School - Upper
1760 Ames Place



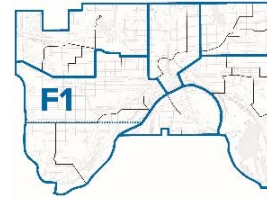
Grades Served: 2 to 5
Existing Building Size: 57,966 GSF
Target Student Enrollment: 462
Years Built: 1916, 1924, 1954, 1997, 2002
School: www.spps.org/frenchimmersion
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria						
			Current	2019	2020	2021	2022	2023	Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
CAPITAL	Communication & Security Cameras	\$42,000	C	C									●		●
ASSET PRESERVATION	Building Automation System (BAS) Conversion	\$165,000		D/C									●	●	●
	Fire Suppression	\$549,000		D	C								●		●
	Roof Replacement	\$600,000					D	C					●	●	●
	HVAC and Controls Replacement	\$800,000		D	C								●		●
	Exterior Lighting Replacement	\$50,000		C									●		●
	Fire Alarm Systems	\$145,000					D/C						●	●	●
	South Parking Lot Pavement	\$35,000					D/C						●		●
	Playground	\$355,000					D/C						●	●	●



Linwood Monroe Arts Plus - Lower

1023 Osceola Avenue



Grades Served: PreK to 3

Existing Building Size: 48,378 GSF

Target Student Enrollment: 341

Years Built: 1922, 1924, 1966, 1996, 2004

School: www.spps.org/lmap

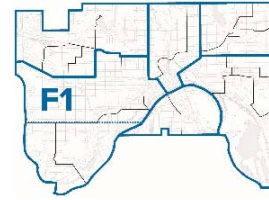
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes: A & B</i>	Project Highlights: <u>Capital Improvement Key Points:</u> - Three-Story General Learning Addition - Renovation of Existing General Learning Space - Cafeteria and Kitchen Addition - Gymnasium Addition - New Restrooms <u>Asset Preservation Key Points:</u> - Roof Replacement - Exterior Refurbishment - HVAC and Controls Replacement - Electrical Upgrades - Fire Suppression - Fire Alarm Systems	\$22,520,000	C	C						●	●	●	●	●	●
ASSET PRESERVATION	Site: Playground	\$250,000	D	C										●	●



Linwood Monroe Arts Plus - Upper

810 Palace Avenue



Grades Served: 4 to 8

Existing Building Size: 147,532 GSF

Target Student Enrollment: 632

Years Built: 1926, 1939, 1965, 1972, 1996, 1999

School: www.spps.org/lmap

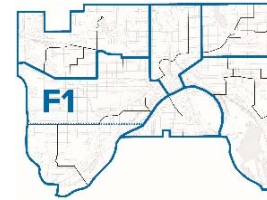
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes:</i> A, B, C, D, E, & F	Project Highlights: <u>Capital Improvement Key Points:</u> - Renovation of Existing General Learning Space - Renovation of Auditorium - Renovation of Main Office - New Entry, stairs, and Common Areas <u>Asset Preservation Key Points:</u> - Partial Roof Replacement - Minor Exterior Refurbishment - HVAC and Controls Replacement - Electrical Upgrades - Fire Suppression - Fire Alarm Systems	\$21,370,000	C	C						●	●	●	●	●	●
ASSET PRESERVATION	Site: Playground	\$330,000				D/C					●			●	●



Maxfield Elementary School

380 North Victoria Street



Grades Served: PreK to 5

Existing Building Size: 71,334 GSF

Target Student Enrollment: 593

Years Built: 1954, 1973, 2002

School: www.spps.org/maxfield

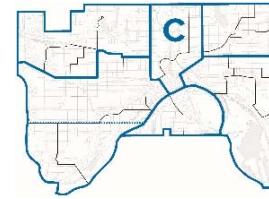
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			<i>D = Design C = Construction</i>						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$32,000	C	C									●		●
	Instructional Audio/Visual	\$425,000		D/C							●		●	●	●
	Exterior Courtyard: Storefront Leakage	\$200,000			D/C								●		
	Carpet replacement - General Learning Spaces	\$370,000			D/C						●		●	●	●
ASSET PRESERVATION	Building Automation System (BAS) Conversion	\$209,000		D/C									●	●	●
	Playground	\$330,000					D	C					●		●



Mississippi Creative Arts School

1575 L'Orient Street



Grades Served: PreK to 5

Existing Building Size: 67,408 GSF

Target Student Enrollment: 755

Years Built: 1952, 1962, 1966, 1985, 1990, 1993, 2002

School: www.spps.org/mcas

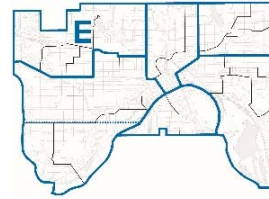
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes:</i> A, B, C	Project Highlights: <u>Capital Improvement Key Points:</u> - General Learning Remodel - Cafeteria and Gym Addition and Remodel - General Learning Addition - Instructional A/V	\$25,000,000						D							
	Communication & Security Cameras	\$34,000	C	C									●		●
	New Sidewalk	\$50,000	C										●		●
ASSET PRESERVATION	Boiler Replacement, Direct Digital Controls (DDC)	\$483,000			D/C								●	●	●



Murray Middle School

2200 Buford Avenue



Grades Served: 6 to 8

Existing Building Size: 127,393 GSF

Target Student Enrollment: 788

Years Built: 1925, 1930, 1939, 1963, 1977, 2000

School: www.spps.org/murray

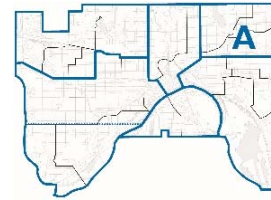
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			<i>D = Design C = Construction</i>						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$33,000	C	C									●		●
	Instructional Audio/Visual	\$410,000					D/C				●		●	●	●
ASSET PRESERVATION	Fire Panel replacement	\$29,200	D/C										●		●
	Exterior Lighting Replacement	\$20,000			C								●		●
	Interior Lighting Replacement Gymnasium	\$20,000			C								●		●
	Partial HVAC and Controls replacement	\$500,000		D	C								●		●
	Interior Doors & Hardware	\$80,000		C									●		●
	Direct Digital Controls (DDC)	\$750,000						D/C					●		●
	Fire Suppression	\$892,000		D	C								●	●	●
	Fire Alarm Systems	\$319,000					D/C						●	●	●



Nokomis Montessori Magnet School - North

985 Ruth Street



Grades Served: PreK to 5

Existing Building Size: 46,503 GSF

Target Student Enrollment: 420

Years Built: 1958, 1992

School: www.spps.org/nokomis

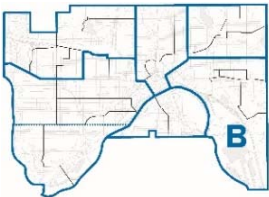
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			<i>D = Design C = Construction</i>						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$36,000	C	C									●		●
	Instructional Audio/Visual	\$300,000						D/C			●		●	●	●
ASSET PRESERVATION	Partial Plumbing Piping Replacement Including Fixtures	\$221,000			D/C						●		●		●
	Roof Replacement	\$1,200,000				D	C						●	●	●
	Playground	\$275,000			D/C								●		●



Nokomis Montessori Magnet School - South

525 North Sheridan Avenue



Grades Served: PreK to 5
Existing Building Size: 44,528 GSF
Target Student Enrollment: 378
Years Built: 1956, 1994
School: www.spps.org/nokomis
Facilities Master Plan: www.spps.org/fmp

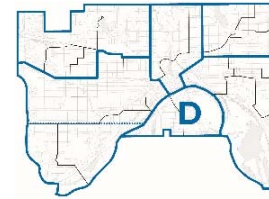
Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$34,000	C	C									●		●
ASSET PRESERVATION	Plumbing Piping Replacement Including Fixtures	\$430,000		D/C							●		●		●
	Building Automation System (BAS) Conversion	\$156,000		D/C									●		●
	Playground	\$295,000			D/C						●		●	●	●

185



Open World Learning

640 Humboldt Avenue



Grades Served: 6 to 12

Existing Building Size: 127,197 GSF

Target Student Enrollment: 550

Years Built: 1909, 1924, 1959, 1976

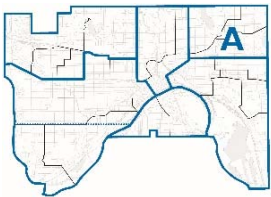
School: www.spps.org/open

Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$3,000	C	C									●		●
	Theater Audio Visual System Upgrade	\$200,000				D/C					●		●	●	●
	Theater/Stage Lighting Replacement	\$30,000				D/C							●	●	●
	Auditorium Sound Board Upgrade	\$40,000				D/C					●		●	●	●
ASSET PRESERVATION	Direct Digital Controls (DDC) Replacement	\$677,200						D/C					●	●	●
	Door & Hardware Replacement	\$20,000				C							●		●



Parkway Montessori Middle School
1363 Bush Avenue



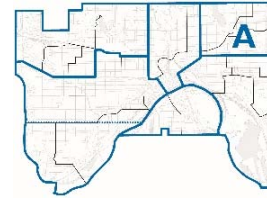
Grades Served: 6 to 8
Existing Building Size: 76,069 GSF
Target Student Enrollment: 484
Years Built: 1925, 1958, 1974, 2013
School: www.spps.org/parkway
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$42,000	C	C									●		●
ASSET PRESERVATION	Northeast Parking Lot & Service Drive Pavement	\$141,000			D/C								●		●
	Direct Digital Controls (DDC) Replacement	\$267,000			D/C								●	●	●
	Plumbing - Toilet Replacement	\$20,000	D/C										●		



Phalen Lake Hmong Studies Magnet

1089 Cypress Street



Grades Served: PreK to 5

Existing Building Size: 77,899 GSF

Target Student Enrollment: 914

Years Built: 1930, 1973, 2004

School: www.spps.org/phalenlake

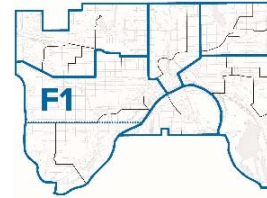
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year <i>D = Design C = Construction</i>						Board of Education Criteria						
			Current	2019	2020	2021	2022	2023	Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
CAPITAL	Communication & Security Cameras	\$42,000	C	C									●		●
	Instructional Audio/Visual	\$120,000						D/C			●		●	●	●
ASSET PRESERVATION	HVAC and Controls Replacement	\$3,435,000		D	C								●		●
	Fire Suppression	\$546,000			D/C								●		●
	Fire Alarm Systems	\$195,000		D/C									●		●
	VFD / Motor Replacements Air Handlers and Pumps	\$22,000		C									●		●
	Interior Doors and Hardware	\$81,000		D/C									●	●	
	Playground	\$295,000		D/C									●		●
	North & South Parking Lot Pavement	\$280,000					D/C						●		●
	Sidewalk Replacement	\$30,000	C										●		●



Ramsey Middle School

1700 Summit Avenue



Grades Served: 6 to 8

Existing Building Size: 98,491 GSF

Target Student Enrollment: 679

Years Built: 1924, 1964, 1977, 1991

School: www.spps.org/ramsey

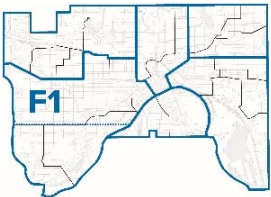
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			<i>D = Design C = Construction</i>						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes: A & B</i>	Project Highlights: <u>Capital Improvement Key Points:</u> • New Entry • New Office Area • Renovation of Existing Learning Spaces • Renovation of Restrooms • Instructional Audio/Visual • Renovation of Kitchen <u>Asset Preservation Key Points:</u> • HVAC and Controls Replacement • Electrical Replacement • Site Drainage Replacement • Interior Doors and Hardware • West Parking Lot Pavement • Fire Notification Panel Replacement	\$23,500,000			D	C	C			•	•	•	•	•	•
	Communication & Security Cameras	\$20,000	C	C									•		•



Randolph Heights Elementary

348 Hamline Avenue South



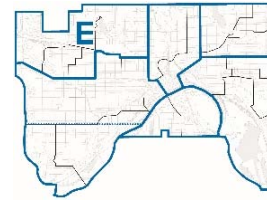
Grades Served: PreK to 5
Existing Building Size: 50,912 GSF
Target Student Enrollment: 420
Years Built: 1915, 1920, 1923, 2013
School: www.spps.org/randolph
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$31,000	C	C									●		●
	Instructional Audio/Visual	\$300,000			D/C						●		●	●	●
ASSET PRESERVATION	Interior Doors and Hardware	\$45,000					D/C						●	●	
	Building Automation System (BAS) Conversion	\$149,000		D/C									●	●	●



RiverEast School

1055 Mackubin Street



Grades Served: K to 8

Existing Building Size: 71,000

Target Student Enrollment: N/A

Years Built: 2018

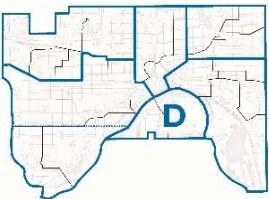
School: www.spps.org/rivereast

Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
New Construction <i>FMP School Work Scopes: A & B</i>	Project Highlights: <u>Capital Improvement Key Points:</u> - Two-Story General Learning - Cafeteria and Kitchen, Gymnasium - Administration Office, Restrooms - Indoor Play Area - HVAC and Controls Systems - Plumbing, Piping, Fixtures - Exterior Wall Systems - Roofing - Site: Playground	\$25,500,000	C	C					●	●	●	●	●	●	●



Riverview West Side School
160 Isabel Avenue East

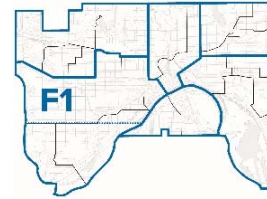


Grades Served: PreK to 5
Existing Building Size: 77,745 GSF
Target Student Enrollment: 730
Years Built: 1923, 1977
School: www.spps.org/riverview
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$37,000	C	C									●		●
ASSET PRESERVATION	Building Automation System (BAS) Conversion	\$227,000		D/C									●	●	●
	Window Replacement	\$1,392,000		D	C								●		●
	Gymnasium Sound Absorption	\$45,000		D/C									●		●



Rondo:
Benjamin E Mays International Magnet
Capitol Hill Magnet
 560 Concordia Avenue

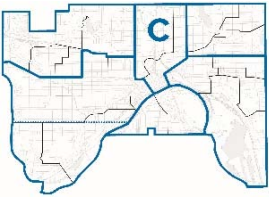


Grades Served: PreK to 5 / 1 to 8
Existing Building Size: 339,177 GSF
Target Student Enrollment: 2,448
Years Built: 1978, 1991
School: www.spps.org/benmays
School: www.spps.org/capitolhill
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$33,000	C	C									●		●
	Instructional Audio/Visual	\$1,700,000					D/C				●		●	●	●
ASSET PRESERVATION	Playground Paving and Grass Area	\$165,000	C										●	●	●
	Exterior Lighting Replacement	\$50,000		C									●		●
	Doors & Hardware	\$75,000				C							●		●
	Chiller Replacement	\$600,000	C										●		●



Saint Paul Music Academy
27 East Geranium Avenue



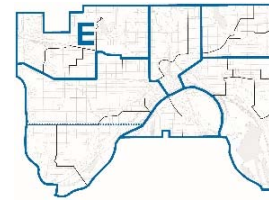
Grades Served: PreK to 5
Existing Building Size: 89,912 GSF
Target Student Enrollment: 766
Years Built: 1970, 1973
School: www.spps.org/spmusicacademy
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$47,200	C	C									●		●
	Instructional Audio/Visual	\$600,000						D/C			●		●	●	●
ASSET PRESERVATION	Interior Doors and Hardware	\$65,400		C									●	●	
	Building Automation System (BAS) Conversion	\$242,000		D/C									●	●	●
	Partial Window Replacement	\$60,000	D/C										●		



St. Anthony Park Elementary School

2180 Knapp Street



Grades Served: K to 5

Existing Building Size: 60,805 GSF

Target Student Enrollment: 579

Years Built: 1953, 1966, 1974, 1988

School: www.spps.org/stanthony

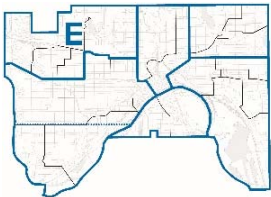
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
RENOVATION and ADDITION <i>FMP School Work Scopes:</i> A, B, C, & D	Project Highlights: <u>Capital Improvement Key Points:</u> • Three-Story General Learning Addition • Renovation of Existing Learning Spaces • Renovation of Cafeteria and Kitchen • New Entry • New Administration Office • Communication & Security Cameras • Instructional Audio/Visual <u>Asset Preservation Key Points:</u> • Roof Replacement • Exterior Refurbishment • Locker Replacement • HVAC and Control Replacement • Fire Suppression • Fire Alarm Systems	\$19,660,000	C	C	C				•	•	•	•	•	•	•
ASSET PRESERVATION	Playground	\$275,000						D/C			•			•	•



Student Placement Center

2102 University Avenue



Existing Building Size: 19,795 GSF

Year Built: 1936

Department: www.spps.org/page/25278

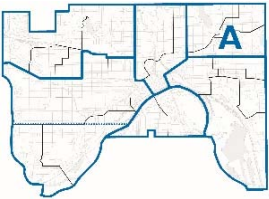
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$22,000	C	C									●		●
ASSET PRESERVATION	Boiler Replacement	\$220,000			D/C								●	●	●
	Domestic Water Distribution	\$330,000					D/C						●		



The Heights Community School

1863 Clear Avenue East



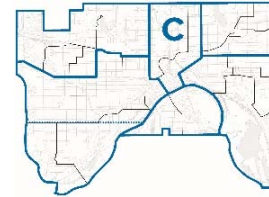
Grades Served: PreK to 5
Existing Building Size: 73,836 GSF
Target Student Enrollment: 618
Years Built: 1924, 1941, 1954, 1966, 1997, 1999, 2010
School: www.spps.org/heights
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$31,800	C	C									●		●
	Instructional A/V	\$375,000				D/C					●		●	●	●
ASSET PRESERVATION	HVAC and Controls Replacement	\$7,000,000					D	D					●		●
	Electrical Distribution Upgrade	\$51,000			D/C								●		●
	Exterior Lighting Replacement	\$20,000		C											
	Locker Replacement	\$470,000					D/C						●	●	



Washington Technology Magnet

1495 Rice Street



Grades Served: 6 to 12

Existing Building Size: 376,829 GSF

Target Student Enrollment: 2,129

Year Built: 1996

School: www.spps.org/washington

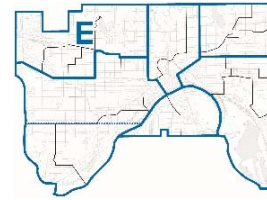
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$62,000	C	C									●		●
	Instructional Audio/Visual	\$1,000,000						D/C			●		●	●	●
	Artificial Turf Field and Track Replacement	\$4,000,000		D	C					●	●			●	●
ASSET PRESERVATION	Roof Replacement	\$4,500,000				D	C						●	●	●
	Fire Alarm Systems	\$378,000				D/C							●	●	●
	Doors & Hardware	\$95,000				C							●		●
	High Density Fixed Storage Shelving	\$150,000			C								●		
	Interior Lighting Replacement Great Hall, Gymnasium and Fieldhouse	\$120,000		C									●		●
	Tennis Courts Resurfacing	\$350,000				D/C				●	●			●	●
	North and West Parking Lot pavement	\$540,000				D/C							●		●



Wellstone Elementary

1040 Marion Street



Grades Served: PreK to 5

Existing Building Size: 165,772 GSF

Target Student Enrollment: 741

Years Built: 1926, 1930, 1971, 1977, 1998

School: www.spps.org/wellstone

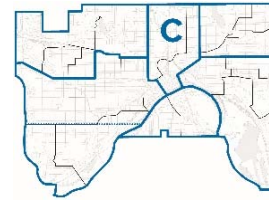
Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			<i>D = Design C = Construction</i>						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$35,000	C	C									●		●
	Instructional Audio/Visual	\$600,000					D/C				●		●	●	●
ASSET PRESERVATION	Electrical Distribution Upgrade	\$165,000		D	C								●		●
	Exterior/Interior Doors and Hardware	\$215,000		D/C									●	●	
	HVAC and Controls Replacement	\$7,000,000		D	C								●		●
	Window Replacement	\$223,000			D/C								●		●
	Fire Suppression	\$1,161,000					D/C				●		●	●	●
	Fire Alarm Systems	\$166,000					D/C				●		●	●	●



Wheelock Early Learning Center

1521 Edgerton Street



Grades Served: Birth to K

Existing Building Size: 16,339 GSF

Years Built: 1962

Department: www.spps.org/page/22457

Facilities Master Plan: www.spps.org/fmp

Project Type	Project Description	Estimated Project Cost	Projected Start Year						Board of Education Criteria						
			D = Design C = Construction						Permanent Construction	Growth and Alignment	Quality Learning Spaces	Identifiable Main Entries	Building Condition	Core Space	Overall Alignment
			Current	2019	2020	2021	2022	2023							
CAPITAL	Communication & Security Cameras	\$32,000	C	C									●		●
	Instructional Audio/Visual	\$95,000		D/C							●		●	●	●
ASSET PRESERVATION	Boiler Replacement	\$150,000			D/C								●		●
	Lighting Replacement	\$78,000			D/C						●		●	●	●
	North Parking Lot Pavement	\$170,000					D/C						●		●

APPENDIX

GLOSSARY OF TERMS

Addition: Adding to or expanding an existing building.

Asset Preservation: Committing necessary resources to preserving, repairing, or the adaptive re-use of current assets to keep facilities healthy.

Building: A roofed structure for permanent or temporary shelter for people, plants, or equipment.

Construction: The phase of a project where the construction trades build the new facility and/or renovate or repair the existing facility.

Design: The phase of the project that creates the architectural and engineering specifications and drawings that a construction contractor will bid on and perform the work.

Enrollment:

- **Official Enrollment:** A school's official enrollment number is defined by the Minnesota Department of Education by the number of students enrolled at a school on October 1 of each year; this number is used for determining state and federal aid given to schools for each school year.
- **Target Student Enrollment:** The current ideal student enrollment at a particular school based on its programming.
- **FMP Design Enrollment:** The student enrollment planned for a school in the future as part of a comprehensive analysis of the District.

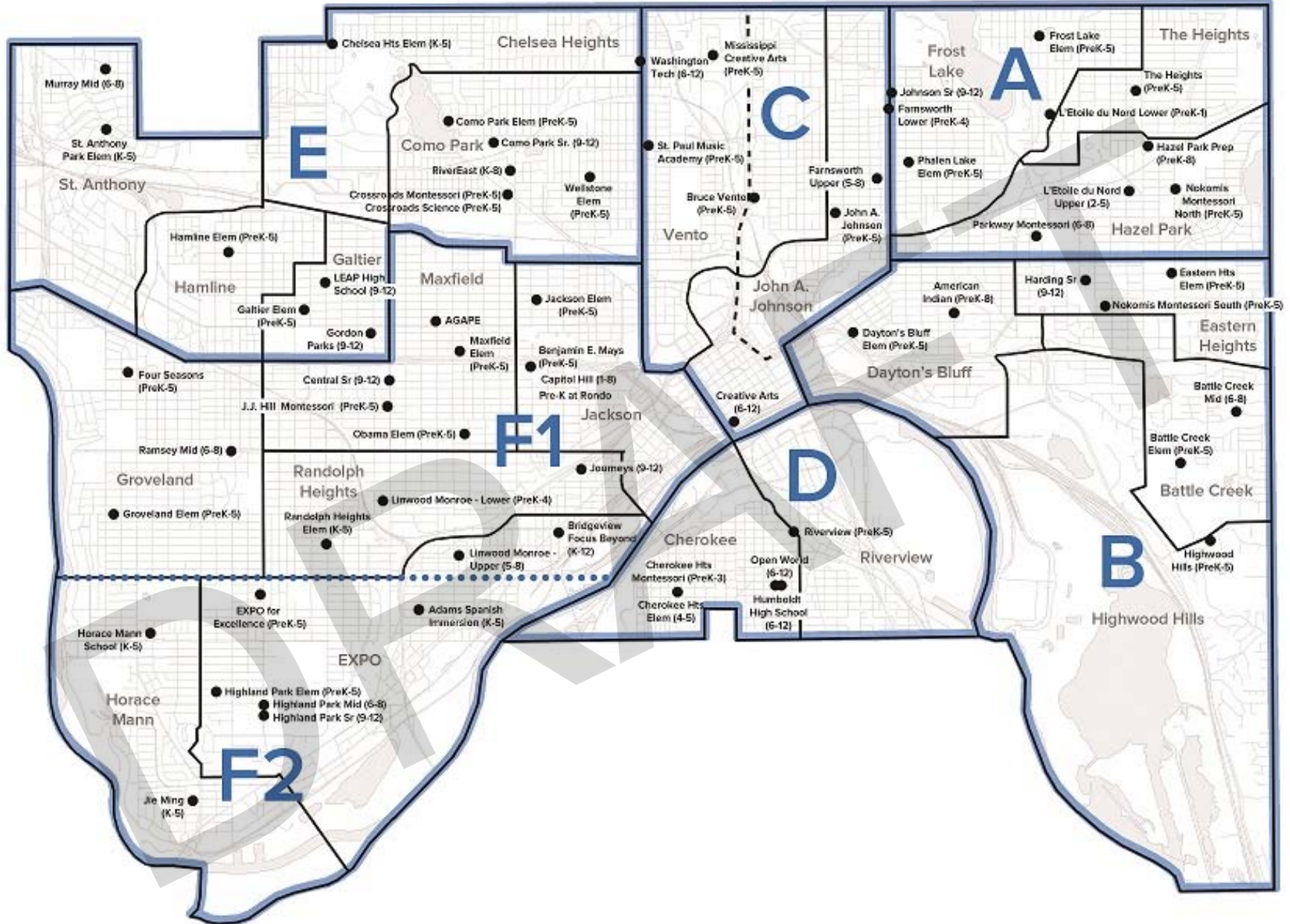
Facilities Master Plan (FMP): A 'rolling plan' or an on-going long-range plan that annually considers facility improvements.

Adjustments are made to the five-year plan that consists of building expansions, renovations, and asset preservation types of projects.

Project Highlights: Identifies the main or core portions of the project as opposed to the total scope of work.

Renovation: Improving broken, damaged, or outdated structures to update existing buildings and to restore them to a good state of repair or return to a new condition.

SAINT PAUL PUBLIC SCHOOLS: DISTRICT MAP (reflective of SY2018-19)



FACILITY BY TYPE

ELEMENTARY SCHOOLS *(orange)*

Adams Spanish Immersion School
 American Indian Magnet School
 Barack & Michelle Obama Elementary
 Battle Creek Elementary School
 Benjamin E. Mays International Magnet
 Bridgeview School (Special Education)
 Bruce Vento Elementary School
 Capitol Hill Magnet
 Chelsea Heights Elementary School
 Cherokee Heights Elementary School
 Como Park Elementary School
 Crossroads Montessori + Science
 Dayton's Bluff Achievement Plus Elementary
 Eastern Heights Elementary School
 EXPO for Excellence Elementary
 Farnsworth Aerospace - Lower
 Four Seasons A+ Elementary School
 Frost Late Elementary
 Galtier Community School
 Groveland Park Elementary School
 Hamline Elementary School
 Hazel Park Preparatory Academy
 Highland Park Elementary School
 Highwood Hills Elementary School
 Horace Mann School
 Jackson Preparatory
 Jie Ming Mandarin Immersion Academy
 J.J. Hill Montessori Magnet School

John A. Johnson Achievement Plus Elementary
 L'Etoile du Nord French Immersion School - Lower
 L'Etoile du Nord French Immersion School - Upper
 Linwood Monroe Arts Plus - Lower
 Linwood Monroe Arts Plus - Upper
 Maxfield Elementary
 Mississippi Creative Arts School
 Nokomis Montessori Magnet School - North
 Nokomis Montessori Magnet School - South
 Paul & Sheila Wellstone Elementary
 Phalen Lake Hmong Studies Magnet
 Randolph Heights Elementary
 RiverEast Elementary and Secondary (Special Education)
 Riverview Westside School of Excellence
 Saint Paul Music Academy
 St. Anthony Park Elementary School
 The Heights Community School

MIDDLE SCHOOLS *(yellow)*

'Area A' Middle School
 Battle Creek Middle School
 Creative Arts Secondary School
 Farnsworth Aerospace - Upper
 Highland Park Middle School
 Humboldt High School
 Murray Middle School
 Open World Learning

Parkway Middle School
 Ramsey Middle School
 Washington Technology Magnet School

HIGH SCHOOLS *(green)*

AGAPE - Adolescent Girls and Parenting Education (Alternative Learning Center)
 Central High School
 Central High School - Griffin Stadium
 Central High School - Automotive Garage
 Como Park Senior High School
 Focus Beyond Transition Services (Special Education)
 Gordon Parks High School (Alternative Learning Center)
 Harding Senior High School
 Highland Park Senior High School
 Johnson Senior High School
 Journeys Secondary School (Alternative Learning Center)
 LEAP High School (Alternative Learning Center)

ADMINISTRATIVE/OTHERS *(blue)*

Administration Building
 271 Belvidere Early Education
 District Service Facility
 District-Wide Deferred Maintenance
 Hubbs Center
 Student Placement Center
 1780 West 7th Street
 Wheelock Early Learning Center

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

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 7, 2018

4:30 pm

COMMITTEE OF THE BOARD MEETING

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

October 24-28, 2018 Council of the Great City Schools Annual Fall Conference

November 10, 2018 District-Wide Hmong New Year Celebration
Washington Tech | 2pm

* 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.