



Saint Paul Public Schools

Regular Meeting

Tuesday, September 18, 2018 6:05 PM

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

BOARD OF EDUCATION



Zuki Ellis
Chair



Steven Marchese
Vice Chair



Jeanelle Foster
Clerk



Jon Schumacher
Treasurer



John Brodrick
Director



Mary Vanderwert
Director



Marny Xiong
Director



ADMINISTRATION
Dr. Joe Gothard
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Steven Marchese, Vice Chair

SPPS VISION STATEMENT

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

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

Long-Range Goals Adopted by the Board:

HIGH ACHIEVEMENT

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

MEANINGFUL CONNECTIONS

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

RESPECTFUL ENVIRONMENT

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

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

September 18, 2018
6:05 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**
- IV. RECOGNITIONS**
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- VI. APPROVAL OF THE MINUTES**
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- VIII. SUPERINTENDENT'S REPORT**
 - A. Crosswinds Update 43
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- 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
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XII. BOARD OF EDUCATION

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B. Items for Future Agendas
C. Board of Education Reports/Communications

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

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

DATE: September 18, 2018

TOPIC: Acknowledgement of Good Work by Students

A. PERTINENT FACTS:

1. 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 Sblendorigiebel**.

SEAB Facilitators are Shaun Walsh and Tyler Berres

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

B. RECOMMENDATION:

That the Board of Education recognizes the students above for their contributions and outstanding work.

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

DATE: September 18, 2018

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. 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 Blessner
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

2. This item is submitted by Liz Hathaway Castelán, Dual Language and Immersion Program Manager (and Seal of Bilingualism project coordinator) of St. Paul Public Schools; Hans Ott, Assistant Superintendent of the Office of Teaching and Learning; and Dr. Kate Wilcox-Harris, Chief Academic 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
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: September 18, 2018

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. 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.
2. This item is submitted by Dr. Theresa Battle, Assistant Superintendent; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

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

August 21, 2018

I. CALL TO ORDER

The meeting was called to order at 6:06 p.m.

II. ROLL CALL

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

Mr. Marchese was absent due to a pre-planned trip.

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

IV. RECOGNITIONS

BF 31402 Acknowledgement of Staff

The Board welcomed the new leaders to the district and congratulated them on their new positions. Lisa Sayles-Adams, Assistant Superintendent, introduced each new leader and their role.

Welcoming new leaders to the district and staff new to their roles:

Cedrick Baker, Chief of Staff
Megan Dols Klingel, Assistant Director, Office of Teaching and Learning
Heather Kilgore, Director, Office of Family Engagement and Community Partnerships
Toya Stewart Downey, Assistant Director, Office of Communications, Marketing and Development
Arleen Schilling, Controller, Office of Finance
Charles Long, General Counsel, Legal Affairs
Kara Arzamendia, Assistant Director, Research, Evaluation and Assessment
Stacey Theien-Collins, Principal, Como Park Senior High School
Timothy Williams, Principal, Randolph Heights Elementary
Duane Dutrieuille, Principal, Hazel Park Preparatory Academy

Jamal Abdur-Salaam, Assistant Principal, Hamline Elementary
Michelle Bierman, Assistant Principal, Murray Middle School
Maria Graver, Assistant Principal, Murray Middle School
Deborah McCain, Assistant Principal, Capitol Hill Gifted and Talented Magnet
James Walker, Assistant Principal, Maxfield Elementary
Rob Sahli, Assistant Principal, Battle Creek Middle
Kris Chlebeczek, Assistant Principal, Ramsey Middle
Lee Thao, Assistant Principal, Harding Senior High School
Abdisalam Adam, Assistant Principal, Highland Park Senior
Lee Vang, Assistant Principal, Creative Arts Secondary
Tung Pham, Assistant Principal, The Heights Community School
Cherise Ayers, Assistant Principal, Linwood Monroe Arts Plus
Kristin Reilly, Principal, Hamline Elementary
Jamin McKenzie, Principal, Murray Middle School
Bobbie Johnson, Principal, Jie Ming Mandarin Immersion
Niceta Thomas, Principal, Obama Elementary
Laura Saatzer, Principal, Bruce Vento Elementary
Timothy Brown, Principal, American Indian Magnet
John Bjoraker, Principal, Farnsworth Aerospace PreK-4 Campus
Kristen Lynch, Principal, Creative Arts Secondary School
Melinda McBride, Principal, Parkway Montessori and Community Middle School
Jocelyn Sims, Principal, Crosswinds Middle School
Veu Thor, Assistant Principal, Hazel Park Preparatory Academy
Kenneth Turner, Assistant Principal, American Indian Magnet School
Will Forbes, Assistant General Counsel, Legal Affairs

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Consent Agenda with the exception of items B1 -- Request for Permission to Accept a Grant from the Best Buy Foundation, B5 -- Request for Permission to Accept a Grant from T-Mobile, C2 -- GAP/Community School Collaborative Services in SPPS, C5 -- Re-Approval of Memorandum of Understanding with Reading Partners and Saint Paul Public Schools, Specifically Benjamin E. Mays, Maxfield Elementary, Hamline Elementary, and Phalen Lake, C6 -- Request for Permission to Contract with Saint Paul Youth Services for Behavioral Specialist Program Support, and E6 -- Naming the Harding Senior High School Gymnasium in Honor of Gerald Keenan, which were pulled for separate consideration. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of July 17, 2018

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of July 17, 2018 as published. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

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

At the August 7th, 2018 Committee of the Board meeting, Superintendent Gothard began with an update on Admin Academy to welcome back our administrators, and noted the building repairs and updates across the District.

He then provided a quick report on the summer programs. This program involved 25 SPPS sites with the average daily attendance of 9,600 students overall. He shared the innovative ways that students learn over the summer at different programs. There were 29 site administrators, and 850-900 S-Term staff. He also noted the work of the ESY program for our students in special education. As a community, we should be proud of our program offerings and thanked the ALC team, transportation, and nutrition services for their hard work and support. Discussion from the Board primarily involved the number of high school students who attend S-Term to retrieve credits that may have been lost during the school year and data for those students.

Secondly, Superintendent Gothard spoke on the Referendum Review and Update. The referendum dollars will allow us to invest more in schools and student needs at all grade levels, and implement the District's strategic plan to increase achievement for all students. This presentation sparked conversation on the ways that Saint Paul will be improved with the passing of this referendum and the benefits to not only students, but also the community overall.

Thirdly, staff and community advisory council members presented the Small Business Inclusion report and information. They reviewed the timeline, the work of the advisory council, and the policies that will dictate this program, as well as best practices. This plan will benefit the community, and the time is now to incorporate small businesses into our overall business plan. Board questions centered around the policy revision and the necessary disparity study, which is the evidentiary foundation that will serve as the official documentation of the historical disparity. Administration's work and the Board's work in the policy will be in parallel. The Board approved the recommended motion to accept the report, and the policy work has begun.

Superintendent Gothard then provided an organizational chart update with phase 1 changes based on form and function. Updates included a Chief of Staff with departments reporting to that role, including the creation of a new position of the Director of Equal Opportunity. The Office of Research, Evaluation, and Assessment will now report directly to the Superintendent while still working collaboratively with all departments. A new role of Chief of Schools will oversee the assistant superintendents and the Office of Leadership Development. These changes will ensure there is clarity for our leaders and clear direction for their roles and responsibilities. In response, board members noted their direct work with the negotiations manager, and the role of the Chief of Staff. REA will report directly to the Superintendent in order to provide that critical information for the strategic plan, and also to establish routines and reports across the District. The Board also discussed the role of Chief of Schools, which will be a central point person to respond to information about schools, and to also coordinate coaching with our assistant superintendents and leaders. The Board also noted the fiscal impacts of these organizational changes. Overall, they mentioned that this org chart is a step forward as we move into the future with clarity on roles and responsibilities.

Finally, the Board conducted a work session to discuss attendance at the Council of the Great City Schools Conference in October and Board recommendations for project proposals for SEAB.

MOTION: Ms. Ellis moved the Board accept the report on the August 7, 2018 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. Back to School Report 2018-2019

Superintendent Gothard introduced Jackie Turner, Chief Operations Officer, to present the Back to School Report for 2018-2019. Saint Paul goes back to school September 4, 2018. He thanked the Board for their participation in the activities for new staff and school groups, as well as Chief Turner and her team for all of their hard work in summer planning to open a school year. Chief Turner noted that it is truly a joint and collaborative effort with all departments and also thanked them for their work this summer.

Enrollment/Recruitment

- Students accepted
 - August 1, 2018
 - 1,257 applications
 - 1,151 placements
- 2,210 kindergarten applications
- Over 9,000 grades 1-12 applications
- About 31% of students places are new or returning (3,415)
- Just over 2,300 PreK applications (391 on waiting list not placed)
- 9th grade district-wide is tight
 - Highland, Humboldt, and Washington
- 6th-8th grade district-wide is tight
- Waiting for placement
 - Kindergarten – 93 (5%)
 - 6th grade – 94 (3%)
 - 9th grade – 65 (3%)

Early Learning/PreK

- Highland Park Elementary
 - Will open 3 early learning classrooms
 - 1 full date PreK, 1 half day PreK, 1 ECSE
- Linwood Monroe
 - Will open an additional full day PreK classroom
 - Totaling offering – 1 full day PreK, 1 half day PreK, 1 ECSE
- L'Etoile du Nord
 - Will open additional half day PreK classroom
 - Total offering 1 full day PreK, 1 half day PreK

- Obama and Bruce Vento Elementary
 - Moved from half day to 100% full day programming, matching the desire/needs of our community
- Thanks to new early learning statutory language, homeless, and highly mobile students will gain access to PreK programming.

Community Education

- Adult Basic Education
 - Launching online GED classes
- Discovery Club
 - 1,263 enrolled
 - 182 on waiting list
 - 13 staff openings
- ECFE
 - 119 weekly offerings, enrollment up as compared to last year
 - 96% participants reported receiving education and support from ECFE
 - Increased offerings at individual school sites

Enrollment/Recruitment

- In collaboration with SPFT, 103 students were enrolled in SPPS, and advocates knocked on over 7000 doors this summer with the Select SPPS campaign.

Human Resources

Staffing to be filled includes:

Job Category	FTE	%
Clerical	12.00 FTE	9.0 %
Educational Assistants	13.6 FTE	2.4 %
Teaching Assistants	31.28 FTE	3.9 %
School & Community Service Professionals	5.0 FTE	2.6 %
Counselors	0.00 FTE	N/A
Social Workers	1.00 FTE	<1 %
Teachers	37.80 FTE	1.1 %

Teaching and Learning

- 3 simple elements for radical school improvement:
 - Focus: Elevating the Essentials by Mike Schmoker
 - A focused and coherent curriculum (what we teach)
 - Clear, prioritized lessons (how we teach)
 - Purposeful reading and writing

Professional Development

- District Leadership
 - Culture and Climate, Dr. Kent Peterson
 - Adaptive Schools, Carolyn McKanders and Jim Roussin
 - Department Resources Fair
- Foundational
 - Over 170 teachers attended New Educators Week August 21-25
- EL/Special Education
 - Build collaboration across EL and Special Education

- Special Educators learn about EL strategies and EL educators learn about students with disabilities
- iPads and Schoology enhance learning for all students, and a short video was shown with a teacher expressing her experience with these tools
 - Teachers are able to download curriculum from a depository, and share curriculum easily. For families, it is an easy way to track student assignments, and a way to engage with each other with these tools and techniques. We are all united in collaboration and in support, with help from iPads. Teachers like this program and technology.

Family Engagement

- District-wide Parent Academy will be offered throughout the school year in all languages, including at community sites
- Centralized meetings for families about referendum and other topics will be held September – December
- Parent Academy Seminars will be held at schools from January – April
- Monthly meetings for nine PACs will begin in September
- iUpdate

Communications

- Back to School Communications
 - Back to School calendar mailed to families Aug. 6
 - Email and phone call to families and staff (translated in all languages)
 - Welcome back video message from Superintendent
 - Referendum Information
- Department support
 - Facilities
 - Transportation communications
 - Rights and Responsibilities handbook
 - iUpdate communications
- Media and community outreach
 - Planning back to school media outreach including meeting with editorial boards about referendum
- Improved internal communications
 - Strengthened collaboration between OTL and CMD for weekly Principal's Playbook
 - Revised Bridge submission

Referendum Information

- A website has been created for referendum information at www.spps.org/referendum

Technology Services

- Field Technicians and Service staff ready and prepared for school.
- Support to transportation for additional phone lines.
- Print, Copy, Mail is working hard to support schools and department “back to school” requests.

Finance

- Budget
 - Staff meeting with sites and programs to review
- Procurement
 - Requisitions, orders and contracts for new school year
- MARSS Reporting
 - Reviewing student data reporting procedures with sites
- Fee Pay System
 - Supporting sites with setup of online payment system
- System Access for Staff (HR, Finance and Budget Systems)
- Grant Award Implementation (September)

- Training Staff on Procedures

Security and Emergency Management

- Staffing
 - Community Support Team
 - Contract Security
 - SROs
- Training
 - Collaborative “active shooter” training
 - “Emergency Communication” best practices with secondary administrators

Transportation

- 40,000 school bus transportation information postcards will begin arriving to families on or around August 24
- Continues to use MySPPSBus app to display up-to-date information
 - 5,928 app users, 33% increase
 - 20,086, app sessions, 27% increase
- Temporary staff hired to assist with phones
- Bus driver training-shaping positive culture

Nutrition Services

- Students Directly Certified
 - 13,909
- Community Eligibility
 - 40 sites
- Supper Program
 - 33 supper program (8 new)
- Partnerships
 - Supper at Community-Based Organizations
 - Metro Transit Go-To \$1 Rides
- New Recipes
 - White Rice
 - Gluten Aware Sauces

Facilities

- Restoration cleaning has been happening across sites
- Major Capital Projects: Completion Dates
 - Projects Completed Fall 2018
 - Highland Park Elem.
 - Horace Mann
 - Jie Ming
 - Linwood
 - Monroe
 - RiverEast
 - Saint Anthony Park
 - Projects Completed Late 2018 and Beyond
 - Adams: Completion December 2018
 - Como Park Senior: Completion late 2019
 - Humboldt: Completion August 2020
- Photos were shown of Highland Park Elem, Saint Anthony Park, and Adams

Priority Areas

- Enrollment
 - **Extended hours** through first week of school
 - Connecting with **families without school** assignment

- School closing recruitment fairs
- Staffing
- Facilities Master Plan
 - Meal preparation
 - Learning areas
 - Teaching and Learning (Crosswinds)

QUESTIONS/DISCUSSION:

- Director Xiong noted that it is great to see white rice incorporated into our nutrition services, and that it is small things like that that matter and shape the experience of students and cultural relevance.
- For the PreK expansion from half day to full day, how is the decision made? Is it made based on site, demands from families? How does that work in terms of deciding which programs receive expansion? Response: We look at data, waiting lists, and then decide which sites to prioritize to add full day capacity to that school. As soon as we have resources and teachers, we are prepared to go next for full day sections. It is the “hot potato” of enrollment, and if we could have full day programming in every school, it would happen. There have been sites that were under enrolled for half day, and as soon as they switched to full day, they were full. We will continue to listen to feedback from families, community members, and staff.
- Director Vanderwert noted this this is impressive work, and in visiting new buildings, and the improvements made, we are really emphasizing the message to kids that we care about them and their learning spaces. She thanked the Facilities team in their work to make that happen.
- With Parent Academy and moving it to the Spring, it seems counterintuitive. Will there be added opportunities for the Fall? Response: The rationale is a couple of things. We will continue to offer districtwide Parent Academy, which is a six-week program that happens at the district level at schools. In the schools, there is a lot of things going on in the Fall, and to allow the schools to have their site teams before the program. After the MLK holiday, there will be Parent Academy seminars in partnership with schools, with districtwide offerings already available in the Fall.
- Do you prioritize younger students? Response: Yes, we prioritize younger families or new to system because they have younger students or are new to Saint Paul. We also pay attention to the transition grades as well. There is a lot of support through ECFE in early engagement, and in fifth grade, we may wonder what happened. We move around a lot. We have also begun to offer Parent Academy in collaboration with community-based organizations. At those sites, we need to be flexible for what families are asking.
 - What community sites? Response: Last year, we partnered with Project for Pride in Living and offered Parent Academy in community rooms and transitional living communities. We are expecting the same this year. We also partner with Family Values for Life and offer Parent Academy courses as part of their weekly parent meetings for our families on the East Side.
- The Discovery Club program, we have had a hard time filling those positions. Do we have high school students able to work in those programs, and is it a pathway to have them become interested in being teachers? Response: Yes, we do have high school students, as well as college students – college students more so. We do have purposeful connections with colleges and encourage students to apply. These are paid positions, as well as gaining experience.
- In terms of family meetings around the referendum, when will we find out about the schedules and what will that look like? What will the strategic plan look like that they are discussing at meetings? Response: There will be different opportunities for phased initiatives. Part of the work through action planning to develop engagement plan for feedback and actual launch in settings. It will take place in different settings, depending on the school, area, focus area. They could take place at different times throughout the year as we circle back to them.
 - It will be front loaded in the Fall, and as they move into the Spring, there will be opportunities to engage and give feedback? Response: Yes, there will be. It will be different for each initiative. There will be different community engagement. Some will be more intentional – such as create a middle school model, how we move, and excited for

opportunities for students and staff. Also, in addition to strategic plan engagement, there will also be a referendum site team at each school with principals and lead parents, and teachers to come together to learn about the referendum and informational side of the campaign. There will be a community-wide session to learn more, with information going out to schools September 19th and 20th we will be offering training, October 11th will be a community-wide referendum session.

- What is the update on Crosswinds? Response: Jocelyn Sims has been named the new principal, along with Assistant Superintendent Lisa Sayles-Adams. There was a feasibility team that started to sketch out the framework of the programming that we think would fit for that site. A progress update will be provided at the September BOE Meeting. We will be assembling a team to work on the finer designs, and an engagement plan to ensure the community is part of the plan. We also need to look at bringing on 200 sixth graders for 19-20 school year. There are a lot of steps in that, and everything is new. We know there may be efficiencies not able to build to offer to the full programming that first year, but we can grow into it. There can be regular updates on Crosswinds, and should be seen as a real value-added asset to Saint Paul Public Schools.
 - Before the School Choice Fair, we will be able to see those different pathways to align with that, and that will be coming out in a timely fashion? Response: Yes – we have milestones identified. In terms of which schools will matriculate, those are decisions based on data and students that will need to be decided.
- Director Foster thanks everyone for their work, and is encouraged to hear how we are putting kids first, and continuing to hear more dialogue on that. We are working on getting our work done, while also remembering why we're here and who we are here for. She is encouraged to hear the discussions.
- In attending New Educators Week, which was wonderful to talk to everyone, and a reminder to that it takes time to bring those fruits of our labor to fruition. Do EAs and TAs receive the same orientation? In thinking about the orientation for our new educators, at what point do EAs, TAs, and teachers have the opportunity to learn, share and train together? We all have roles, and roles as educators, and in valuing the respect and knowledge that each of us bring to children in our classrooms. Is there an opportunity to do that in these next few weeks? Response: We continually have regular onboarding for all new staff. We are fortunate that with teachers coming back at the same time, we package it a little differently. For the paras coming back, they will have same onboarding process, and we are building wraparound services within the buildings. After they go through the District onboarding, they go back to their building for orientation with staff, and dive deeper. For our paras in Special Ed., we are in the process of building a robust 4-day training, which will offer an overview of the District, and also a deep dive into our non-violent crisis intervention training and de-escalation techniques.
 - We are a large school district, and it is about relationships in roles, and at what opportunity is there for those folks to talk about their experiences and learnings? Response: In HR, we have not created an opportunity for them to come together like that. In buildings and departments, there are opportunities. In Specialized Services, there is professional development time built into the paraprofessional schedule in the buildings. Sometimes the teacher or social worker is able to lead those. They talk about the logistics of their jobs, as well as the kids and programming. It's customized for the buildings they are in. Schools will determine a time for all paras, or in groups of paras, and others cover, and they come together to have mini-sessions with a minimum of once a month, or even once a week. It is able to link the paras stronger to the PD in the building. Our coaches are also highly involved in that piece. In MLL, we have offered 2 full days of PD for bilingual EAs, and we select topics on what they'd like to learn more, and 70+ EAs come together to talk about topics on family engagement, day-to-day work, and classrooms. This last year, we had information al restorative practices; EAs shared knowledge about cultural background, as well as an iUpdate process. We do allow feedback to learn in order to do jobs better or different, and to feel effective. In Early Learning, we are poised to offer PreK TA cohort. Based on feedback, there is a need for PD. There will be six different sessions throughout the year for TAs to be present or blended learning through Schoology. We are offering a 2-day PreK institute for paras from HeadStart, LifeTrack, and other childcare partners. Our TAs are also welcome, and roughly 85% of them have signed up.

- Director Brodrick also noted that the opportunity to have teachers, EAs, and TAs working together in professional development is important. We find that our most valuable people in buildings are the people we sometimes may overlook. This was brought to our attention last year during negotiations, and these folks are integral parts of our buildings and the real heart of the schools. In taking this further, he noted that sometimes in education, there is a tendency to turn to consultants to come in and help us on how to do things, and that's fine, but we can also learn from someone much closer to home. Teachers, EAs, and TAs are one of our greatest resources, and we need to remember to ask them what they think, how things could be done differently, and what is working. We have done that, and some of the best PD seminars and workshops were created, implemented, and carried out by staff in this district, and we need to make sure we are paying attention to them, and looking to the people in the classrooms.

B. Human Resource Transactions

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

The motion was approved with the following roll call vote:

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

IX. **CONSENT AGENDA**

MOTION: **Ms. Ellis moved approval of all items within the Consent Agenda with the exception of items B1 -- Request for Permission to Accept a Grant from the Best Buy Foundation, B5 -- Request for Permission to Accept a Grant from T-Mobile, C2 -- GAP/Community School Collaborative Services in SPPS, C5 -- Re-Approval of Memorandum of Understanding with Reading Partners and Saint Paul Public Schools, Specifically Benjamin E. Mays, Maxfield Elementary, Hamline Elementary, and Phalen Lake, C6 -- Request for Permission to Contract with Saint Paul Youth Services for Behavioral Specialist Program Support, and E6 -- Naming the Harding Senior High School Gymnasium in Honor of Gerald Keenan, which were pulled for separate consideration, which were pulled for separate consideration. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31403 Gift Acceptance Donation from KABOOM for Highwood Hills Elementary

That the Board of Education, authorize the Superintendent (or Designee) to accept a gift of additional playground equipment valued at \$70,000.00 from KABOOM at Highwood Hills Elementary.

B. Grants

BF 31404 Request for Permission to Accept a Grant from the Minnesota Building and Construction Trades Council

That the Board of Education authorize the Superintendent (designee) to accept funds from the Minnesota State Building and Construction Trades Council to support Building Trades programming within the Career and Technical Education (CTE) initiatives in SPPS; and to implement the project as specified in the award documents.

BF 31405 Request for Permission to Accept a Grant from Rockefeller Philanthropy Advisors

That the Board of Education authorize the Superintendent (designee) to accept funds from Rockefeller Philanthropy Advisors to fund teacher-led projects that foster social emotional skills in students in grades prekindergarten to 12; and to implement the project as specified in the award documents.

BF 31406 Request for Permission to Accept a Grant from the Saint Paul Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from the Saint Paul Foundation to support the Adaptive Schools Foundation Seminar; and to implement the project as specified in the award documents.

BF 31407 Request for Permission to Submit Grant Applications to the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit multiple grants to the Minnesota Department of Education for funds to support improvements related to violence prevention and facility security; to accept funds, if awarded; and to implement the projects as specified in the award documents.

C. Contracts

BF 31408 District Audit Services

That the Board of Education authorize the Superintendent to enter into a contract with Malloy, Montage, Karnowski, Radosevich & Co. P.A for District Audit Services for a period of 1 year in the amount of \$119,315.

BF 31409 Contracts and Agreements for Rental of Hockey Facilities for 2018-2019

Board of Education authorizes the Superintendent (designee) to enter into contracts and agreements with County officials for the 2018-2019 boys' and girls' hockey teams. Hockey ice time (practice and game) is paid from lease waiver monies and security fees are paid by the Athletic Department.

BF 31410 Approval to Enter into a Contract with Middle English, Inc. to Provide American Sign Language Interpreting Services for the 2018-19 School Year

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with Middle English for \$150,000 to provide American Sign Language interpreting for students and parents as needed for the 2018-19 school year to be paid by Special Education and by the schools.

BF 31411 Sanneh Foundation Dreamline Program 2018-19SY

That the Board of Education approves the services of Sanneh Foundation Dreamline tutors in the aforementioned high schools and middle schools for the 2018-19SY.

BF 31412 Turnaround Leadership Academy Request for Proposal (RFP) #214758

That the Board of Education authorize the Superintendent (designee) to enter into a contract with New Leaders for \$400,000 to provide professional development to Comprehensive Support and Improvement (CSI) school leadership teams.

D. Agreements

BF 31413 EL Education Cooperation Agreement for 2018-19 SY

That the Saint Paul Public Schools Board of Education authorize the Superintendent (designee) to approve the 2018-19 partnership agreement between Open World Learning Community and EL Education.

E. Administrative Items

BF 31414 Monthly Operating Authority

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

(a) General Account	#695531-697065 #0002992-0003025 #7002869-7002902 #0002522-0002620	\$61,330,917.35
(b) Debt Service	-0-	\$478,106.00
(c) Construction	-0-	<u>\$9,711,730.95</u>
		<u>\$71,520,754.30</u>

Included in the above disbursements are two payrolls in the amount of \$38,109,377.46 and overtime of \$177,960.31 or 0.47% 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 November 30, 2018.

BF 31415 Apple Caching Servers

That the Board of Education authorize administration to approve the proposal from Apple, for the purchase of Apple Caching Servers in the amount not to exceed \$150,000.

BF 31416 Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Principals' Association

That the Board of Education of Independent School District No. 625 approve and adopt the agreement concerning the terms and conditions of employment for principals' in this school district for whom the Saint Paul Principals' Association is the exclusive representative; duration of said agreement is for the period of July 1, 2017 through June 30, 2019.

BF 31417 Facilities Department FY19 Purchases over \$100,000

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

BF 31418 Facilities Department FY19 Purchases over \$100,000 Adjustment

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

BF 31419 Approval of Memorandum of Agreement with United Association of Plumbers, Local No. 34, to Establish Terms and Conditions of Employment for 2018- 2019

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Association of Plumbers, Local No. 34 is the exclusive representative; duration of said agreement is for the period of May 1, 2018 through April 30, 2019.

BF 31420 Approval of an Employment Agreement with International Brotherhood of Electrical Workers, Local No. 110, to Establish Terms and Conditions of Employment for 2018-2021

That the Board of Education of Independent School District No. 625 approve and adopt the Employment Agreement concerning the terms and conditions of employment of those employees in this school district for whom International Brotherhood of Electrical Workers, Local No. 110, is the exclusive representative; duration of said agreement is for the period of May 1, 2018 through April 30, 2021.

F. Bids - none

G. Change Orders

BF 31421 Construction Change Directive #20 for Rochon Corporation at the Horace Mann School Expansion & Renovation

That the Board of Education authorize the Superintendent (or Designee) to sign Construction Change Directive #20 for Rochon Corporation at the Horace Mann School Expansion & Renovation for an amount not to exceed \$164,919.04

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31422 Request for Permission to Accept a Grant from the Best Buy Foundation

The Board requested more information on this item. What site will benefit from this grant with the Academy of Information Technology? Response: Humboldt houses the Academy of Information Technology. The grant will be used for internships, paying for transportation, helping to create more mentorships, and

expanding the real world application of IT for students. We are looking to expand the program; it will be entering its 5th year, and continuing to expand. We want to expand it to robust offering for more and more students.

The Board noted that this is an exciting partnership for SPPS to have, and looks forward to it continuing to grow.

MOTION: Ms. Xiong moved that the Board of Education authorize the Superintendent (designee) to accept funds from the Best Buy Foundation to support the Academy of Information Technology; and to implement the project as specified in the award documents. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

BF 31423 Request for Permission to Accept a Grant from T-Mobile

Deputy Chief of Technology Service, Idrissa Davis, provided more information on this item. While cell phones are not included in the scope of this grant, it does include wireless devices for internet for students at home. We identified those without internet, and want to make it convenient for them to be able to do homework. T-Mobile stepped up, and we are now able to offer internet devices for those students who do not have internet at home. This grant includes wireless devices that students would bring home. There are a number of sites that were identified, and students with FRL were targeted, and we worked with them to check off items in the process. It will operate on an inventory system, where students will check out the device, and return them at the end of the school year. We will be able to suspend those lines for the summer, and students will be able to check them out at the beginning of the next school year. The Board noted that this is so innovative, and wants to know more about what we can do to promote this, especially for our PSEO students. The hotspots can hold up to 15 devices within one home. Hans Ott also noted the LibraryGO program which allows students electronic library cards, and this will allow us to bring internet to those without it. ComcastCares is a great program also, but this T-Mobile program was free to the district.

The Board thanked Deputy Chief Davis and the team for their work in this. Director Schumacher also noted that when the personalized learning technology first started, it has moved so fast, and to see the benefits to our students and families, this accessibility is so important. It really does provide the support to decisions around providing access to support our students and their learning.

Deputy Chief Davis also thanked Karen Randall, Jamie Atkins, Marie Schrul, and Hans Ott for working side-by-side on what we have completed, and looking forward to deploying these devices around the start of school.

MOTION: Ms. Xiong moved that the Board of Education authorize the Superintendent (designee) to accept goods, funds and services from T-Mobile; to purchase mobile broadband services from T-Mobile for SPPS; and to implement the project as specified in the award documents. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

Mr. Schumacher	Yes
Mr. Marchese	Absent
Ms. Ellis	Yes

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

BF 31424 GAP/Community School Collaborative Services in SPPS

The Board requested more information on GAP services, how it is done in schools, the impacts to students, and to hear more about what is happening with these services.

Kathy Kimani, Assistant Director of School Culture and Climate, provided more information. Our partnership with GAP began in the middle of the year of the 16-17 school year with a half-time therapist at two sites, and it has grown from there. The current contract for the second full school year with a full time therapist at six different sites. We are hearing from principals and parents that their satisfaction with the work has really been positive. Also, these six sites are part of continuum of mental health supports available. GAP is serving as fiscal agent for school linked mental health grant that was awarded to Ramsey County through the Department of Human Services. SPPS has supported that grant and is a participant in working with GAP on that. Saint Paul has built a consortium of five agencies serving 30 different schools. We are building a model and a way to provide school based mental health services consistently. We are starting off the school year with a mental health provider at 44 school sites.

- How are sites selected? Response: There are different items that we look for in determining sites. The most important is the capacity for this partnership to be built and a readiness at the school. We have met with principals and asked if there a person in the building that could be a contact; most often, that is a school counselor or social worker. It is the main referral source, so that the provider can go to someone as they are joining the school team. Also, that there is space in a building – an office space that students can go to. Also, we look at if there are students identifies that could benefit from these services, and what services are already in place. We are trying make an effort to reach all schools with supports they need, and look to the schools that may have gaps in services.
- How many students could be served? How many more need it? Also, how do they work with teachers and families? Is any of this billed to third party billing? Response: Yes, there is third party billing. Going to the provider at the school is similar to going to a clinic or therapist, and reduced barriers to service, as well as reducing stigma to services when we have therapists working alongside teachers and school teams. When they are engaging in formal therapeutic parts of services, there is third party billing, and if parents have insurance, there is billing occurring there. In the school linked mental health grant, if students are uninsured or underinsured, they are able to use those grant funds for these services. It will also cover ancillary services, and consulting with teachers, and trainings for staff with social workers and counselors, and going with a student to IEP meeting or re-admit meeting after an event. It is those service that enhance the mental health supports we provide in schools. In terms of numbers, last year, GAP served 170 students at six sites. A full time therapist will work with about 15 students at a time, and those are the Tier 3 services (individualized service).
- In talking about the funding, and about sustainability, could you explain more? Response: The school linked mental health grant is a three-year grant, with the option to extend for two more years. It has been a five year grant, and this is the third round, so we are at year 11 or 12 of participating in the school linked mental health grant. It is a sustainable grant that funds the ancillary services and the uninsured or underinsured students. It does require third party billing, which is the sustainability part of it, as well as the District input into this contract that helps to sustain that.

MOTION: Ms. Xiong moved that the Board of Education authorize the Superintendent (designee) to approve the expenditure of ALC and Special Education funds in an amount not to exceed \$120,000 for site-based mental health services provided by GAP/Community School Collaborative. This amount supports site-based mental health services a 6 SPPS sites, and is a

significant reduction in the amount expended during school year 2017-18. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

BF 31425 Re-Approval of Memorandum of Understanding with Reading Partners and Saint Paul Public Schools, Specifically Benjamin E. Mays, Maxfield Elementary, Hamline Elementary, and Phalen Lake

The Board requested more information on the data from the outcomes of this partnership. Response: This has been a good partnership for the past few years, and there is a strong satisfaction level at the school level. Each year, the schools continue to ask the Office of Teaching and Learning to continue to fund this service at the schools. The schools are continuing to see a benefit. In terms of the data over the three-year program, we haven't collected full program evaluation and will collect that at this three-year juncture and will have more data at the completion of this year. In numbers of students making their literacy goals, over 2/3 of students are making those goals, and 3/4 of students are making grade level foundational goals. We know it's a challenge to schedule students during the day, and we work with Reading Partners tutors and staff to ensure students are not missing the most critical learning experiences, but balancing with students who need these services. It has allowed students to improve their growth and proficiency, and more data will be available after this year. In looking at the base results, there has been an implementation phase and a level of 200 students in program – that was a critical milestone. The data we have at the satisfaction level of students meeting goals, we have seen great promise in meeting student needs. At this point, we are looking to sustained implementation. The first three years were preliminary growth period, and we are now looking at full implementation. At the next three-year piece, we will have strong, clear data on how this service works for our students. All partners are part of the plan for metrics for sustainable, successful, and reliable these are to grow in math and literacy.

- How is this program different from Reading Corps? Response: MN Reading Corps provides tutors, and sometimes are hard to fill with volunteers, and is wider in scope. Reading Partners will come into four specific schools and guarantee the tutors at these schools and be focused on individual student needs. Reading Partners has a mix of standard curriculum, and a tailored curriculum. These next few years will allow us to compare data, and our partnerships across the District.

MOTION: Ms. Xiong moved that the Board of Education approve and enter into a Memorandum of Understanding with Reading Partners. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

BF 31426 Request for Permission to Contract with Saint Paul Youth Services for Behavioral Specialist Program Support

The Saint Paul Youth Services is a program we have worked with to provide supports for students in the schools. They do behavior interventional specialist, which is similar to our behavior support team. They provide the flexibility and nimbleness our community-based service have, and also provide training to staff. They meet with parents, host parent meetings, and follow students to graduation. Schools are chosen based on individual selection. The contract is with the schools, and they provide the recourses, and we at the District level manage the size. Individual schools implement the program and want to work with SPYS again. It is a opt-in option for those schools. The cost is each contract about \$50,000 per behavior intervention support specialist.

The Board appreciated the services SPYS provides beyond the school calendar as well. They mentioned that this is a decrease compared to previous contract, and in thinking about sustainability and built relationships in schools, what will happen to relationships with students? How could behavior specialists that are staff, how are we learning from each other, so that that sustainability can occur? Response: We are intentional about meeting with administrators with the program to talk about what they have learned, and one of the items was sustainability. SPYS will be working with us to deepen training with their staff, and work within our PD calendar to increase capacity within our staff to learn their techniques. The smaller contract is not a direct link to the budget. This is an opt-in program, and a couple schools have chosen to try other agencies and community-based services. Dr. Asberry does a phenomenal job of keeping us informed and the options available. The Board is excited to learn more about their work and services, and noted that their services are unique and relevant to those schools.

- We have had behavior specialist move from school to school depending on need. Are those our folks, or SPYS staff? Do we have an ongoing group like that to address those needs? Response: Our own district has a spectrum of services and support ranging from our own instructional EAs and TAs to our behavioral specialists licensed in the district. Some of the staff in Security and Emergency Management are our community support team do similar work, and travel to schools with the greatest need. We have six of those staff throughout the district; we do move them throughout the district. If there is a need or request for SPYS in the middle of the school year and the school has resources, Dr. Asberry has been able to staff up to provide services. They have been nimble and willing to meet needs of administrators. We have support for those high schools in place, regardless of budget constraints.

MOTION: Ms. Xiong moved that the Board of Education authorize the Superintendent (or Designee) to contract with the Saint Paul Youth Services (SPYS) for Behavioral Specialist support at three sites for SY2018-2019, and to implement the services as specified in the contract. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

BF 31427 Naming the Harding Senior High School Gymnasium in Honor of Gerald Keenan

Director Brodrick noted that he pulled this item to publically recognize that the Harding gym be named in honor of Gerry Keenan, and it is wonderful and the right thing to do. Mr. Keenan dedicated his life to SPPS, and is honored to call Mr. Keenan a mentor, a friend, and a hero. He began his education at Hancock, then Wilson, and graduated from Hamline University. He spent 15 years at Mechanic Arts prior to starting at Harding. Gerry Keenan was an innovator and a dynamic young teacher. He was successful basketball and baseball coach, and took a team in 1975 to the finals and lost in Class A to Chisholm. While he was teaching, he also created a service department for teachers. He provided that service and made sure teachers had a place to have duplicating services. He piloted a program for a quarter system in the 1970s.

He went to the Department of Education and brought forth this revolutionary program and sold it to them. He was also the yearbook business manager, and the school newspaper business manager. The students at Mechanic Arts had a yearbook because Gerry Kennan fundraised for the yearbook. He is a total school person, and a Saint Paul man. He is the epitome of a teacher, a coach, and an educator.

MOTION: Mr. Brodrick moved that the Board of Education approves the request to name the Harding Senior High School gymnasium in honor of Gerald Keenan. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

1. Policy Update

Superintendent Gothard then introduced Cedrick Baker, Chief of Staff, to provide the Policy Update.

Access for PSEO Students – Policy 535.00

- Third reading
- New policy required by state statute
- Ensures PSEO students have access to their school and technology resources
- Recommendation: Vote to adopt policy

BF 31428 THIRD READING: Policy 535.00 – Access for PSEO Students

MOTION: Ms. Ellis moved the Board adopt the new Policy 535.00 – Access for PSEO Students. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

Intellectual Property Rights – Policy 402.00

- Third reading
- New policy that was developed through collaboration of District and Saint Paul Federation of Teachers
- Policy covers:
 - Definitions related to intellectual property (IP)
 - Explanation of U.S. Copyright Act
 - Summary of the conditions for IP rights ownership by district and employee
 - Statement of exceptions

BF 31429

THIRD READING: Policy 402.00 – Intellectual Property Rights

MOTION: Ms. Ellis moved the Board adopt the new Policy 402.00 – Intellectual Property Rights. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

QUESTIONS/DISCUSSION: None

XI. NEW BUSINESS

A. Summary of the Annual Performance Review of the Superintendent

BF 31430

Summary of the Annual Performance Review of the Superintendent

At a Special Closed Meeting of the Board of Education on August 1, 2018, board members discussed the annual performance evaluation of the superintendent. Overall, the Board is pleased with the work of the superintendent and has confidence in his leadership. Board members acknowledged that this was the first full year for the superintendent and the challenges presented were substantial – developing relationships with key members of the community, staff, parents and students; understanding the district's operations and organization; navigating labor negotiations; leading a strategic planning process; and beginning to better align the culture and processes of SPPS with the needs of our students. Board members praised the superintendent's quick start and particularly appreciated his work in helping to settle the district's contract with SPFT and avoiding a strike. The superintendent's response to criticism about weather-related school closings and busing during one of the winter's tougher storms demonstrated his ability to accept responsibility and learn how to incorporate lessons learned into future planning. Board members expressed optimism about his leadership, in particular, his style, responsiveness and frequent communication, and great interest in learning more as the superintendent (and related staff) flesh out the district's strategic plan over the coming year.

The superintendent was evaluated under the following six areas: Vision, Operations, Accountability, Board/Superintendent Relations, Advocacy, and Unity. The superintendent received satisfactory ratings in three areas (Vision, Operations and Accountability) and ratings of accomplished in the remaining three (Board/Superintendent Relations, Advocacy and Unity).

As to Vision, board members acknowledged the difficulty for the superintendent to both take the time to assess the district and also set forth a vision for the district moving forward. The superintendent has begun to articulate a vision around improving student achievement and outcomes through the strategic plan. Board members appreciated the student-focus nature of the plan, as well as the overall intent to align the culture and efforts of SPPS staff and resources with what would be effective in improving outcomes. Board members look forward to understanding more as staff teams develop and then implement specific initiatives, including specific outcome measurements. In addition, board members would like to see the superintendent articulate how the initiatives will make qualitative impacts on our students and in our buildings, as well as a broader vision that knits together how the community can expect our schools to improve.

As to Operations, the superintendent has also spent this past year learning about the district's organization, assessing the capacities of staff, understanding the impacts of past fiscal decisions and processes on current operations, and beginning to hone in on specific areas for attention. The superintendent has been and will continue to work on aligning operations with the strategic plan and his overall focus on student achievement. Board members appreciated the superintendent's changes to the district's organization chart and look forward to future changes to the budget planning process to make it more transparent and accurate so that it can support the strategic plan and provide opportunities for public input. Board members also look forward to seeing additional operational planning on enrollment and financial management over the coming year.

As to Accountability, board members recognized the strategic plan will be the main means for providing accountability both internally among staff and to the larger community. Board members were pleased with the superintendent's work focusing on achievement and equity in public presentations with the board (academic spotlight), as well as in his public remarks. In conjunction with the board, the superintendent developed guiding principles for bargaining that helped provide more structure to the various negotiations with bargaining units, as well as greater accountability as the district reached agreements.

As to Board/Superintendent Relations and Communications, board members appreciated the superintendent's responsiveness to their concerns and frequent communication. Through one on one meetings, as well as in regular phone calls, the superintendent has worked diligently on ensuring board members are aware of developments in the district and can provide input on upcoming decisions.

As to Advocacy, the superintendent embarked on an ambitious listen and learn session series with external stakeholders, as well as SPPS staff, students and families. The superintendent has been a prominent and articulate advocate for the district, in terms of funding at the state level and developing partnerships with other governmental leaders, as well as community and business organizations, to support current and new initiatives. The board values his focused work on building relationships that will benefit the district and its students in the long term.

As to Unity, the superintendent has built a reservoir of good will within the local and state community that the board believes will assist him in enacting the strategic plan and improving outcomes for students. The superintendent's work in negotiations, for example, has made it possible to move forward with labor representatives to seek funding for the district and provides a platform for the upcoming work on the referendum. As the strategic plan evolves, the board expects the superintendent to continue to work hard to leverage our community's many assets – fiscal, human and relational – for the benefit of our students.

QUESTIONS/DISCUSSION:

- Superintendent Gothard then provided a response. He thanked them for their support in his first year. He is committed to building stability, strategic, decisive, and effective leadership now and into the future. As we are developing our strategic plan, detailed action plans are being created, budgets to guide thinking on resource allocation, and metrics to monitor progress are each in various stages of completion. The Board will hold him accountable for the strategic plan increasing the long-term student outcomes that were approved in April and much more. There are high expectations as a leader and there should be. The SPPS community deserves steady, consistent, and effective leadership and he looks forward to our continued commitment and efforts to make SPPS a great school district for all.
- Director Schumacher noted that this is a comprehensive look at the first year, and would like to add that when we hired Superintendent Gothard we were looking for someone who had vision, and also understood best practices across the system to make that vision into a reality and make it something to be implemented. In order to sustain that kind of vision and best practices, it requires foundational work. They are absolutely critical to make sure what's being built lasts. That more than anything is the combination of talents what drew us to Dr. Gothard was the knowledge here to build something that would support our district, our staff, our kids, and not be something change every year or two years. There's a lot to learn in the space of one year. Sometimes the Board has expressed impatience about the pace. To be next to the work that's being done across the district

and the worth of foundational work being done is the confidence built over the time with the superintendent has been well placed and we look forward to the foundation and vision to come together with the strategic plan. Thanks to Dr. Gothard for his leadership so far, and lead on.

- Director Vanderwert noted that she spent a few days at the Culture on School Culture and Climate last week, and it was great. What the leaders at the conference were saying are also things that Dr. Gothard has said. She believes that he gets it and the focus on why we're here. We continually look to understand our students and be in relationship with them to learn, and we are building a school district to rock and roll with Superintendent Gothard in charge.

XII. BOARD OF EDUCATION

A. Information Requests & Responses – None

B. Items for Future Agendas

- Superintendent Gothard noted that an update on Crosswinds will be provided as a deep informational presentation, and ongoing updates as well.
- Director Xiong also noted that in Public Comment we have heard about the name change for Monroe, and more information on where that is at and the process.

C. Board of Education Reports/Communications - None

XIII. FUTURE MEETING SCHEDULE

1. Action to Schedule a Special Meeting Regarding a Board Retreat

MOTION: Ms. Ellis moved that the Board of Education schedule a Special Meeting of the Board of Education regarding a board retreat on Saturday, October 13, 2018 beginning at 8:00am in Conference Room 5A of 360 Colborne. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

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

- September 18
- October 23
- November 13
- December 18

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

- September 11
- October 9
- November 7
- December 4

XIV. ADJOURNMENT

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

The meeting adjourned at 8:37 p.m.

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

Prepared and submitted by

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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
September 11, 2018**

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

Staff: Superintendent Gothard, H. Kilgore, C. Long, L. Sayles-Adams, T. Battle, J. Turner, L. Cathey, M. Schrul, J. Engen, A. Collins, H. Ott, K. Wilcox-Harris, S. Akyea, A. Schilling, Y. Vang, G. Ghare, B. Natala, L. Erickson, S. Carlstrom, K. Randall, C. Baker, E. Agbamu, S. Dahlke

Other: J. Verges, T. Lonetree, L. Pantoja, J. Kopp, J. McClure

I. CALL TO ORDER

The meeting was called to order at 4:34 p.m.

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard began the meeting with a thank you to everyone for a great opening the new school year. He noted that he has been out to schools, and in interacting with students, families, and staff, they are happy and engaged, and look forward to a new school year. He noted the construction that took place throughout the summer and a special thanks to all those who worked on or are still working on those projects. Como Senior and Humboldt are the middle of major renovations, and they are being staged in a very student safety-focused manner. A special thanks went out to Transportation for their help in ensuring our students to go schools and homes safely. They trafficked a lot of calls, questions, and concerns, and we thank them for all their work in making sure our students are well-cared for. Superintendent Gothard noted that he is pleased with the start of the school year and is excited for the future. In visiting schools, he is again reminded of our mission in SPPS – to see the students in PreK who are nervous for their very first day to the seniors who are wondering what they will do next year. It is incredible to be a part of SPPS, and he thanked the Board of Education, staff, and parents and families for a job well done in starting the school year for 2018-2019.

He also provided an update on the referendum for 2018. Site teams are organizing with staff and parents as an opportunity to share information. A community team will provide information to parents, families, and community members. Trainings are scheduled and we are working diligently with schools and with those who would like to help. This is a community that cares and in times like this, we need to be focused in the work we do. November 6th will be an important day for the community and for the future of education in Saint Paul Public Schools.

Director Brodrick noted that the Superintendent has done a great job to let schools know that we appreciate their flexibility, especially in those schools where construction is not complete. This Board should send the message to buildings and staff to thank them for their help and flexibility.

B. 5Essentials for Improvement Update

Superintendent Gothard then introduced Dr. Kate Wilcox-Harris, Chief Academic Officer; Dr. Stacey Gray Akyea, Director of Research, Evaluation, and Assessment; and Andrew Collins,

Assistant Superintendent to present the information and results of the the 5Essentials for Improvement.

Description

- The 5Essentials Survey is a research-based diagnostic tool designed to identify a school's strengths and areas of opportunity on the five essential factors that drive school improvement. 5Essentials Leadership Development builds leadership team capacity to improve the practices that are critical to driving school improvement.
 - The survey has been administered to more than 5 million students, teachers, and parents.
 - School improvement framework built from research on organizational factors that matter most in promoting improvement.
 - Analyzed at scale across the state of Illinois and used by nearly 6000 schools.

Key Research Findings

- 10x more likely to improve student outcomes if strong on three or more Essentials than schools weak on three or more
- Less than 10% chance of improving student outcomes over time when a sustained weakness exists

5Essentials Framework

- Ambitious Instruction
 - Classes are challenging and engaging
- Effective Leaders
 - Principals and teachers implement a shared vision for success
- Collaborative Teachers
 - Teachers collaborate to promote professional growth
- Involved Families
 - The entire staff builds strong external relationships
- Supportive Environment
 - The school is safe, demanding, and supportive

Example Report

- An example of a school's report was shown, with graphics information in each of the 5Essentials, and if it was very strong, strong, neutral, weak, or very weak. An overview of the score is also provided at this level.

Implementation in SPPS

- Six years of 5Essentials data: 2013-2018
- Initiated in context of previous SPPS "Principal Survey"
- Addition of supplemental items requested by SPPS
- Survey participants: Teachers, Staff/Support
- Timing of Survey Administration: Release of Results
- Surveying students in grades 4 & 5
- Leadership changes over the six-year grant

Application: Principal Coaching

- One Essential – Deep Dive
 - Example: Instructional Leadership – Support and Feedback
 - Provides me with useful feedback to improve my teacher?
 - Provides me with the support I need to improve my teaching?
 - What do we mean by this?

Next Steps

- Implement in 2018-2019 as owners of the tool

- Explore how to use the tool in additional relevant ways
- Determine association between being “well organized for improvement” and the increase in long-term student outcomes

QUESTIONS/DISCUSSION:

- What year did the supplemental questions begin? Response: In 2013 we started, and at the beginning, we requested supplemental questions. The worry was that we were taking a pre--packed survey and not making it our own. The first year we started adding supplemental questions.
- How does this intersect with other evaluative mechanisms? How is its consistency with others? Are they consistent with what this is asking for, and how so? How do you keep a consistent message that doesn't get them caught in crosshairs of different evaluative structures? Response: In thinking about the timeline when this is offered, and from a principal perspective, there is a fall check-in, winter check-in, their self evaluation, and then final evaluation. They won't have results because the window opens in November for 5Es each year. The results are at end of January and are used at the spring check in. It's data in terms of organizing. In the feedback, if it's using language like that, in some cases from a perspective of conversations with leaderships, school continuous improvement plan, and collaboration of teachers, the overlay of themes of quality professional development and teacher to teacher trust, it impacts those. For buildings to have a data point that they factor into the context; this is one data point, but it matters from how do we make sense of it. There are action steps, and creating that coherence creates that harmony. There's an idea of looking at strategic leadership and how it affects instructional leadership is that intersection. The idea of how assistant superintendents work with principals is more than this survey, and there are opportunities for other ways to discern this information
- Would it be possible to see the results year by year of this survey? Response: Yes, that information can be provided. Paraprofessionals are included in the recipients of this survey, we get district level report. Also, to build on the question on principals' evaluation, it is not used in principals or teacher evaluations. If there was any result or answer to compromise anonymity, it would be redacted. There is extreme attention to ensure it does not highlight any one person's response. We do have all the data. We are data-rich and information-poor, and that will be an improvement step. We try to focus on two questions to get the trajectory that we need.
- What is the sense of it's effectiveness? Has it helped us improve our schools? Response: Administration wants this tool to be helpful. It is as individual as our principals and our buildings. It is as deep as our capacity and support to go. It creates great conversations about what is really get traction for school in a more authentic way. Participants in the survey feel they have offered their voice. There is cross-checking and validation in this survey. They talk about the questions that help teachers work well together and principles work to encourage teacher collaboration, which is beneficial to our schools and allows teachers to enjoy what they do. The supplemental questions reponses also go back to the schools.
- How do we drill down to the individual teacher in reporting out on the survey? Response. There will be a measure that is included with the participant's responses. Then the question becomes now what? What do we do about it? Then begins the planning. Part of this is identifying, and the beneficial part is in planning and addressing it. Teachers can then talk about it together. Dialogue is in most buildings, and work in Adaptive Schools also complements this work to give structure to discuss the troubling pieces. Adaptive Schools is giving us tools. Coaching in this tool. McKnight has been generous in coaching in professional development and weak areas.
 - The Board felt it was great the paraprofessionals are involved, because often times TA s and EAs feel that no one listened to them. They did give us feedback early on that they wanted to answer well, and if it didn't pertain to them that they could skip it so it would be authentic. That is a very sensitive insight.
- Individual teachers when the data is shared with the building, it gives a general sense of responses across the building. When looking at the leading themes those are the dominant elements that encourage principals to dive into. It will not be taking the entire survey and be able to clarify it in one meeting. If it's coming through that some things aren't working, it provides indicators. It is in the depths of conversations, that we develop norms about developing norms as a community in the power is, and the change of growth.

- In the Next Steps, it was mentioned that since we are now owning this tool, it will be \$1000 per building, how does that work? Response: The central office is covering that cost.
- In effectiveness, if the data from the 5Essentials isn't used toward evaluations but guides principals and teachers to create School Continuous Improvement Plans (SCIP), is there a way to track the schools how they use the data to guide and plan their SCIP and these are the improvements we've seen from the data. Are we able to track per schools, and ask if they use this tool and then plan out SCIP, and within the last 3 years, we've seen improvements? Response. In terms of the context, there is the 5Es, a three year trend in responses. One challenge that exists is the response rate of 51.0 percent and to all licensed staff, if there's a high amount of turnover, and a lower response rate, one concerns is that it could be entirely different cohort of people. That is a limitation, and how to work proactively to get highest response rate. Staff mobility happens, but what can we do to offset.
- For the schools with more 50% participation, can we pinpoint if they used this tools and then able to develop goals for SCIP, and from there we have seen this result? Response: It depends on how they use it. Because it's a school-wide comprehensive tool and in perception, they would use is in their needs assessment for the building. Sometimes it is very surface, and look at see needs and based on all pieces of data including 5Es, we'd like to focus on one. We wouldn't necessarily be able to associate changes with how they used the 5Essentials but could link to use in their SCIP and if they were implementing the SCIP as they wrote it, monitoring, and improving instruction. That would be the link. We would be looking at the association, check that they used several sources to identify needs across the building and build from there. This is a foundation building block. Over time, we can see changes in buildings and we can liken that to practical changes in the buildings so that incrementally we can see changes happen.
- In talking about the 50% response, that is an average across the system? Response: It is higher across the district, but needs to be 50% to be able to receive the report. The response rate for the District it was range across buildings, generally across it is in the 60% range district-wide.
- Is there a correlation between schools that have higher response rates and the health and the how those schools what the responses are in terms of positive feelings on the school? Response. The first is that we talk about generalization and response rates. We could have 80% of people responding, but that doesn't mean that 80% represents all across the building. It is a high response rate and is meaningful with the information. the response rate and the higher response rate does not equate to representation across the building. It's one perspective of what's happening in a building. It's designed to catch individual responses and in context of everyone else's response. Ideally, it's looking at how we all respond, and that's how the analysis is delivered. Part is built in to catch the lower responses .
- The Board asked if Superintendent Gothard has experience with this tool and how it will be used in determining the strategic plan? Response: There are more tools right now than ever before. We get real time data that is analyzed. We have to interpret or use it, and a lot of the work is done. We need to be careful in 6 years of trend data, there is value in sticking with this in how we want it to fit in our work moving forward. There are a lot of questions within the survey, which has its own concerns. The question is what we want to do with this information, and how to help our long term student outcomes. It is important data.
- Do you see the data year to year for each school? Who sees that? Response: There is a website where the results are housed at the University of Chicago. Each school has a log-in and see their school and prior years of their school. At the district level, there are several that have access and summarized report of the trends back to 12-13. The reports are extensive. They revamped their drill down capacity is great to look at each essential over time and how they have changed.
- When is this done and how much planning are we doing as staff with results in March? Response: The survey window for this year is November 7 – December 8th. Staff usually take the survey together. Often times the principal will leave the room for staff to take the survey. The results go through leadership development. That goes to UEI, and then is uploaded, and reports are here with senior leaders in February. Last year, there was an order for the superintendent to see the results first, then senior leaders, then assistant superintendents, school improvement teams in the February release. Then principals receive in beginning of March, and that's the SCIP planning season. It does give them time. It's like a treasure hunt in looking back over time to see the

changes. Schools look in one area, and try to unpack that. It also helps the needs assessments. There is a concerted effort to look at needs in the schools and focus on one or two. The leadership team sees the results as well.

- How does aligning this in our schools with achievement with outcomes? Is it possible to have a really happy, test high in school, score low in achievement. How do we think about that? Response: This tool will not improve student outcomes, it will help to coach principals to improve student outcomes, inform our leaders of a culture in buildings around achievement. We don't have the ability to get the results and change instantaneously. That's the greatest use right there, and principals to allow them to look for patterns and trends.
 - We are trying to create the conditions to improve, and there is evidence they will, but we can't be that surgical in tracking? It is difficult in the variables in our environments, different principals, staff, students. There will always be other factors, and that's why looking for 3, 4 or 5 high impact ways to dig into practice through PD or with all principals.
- It would be helpful in these different instruments and how instructions must be different for those learners. What tools have identified that we will continue to use. Response: Dr. Gothard noted that there is discussion around that in start, stop, and sustain, and determine what we will use going forward across the board. We only want to use tools good for kids and staff. We don't have financial resources to do everything everywhere. To know if impactful is important. Action teams are working on process on way to look at everything we do and make decisions around that.
- It was also highlighted that the average response rate is about 68%-70-% but ranges. Schools can't submit for complete survey without at least 50% because of the anonymity.
- Over the past 6 years have we looked at why certain buildings don't respond to the survey? Why is that? It was grant funded, and we are now covering the expense as a district. How can we support schools with less participation to increase? Response: It's unacceptable that there isn't a higher response rate, and how high have we had expectations. We have a high response rate from students, and we also need to acknowledge that administration has changed. It has moved to leadership development, and there have been changes in the champions of this work. We have created a chart to assign responsibilities to each team. UEI sends out reminders. They send reminders to everyone. How are we showing that this is a priority to us and to our schools? Schools want to know how students respond; surveys start in 6th grade. In other districts, 4th and 5th graders are surveyed. It's about what's going well in schools.
- It sounds like there are different perspectives in including students. The suggested response rate is higher? Response: Schools take the survey in a classroom setting, and as long as in attendance, students are expected to take it. Staff may use a staff meeting, and it's about a 40 minute survey and it includes the supplemental questions. The Board noted that it is important to get a broad response from students.
- What is the correlation with this and MN Student Survey? How are they referenced together, and are they consistent? How do you use those 2 sets of data for secondary schools? Response: Triangulation. We do have a correspondence, and can report back on where they overlap or where there are gaps.
- The Board appreciated the metaphor this survey in relation to gardening. This survey doesn't give us weather, how well the farmer or gardener is using the soil, or the methods. It is one layer of a more complicated discussion. Given the tremendous quantity of information, how to not get over focused, and miss the other levels that are significant and important, how do they till the soil and affect the crops? This survey will not give us outcomes, but it will give us the environment, and put in place, and note that items that we need to look closely. In a world full of data, it's important to determine what level of data to focus on.
- The Board noted that it takes us back to the tools we are using and the merits behind them.

C. Budget Process Update

Superintendent Gothard then introduced Marie Schrul, Chief Financial Officer, to provide an update on the budget process.

FY20 Budget Timeline

- A step-by-step plan was presented of the FY2019-2020 Budget Development Timeline, beginning in August with the Pay 19 Summer Levy input, and ending on June 18th with the Final FY20 Budget Adoption by the Board of Education.

Changes for FY20

- Board Budget Workshops:
 - Workshops scheduled to update the Board on fiscal matters related to the budget process
 - Examples include: fiscal forecast, budgetary rollout information, detailed allocation information & discussion
- Public Budget Hearings:
 - Public budget hearings will be scheduled to allow community to give input on budget
- BFAC Meetings:
 - Committee will meet from September-January

QUESTIONS/DISCUSSION:

- Will that will include extensive information on the Facilities Master Plan? There are other board members that would like to see reaction and appreciation for what we've done so far. People are noticing and at those sites. Will there be a list of the queue of what's coming next because that's what people are interested in. There's a concern that we still haven't figured out how to provide for smaller projects that in reality many times have a more tremendous payback in terms of public relations and communities being happy. The question is not only what are we going to get, but when are we going to get it?
- We spend money on capital projects. We also have ability to levy money to maintain what we have. in talking about the public, and a particular school community, they are appreciate of anything that happens at their school. They also notice maintenance. We have heard more complaints, particularly in athletics, when we are not doing a good job of maintaining the facilities. These are the kinds of things we need to work on. This is a big issue. Response: There were four points. Yes, we are working on closing current project balances. A few projects have been in the queue for a while. We have been working with Facilities in project balances. There will be an update on where we currently sit and what is in in the queue next. Things need to be planned in order to be in those areas of maintenance. We can give more information in an update. We are working with the executive board for October or November to go over the next phase of the Facilities Master Plan, that will carry us out 3 years. Regarding the small projects, there is no such thing every thing turns into a large project that we are not going out to do a small project impacts the ability to. looking at them on a case by case situation. In general maintenance, that is something Facilities and Finance are working together on to look at budgets, as well as LTFM budgets to see what is the budget amount, what's leftover, and income level, and where we can move around. In the general fund, we are competing with other funding projects, including teachers and transportation. That will be prepared in the upcoming months.
- It was noted that with the legislative year, there will be assumptions and set to the side, including the title programs.
- Does this look, seem or feel different in this timeline? Response from the Board: Spring Break is April 5th, and in the past, we've had budget come into schools after spring break. Is this significantly earlier than they were? Yes, it is much earlier.
- Enrollment plays into this, negotiations, costing in general, criteria. There are a lot of pieces unknown in a budget, and the more we can make decisions upfront and agree, the key is to do them jointly as s team, and have one process.
- The timing of this earlier is helpful and we can get information to the Board and to the community helps in terms of transparency. The point around the allocation criteria and what we will fund. As you have it laid out here, that's very soon. That's a significant moment in the process in resources allocated and priorities. It needs to be tied to the strategic plan initiatives. There needs to be detail in the plan to cost out what needs to be used and where. The second part is that because out of that

flows decisions, what we're doing here is not rolling over years past, and moving back. There isn't as much of a change as hoped in something along the lines of zero based budget, but that might be more drastic to be one in future years. We would hope to move towards that decisions to fuel the things that need to be done.

- Folks in the community have raised where are the onramps for understanding the allocation, but to get something onto the agenda. In the October-November timeframe is through the BFAC, it is a tall order to get that group to focus on concrete to provide feedback early enough in the process. It's ambitious to have recommendations in January. I suspect it will be more time do that? More fluid. Also folks from the PACS that have ideas or needs, where do we bring those forward to be considered? The Board noted that the budget is the development of administrations process of recommendation to the board that is then approved. It is preferred to have Administration lead the way, and to have the process needs integrity and to let administration develop it, except that to say it is being done in a way faithful to the process. Board members want to be available to the community when they bring concerns. Response: For the sake of space and time, this is a very concise process outline. Each one of these tasks and dates could be unpacked into much more detail. It is dynamic and builds on more of another. It will lead to us being able to take recommendations from the community and relate them to the strategic plan. The budget hearings could be looked at a more formalized process. There needs to be an understanding and we need to be intentional of how we communicate. We all know the challenges that we face. Right now, we can only guess what the outcome of the legislative session will provide us, and the general election on November 6th.
- From the budget finance committee, that started as a place where people brought concerns on what we should be spending money one, we tried to mesh that with a process to consider. Toward the end of the summer with a separate understanding of how those with ideas on how we should be spending, that should be a part of strategic plan and not budget. We need to understand that process and how we evaluate and spending the money and informs the Board as well. the idea of having folks come together to talk about what that budget process looks like and recommendations for process, but not ideas on what we should be budgeting. Those are placed in strategic planning and how we're going to spend the money. Also to have a regular process year after year with the public to be invited, so they can make recommendations and to understand how we can keep members and access community members understandings, and ideas, and how to do the process better. The strategic plan will host a community engagement in annual ways, talking about how things are going. Hopefully this BFAC and the strategic plan sets in place an understanding of regular committees and when they meet, and how we can use them to support the strategic plan. It's important we are clear around the expectations and what we are asking them to do, respecting their time, and implementing a process that is predictable each year.
- The Board also noted that ideas could be used from the Mayor's budget process.
- It was also noted the important to equip building leaders to work with communities and to be available for presentations and input process.
- The Board also noted that it is important to loop back to the community on the BFAC recommendations and input.
- Is October 15 too early for enrollment? Response: There are initial conversations about enrollment. The initial, very high level, information is available October 1st and we look at the deviation of 150-200 students, and look at the big picture for projected revenue by school and grade. Trends are looked at, and initial projections.
- It was also noted that in BFAC, one request was around community input, and to talk about as a group about engaging BFAC in a process around a budget process or development, and charge them with a different way of looking at community input and recommendations for different ways of doing the budget process, including zero-based budgeting and other methods used in other school districts. The goal is to have the teams have final recommendations at the end of December, meet as a group, and recommend in early January.
- Who is on the BFAC, and what is their mission? Response: BFAC is 2 year old. It is formally posted on the District website, and the goal is to have a diverse representation of Saint Paul and as members have joined, they have also added additional representation from the community, and it has grown to be a larger group with about 40-45 members. It is posted on the Business Office website under BFAC. A group of staff and board members compile a list of people that would represent parents,

businesses, and a diverse group of people, and also people that have expressed interest in the past. Most participants voiced their interest in being on the BFAC because they had an interest in the budget priorities, instead of the budget process. It would be helpful to be clear about the difference in process and priorities. Priorities live within the strategic plan.

- The Board also noted that many times people on the BFAC are so intense about SPPS, that the topics did drift within the BFAC meeting. It behooves us to look for those conversations to happen at another time and to call it something different, because those point are valuable to hear. It is an opportunity for us.
- The Board also noted that the BFAC needs to be looked at as a 2.0 or 3.0 version, and to look at the expectations and structure of that group. Director Marchese commended Treasurer Schumacher with chairing the meetings.
- The importance of community engagement outside of BFAC was expressed, and to look at the ways the Board receives the information with input from Administration. Community engagement is a main part of the strategic plan.
- There is a recommended structure to BFAC. It would be implemented with the committee we have this year and going forward.

D. Proposed Pay 19 Levy

Chief Schrul then went to present the Proposed Pay 19 Levy to provide information to the Committee of the Board regarding the Pay 19 levy calculations to determine the maximum levy ceiling.

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 and Sept. 10
- 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

Proposed Pay19 Levy Ceiling

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%
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*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 16.4% 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% ceiling of \$184.76 on a median home market value of \$186,200.

Estimated Annual Property Tax Impact Commercial 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% 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

- Recommend certifying maximum Pay19 levy ceiling as authorized by MDE at September 18 BOE meeting (if MDE has all numbers available)
- A tentative BOE meeting on 9/25/18 may be scheduled at 6pm to certify the Pay19 Levy ceiling
- Set the date for the Taxation and Budget Hearing for December 4th at 6pm (COB meeting that evening)

QUESTIONS/DISCUSSION:

- Do we have flexibility in terms of facilities projects maintenance and new construction? Do we have any flexibility to spend more than we do on maintenance opposed to construction? Response: It's what you authorize and put in for debt issuance. We'd have to work with the state and a formal process. We have put in what we issues for the COPs and bonds. On the LTFM funding, there's an amount issued by the state. That did change a little over last year. There are details around that. We can only levy what the State authorizes. We are being mindful of the cost with the FMP and we're also being mindful of debt schedules we have out there and balancing that with other debt. We're trying to contain those costs from rising above. If we see opportunity to issue, we will do that. We also need to balance the taxpayer impact.
- If we do decide that we needed more employees in terms of Facilities and Trades, and we know that if we make that decision, that will come from General Fund. Is there a way to negotiate with the State to get relief for general fund and get money paid for by the levy? Response: The formula for deferred maintenance is the LTFM funding, and funds that we cannot use for custodial services – only building maintenance like tuck-pointing roofs. It is very prescriptive on what we can use. The other funds we can use for custodial services is the capital operating levy, but that is also limited on a per pupil basis.
- A board member stressed his concern on the current facilities and maintaining them, as opposed to only focusing on building new facilities. A building will stand longer if it is maintained.
- When we certify, that maximum would not include that \$18.6M. There are also changes to our referendum market value with the tax base and inflation, which is up about 2.2%.
- Just to be clear, if we had a current levy and there were inflationary increases, those are wrapped into there. Because this a repeal and replace, should there be a different number because the old

levy goes away and the new levy replaces it? The inflationary increase to the old levy isn't applicable because it's gone? Response: Because we have to certify what is currently in law, they will make the adjustment based on the results of the election. If the referendum failed, we still certify the existing referendum, and includes the inflationary adjustment.

- The difference is \$18.6M increase in referendum, also includes the increase if inflationary adjustment to the existing levy. In the event it failed, it would be \$3.7M increase, and if it succeeds the \$3.7M doesn't happen? Why would we include inflationary adjustment to levy that's gone? Response: Because it is revoke and replace. The current referendum would still exist.
- For the purpose of current referendum levy and law, you built in \$3.7M. For the purpose of what it would look like without current referendum and replace the current referendum, isn't it just \$18.6M? Response: It isn't only replace, it's an increase. It's on top of the current. Some of this isn't new additional revenue, for referendum tier 1 and tier 2 get state aid based on property valuation. They have gone up; part of increase is partly of less state aid for tier 1 and tier 2. Not all translates to new revenue. It means the aid and levy split is diff because tax base has grown. We are backing off revenue from state. In tier 2, which has less state aid, and as base grown, we have less state aid. In recession, we received more state aid because tax base decreased. A chunk of this is because tax base has improved, and we receive less state equalization.
- In the absence of the referendum, it would be a 4.4% change levy max. Is that what you will ask us to approve? Response: It will be in that range. We are working with the State on that number.
- What would that number be in absence of the referendum? Response: There would be a \$49 increase for the average property owner or \$11/month. That impact with the 4.4% is a -\$89.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 7:34 p.m. The motion passed by acclaim.

IV. WORK SESSION

The Board conducted a work session on a recap of the onboarding session with SEAB members and Board Members, and the schedule of SEAB members at the upcoming Committee of the Board and Regular Meetings of the Board of Education, as well as moving forward with SEAB.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk



Crosswinds Middle School Update

Lisa Sayles-Adams, Assistant Superintendent

Board of Education Meeting

Tuesday, September 18, 2018

Middle Level Programming

Aerospace

American Indian Language & Culture

BioSMART

Gifted & Talented

Environmental Science

Expeditionary Learning

French Immersion

Hmong Language & Culture

International Baccalaureate (IB)

Mandarin Immersion

Montessori

Spanish Immersion

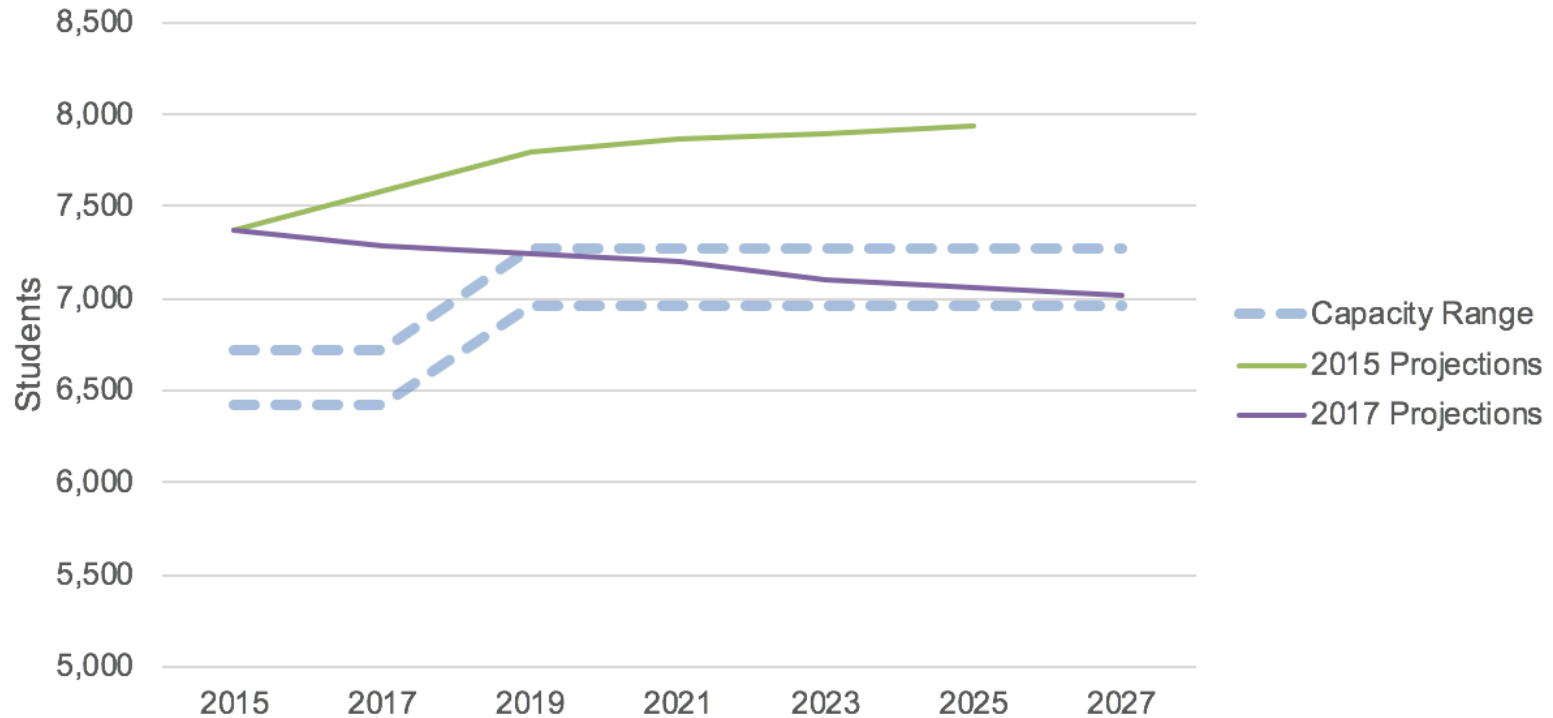
Visual & Performing Art

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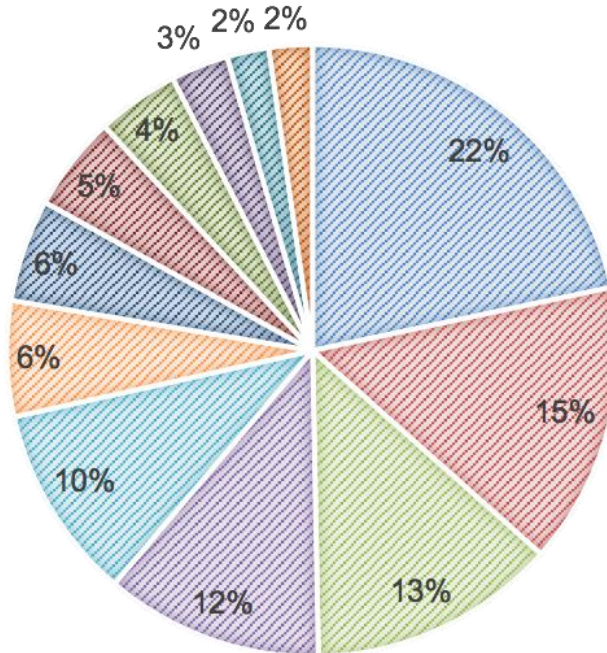


District Wide Middle School Capacity

45



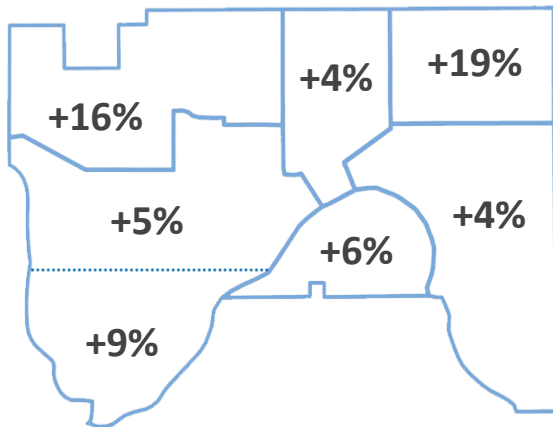
Current Area A Middle School Choices



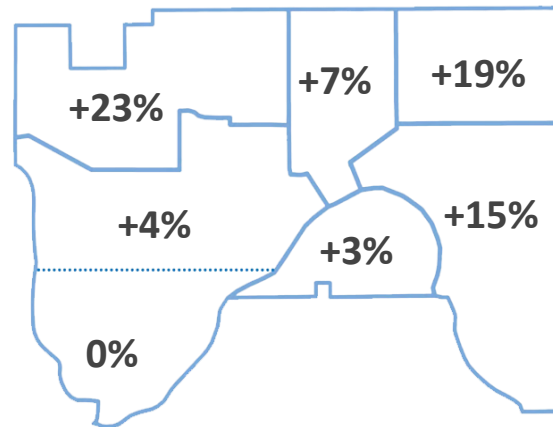
- Parkway Montessori
- Farnsworth Upper
- Hazel Park Prep. Academy
- Battle Creek
- Washington Technology
- Capitol Hill
- Humboldt Secondary
- American Indian
- Creative Arts Secondary
- Highland Park Middle
- Open World Learning
- Other

Grades 6-8 Growth (2016)

SY 2019-2020



SY 2024-2025

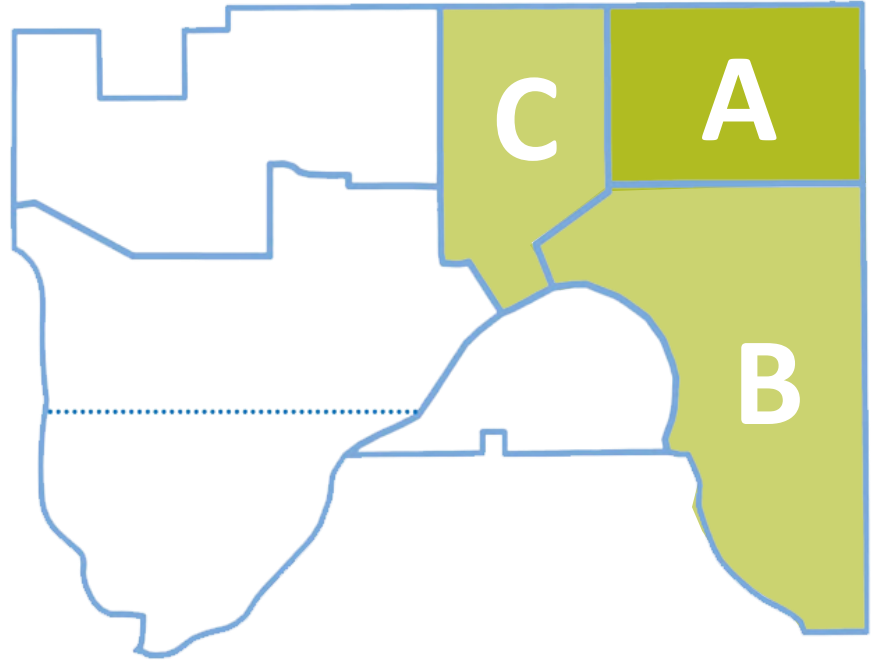


NOTE:

- Changes shown are for where SPPS students reside, which may be different from where they go to school.
- Projections shown are based on grade-to-grade cohort progression analysis by Hazel Reinhardt.
- These projections are K-12 only, and do not factor in ALCs, early childhood education, and other specialized programs.

Affected Areas

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



What Do We Know?



What We Know

Principal: Jocelyn Sims

- Principal in Urban (9) and Suburban (3) for 12 years - all Middle School
- 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 of three active boys (12, 10, 7)



What We Know

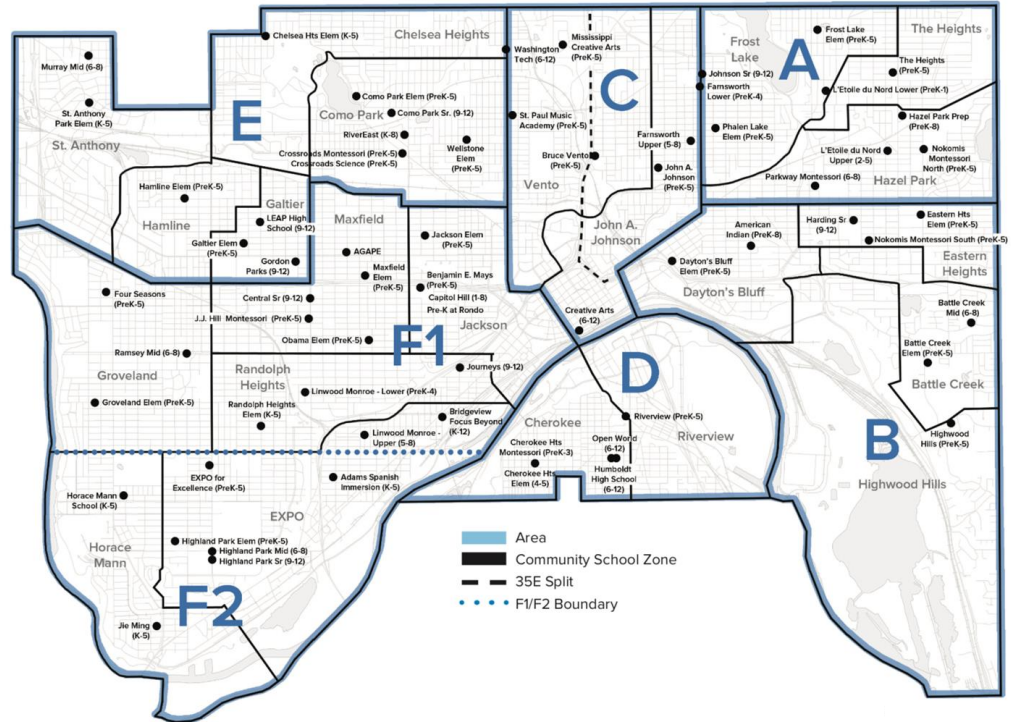
- Middle school (grades 6-8)
- Open in 2019 SY
- Open with 6th grade (approximately 200 students)
- Add one grade level over the next 3 years
- Serve students in Areas A and B
- STEM Focus



What Will We Work On Next?

What We Will Work On Next

- Finalize feeder schools



What We Will Work On Next

- Develop stakeholder engagement process



What Will We Hope to Achieve?



We Will Achieve

- Finalize project management process
- Create a cross-departmental working group





Questions?





Strategic Plan Update

September 18, 2018

Strategic Plan Development Process

Phase 1: Analysis (November – February)

- Environmental scan
- Organizational assessment
- Analyze implications

Phase 2: Strategy Development (February – June)

- 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 – December)

- **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

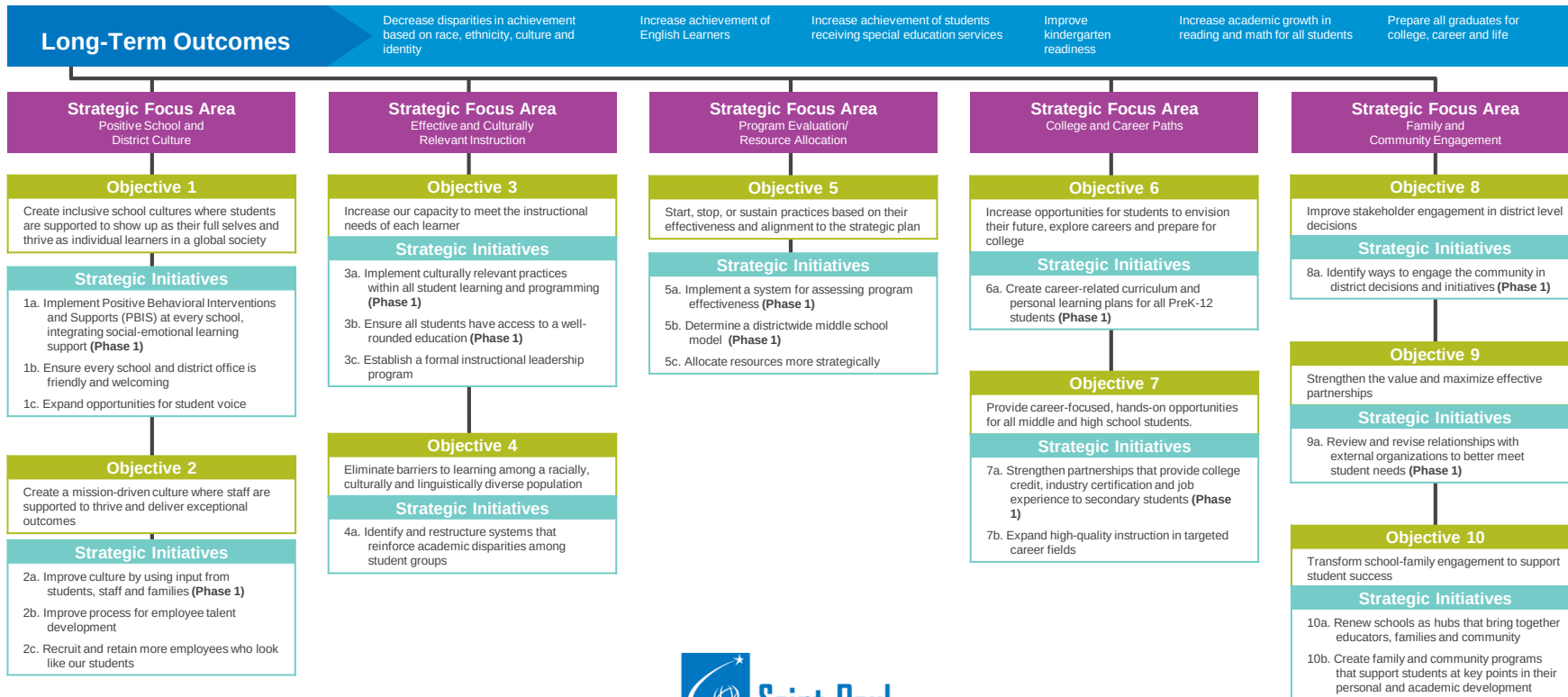


Strategic Focus Areas

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



Strategic Plan



Create Action Plans: July-Oct 2018

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- **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



Positive School and District Culture

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

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



Positive School and District Culture

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

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 Increased Decrease in the number of Office Discipline Referrals Decrease in number of out of school suspensions	School Administrators Support Staff (School Social Workers and Counselors) PBIS Representatives in Buildings Families & Students Teachers Interconnected with Restorative Practices and , Mental Health Supports	PBIS/SEL Consultant to assist with facilitation and development of PBIS Leadership Team PD for teacher-leaders to become trainers in district endorsed SEL strategies Supplemental Pay for paraprofessionals to attend PD session with teachers	The level of expertise of PBIS varies greatly across the district. => 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

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Positive School and District Culture

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

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.



Positive School and District Culture

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.



Effective and Culturally Relevant Instruction

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.



Program Evaluation and Resource Allocation

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



College and Career Readiness

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.



Family and 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.



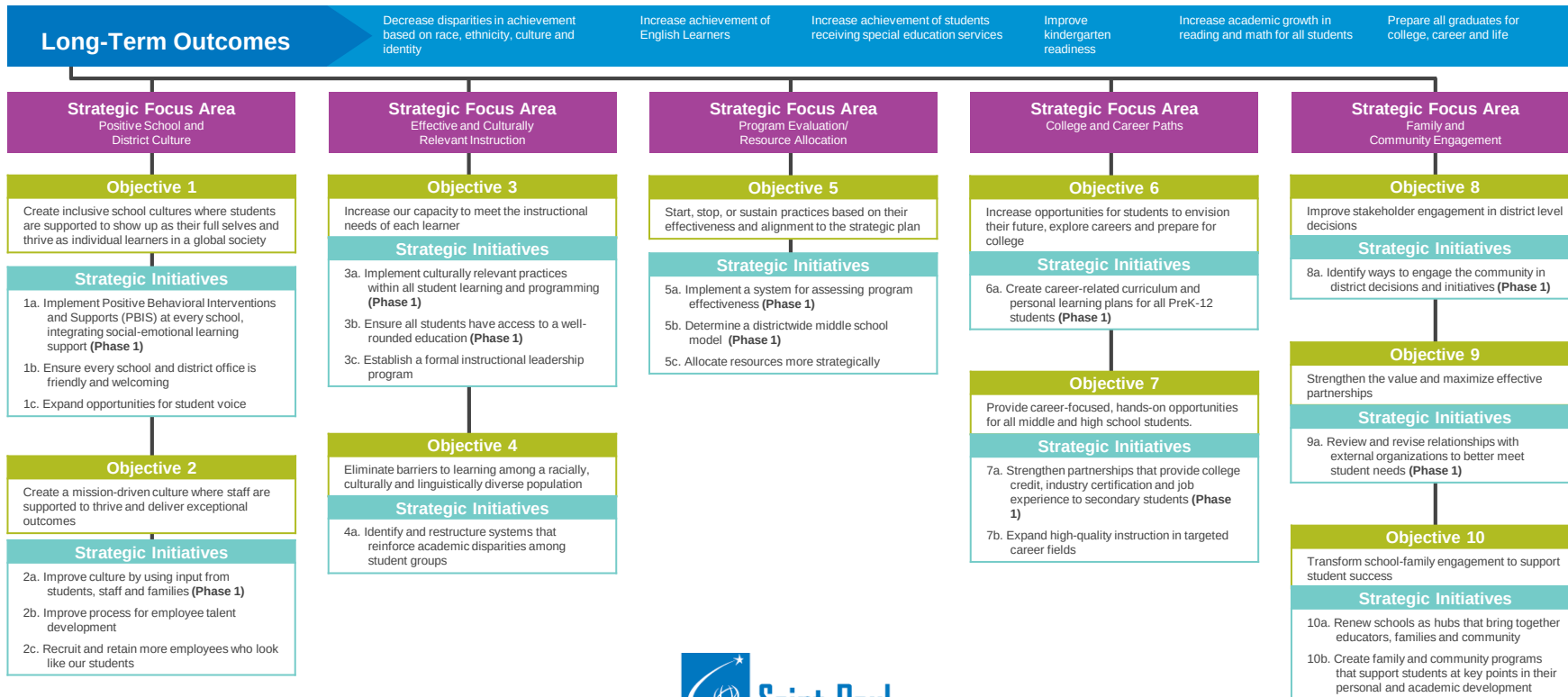
Monitoring Initiative Implementation

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- 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

Strategic Plan



SPPS Mission Statement



HUMAN RESOURCE TRANSACTIONS
August 1, 2018 – August 31, 2018
September 18, 2018

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Arzamendia, K. M.	Central Administrator	08/13/2018	\$49.11	Colborne Admin Offices
Grady, C. M.	Central Administrator	08/31/2018	\$49.80	Ronald M Hubbs Center
Hitchens, L.	Central Administrator	08/04/2018	\$55.49	Colborne Admin Offices
Potter, M. M.	Central Administrator	08/29/2018	\$53.70	Hamline Elementary
Baheriy, J.	Classroom Teacher	08/18/2018	\$33.48	Highland Park Senior High
Becker, Z. W.	Classroom Teacher	08/18/2018	\$27.18	American Indian Magnet
Berney, B.	Classroom Teacher	08/18/2018	\$27.18	American Indian Magnet
Blankenburg, Y.	Classroom Teacher	08/18/2018	\$35.32	Highland Park Middle School
Butler, S. H.	Classroom Teacher	08/18/2018	\$30.27	Ramsey Middle School
Cariveau, J. M.	Classroom Teacher	08/18/2018	\$38.22	Hazel Park Preparatory
Chycota, J. A.	Classroom Teacher	08/18/2018	\$28.81	Humboldt Secondary School
Collins, T. N.	Classroom Teacher	08/18/2018	\$42.16	Hazel Park Preparatory
Corletto, M. K.	Classroom Teacher	08/18/2018	\$39.03	Obama Service Learning
Cornick, K. S.	Classroom Teacher	08/01/2018	\$26.48	271 Belvidere Bldg
Coulter, S. L.	Classroom Teacher	08/18/2018	\$27.18	Bruce F Vento Elementary
Currie, A. J.	Classroom Teacher	08/18/2018	\$30.27	Central Senior High
Davis, J. N.	Classroom Teacher	08/18/2018	\$30.27	Homecroft Early Learning Ctr
De Leon, J. J.	Classroom Teacher	08/18/2018	\$44.18	Murray Middle School
Debe, E. F.	Classroom Teacher	08/13/2018	\$50.45	Plato Admin Offices
Dorau, D. K.	Classroom Teacher	08/01/2018	\$41.64	Johnson Senior High
Ducey, M. F.	Classroom Teacher	08/18/2018	\$27.18	Hamline Elementary
Engelking, G. M.	Classroom Teacher	08/18/2018	\$51.80	Capitol Hill Magnet
Gallagher, J. C.	Classroom Teacher	08/18/2018	\$27.18	Ramsey Middle School
Goetzman, H. G.	Classroom Teacher	08/18/2018	\$44.00	Hazel Park Preparatory
Graham, N. P.	Classroom Teacher	08/01/2018	\$41.68	271 Belvidere Bldg
Gross, T. P.	Classroom Teacher	08/18/2018	\$31.58	Hazel Park Preparatory
Grund, A. F.	Classroom Teacher	08/18/2018	\$30.27	Obama Service Learning

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August 1, 2018 – August 31, 2018
September 18, 2018

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Haille, S. H.	Classroom Teacher	08/18/2018	\$27.18	Highwood Hills Elementary
He, H.	Classroom Teacher	08/18/2018	\$30.27	Jie Ming Mandarin Immr
Hennessey, A. J.	Classroom Teacher	08/18/2018	\$25.51	Crossroads Montessori
Hofstad, C. A.	Classroom Teacher	08/18/2018	\$47.62	American Indian Magnet
Holden, A. M.	Classroom Teacher	08/18/2018	\$42.38	Obama Service Learning
Hollen, K. J.	Classroom Teacher	08/18/2018	\$27.18	Washington Tech Sec
Holmlund, J.	Classroom Teacher	08/18/2018	\$48.37	American Indian Magnet
Hustad, E. N.	Classroom Teacher	08/18/2018	\$27.18	Linwood Monroe Arts Up
Kakou, K.	Classroom Teacher	08/18/2018	\$36.43	Highwood Hills Elementary
Kesti, J. A.	Classroom Teacher	08/18/2018	\$33.92	Murray Middle School
Kyllo-Peters, N. A.	Classroom Teacher	08/31/2018	\$32.36	271 Belvidere Bldg
Luciow, C. E.	Classroom Teacher	08/18/2018	\$21.95	Crossroads Montessori
Lynch, C. J.	Classroom Teacher	08/18/2018	\$30.27	Farnsworth Aerospace Up
Marshall, J. W.	Classroom Teacher	08/18/2018	\$27.18	Washington Tech Sec
Marshall, K. I.	Classroom Teacher	08/18/2018	\$30.27	Linwood Monroe Arts Up
McCormack, J. A.	Classroom Teacher	08/01/2018	\$23.81	271 Belvidere Bldg
McCrorey, R. S.	Classroom Teacher	08/18/2018	\$30.27	Johnson Achievement Plus
Michel, E. G.	Classroom Teacher	08/18/2018	\$27.18	Benjamin Mays/Museum
Miller, G. J.	Classroom Teacher	08/18/2018	\$53.09	Harding Senior High
Moeller, K. K.	Classroom Teacher	08/18/2018	\$30.80	Open World Learning
Nadeau, N. R.	Classroom Teacher	08/18/2018	\$33.94	Cherokee Heights
Paquette, K. M.	Classroom Teacher	08/18/2018	\$27.18	Riverview School
Pleviak, M. E.	Classroom Teacher	08/18/2018	\$31.58	Bruce F Vento Elementary
Riebau, M. J.	Classroom Teacher	08/18/2018	\$27.18	Farnsworth Aerospace Up
Ringquist, J. D.	Classroom Teacher	08/18/2018	\$33.94	Highland Park Elementary
Smith, M. C.	Classroom Teacher	08/18/2018	\$47.95	271 Belvidere Bldg
St Cyr, J. M.	Classroom Teacher	08/18/2018	\$50.04	Obama Service Learning

HUMAN RESOURCE TRANSACTIONS
August 1, 2018 – August 31, 2018
September 18, 2018

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Stimpson, K. A.	Classroom Teacher	08/18/2018	\$39.74	Cherokee Heights
Storvick, M.	Classroom Teacher	08/18/2018	\$39.74	Homecroft Early Learning Ctr
Stucynski, J. M.	Classroom Teacher	08/18/2018	\$27.18	Battle Creek Middle School
Swanson, M. L.	Classroom Teacher	08/18/2018	\$50.62	Hazel Park Preparatory
Tetzlaff, C. A.	Classroom Teacher	08/18/2018	\$32.92	Bruce F Vento Elementary
Thanghe, D. L.	Classroom Teacher	08/18/2018	\$31.58	American Indian Magnet
Thao, Y.	Classroom Teacher	08/18/2018	\$27.18	Mississippi Creative Arts
Tison, G. C.	Classroom Teacher	08/18/2018	\$27.18	Ramsey Middle School
Tran, J. G.	Classroom Teacher	08/18/2018	\$30.65	Johnson Senior High
Valek, R. A.	Classroom Teacher	08/18/2018	\$48.64	Title I Fed Program Offices
Vasquez, A. R.	Classroom Teacher	08/18/2018	\$28.13	Benjamin Mays/Museum
Waters, J. A.	Classroom Teacher	08/18/2018	\$21.95	Crossroads Science
Wiegand, K. K.	Classroom Teacher	08/18/2018	\$32.92	Battle Creek Middle School
Winkler, A. P.	Classroom Teacher	08/18/2018	\$30.65	Parkway Montessori & Mid
Bomberg, T.	Classroom Teacher	08/18/2018	\$30.27	Washington Tech Sec
Bullard, A. M.	Classroom Teacher	08/18/2018	\$30.27	Agape High School
Campbell, L. G.	Classroom Teacher	08/18/2018	\$32.03	Washington Tech Sec
Sanders, M. C.	Classroom Teacher	08/18/2018	\$44.18	Agape High School
Wolfe, B. M.	Classroom Teacher	08/18/2018	\$31.58	Parkway Montessori & Mid
van Koolwijk, J.	Classroom Teacher	08/18/2018	\$39.74	Galtier Elementary
Proescholdt, C. L.	Classroom Teacher	08/18/2018	\$30.27	Obama Service Learning
Novak, V. R.	Classroom Teacher	08/18/2018	\$28.81	Parkway Montessori & Mid
Gall, N. E.	Classroom Teacher	08/18/2018	\$31.96	Wellstone Elementary
Pettersen, H. M.	Classroom Teacher	08/18/2018	\$32.03	Harding Senior High
Tweit, D. I.	Classroom Teacher	09/13/2018	\$37.06	RiverEast Elem/Secondary
Aanerud, E. K.	Classroom Teacher	08/18/2018	\$30.27	Johnson Achievement Plus
Brown, A. R.	Classroom Teacher	08/18/2018	\$30.80	Como Park Senior High

HUMAN RESOURCE TRANSACTIONS
August 1, 2018 – August 31, 2018
September 18, 2018

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Cozine, P. G.	Classroom Teacher	08/18/2018	\$35.69	Focus Beyond
Giese, L. A.	Classroom Teacher	08/18/2018	\$28.13	The Heights
Haupt, S. A.	Classroom Teacher	08/18/2018	\$30.27	271 Belvidere Bldg
Heck, T. A.	Classroom Teacher	08/18/2018	\$30.65	271 Belvidere Bldg
Holmberg, N. J.	Classroom Teacher	08/18/2018	\$33.92	Humboldt Secondary School
Jorgensen, M. K.	Classroom Teacher	08/18/2018	\$42.38	Maxfield Elementary
Lynn, K. C.	Classroom Teacher	08/18/2018	\$27.18	Journey's Secondary School
Nolan, G. M.	Classroom Teacher	08/18/2018	\$31.58	Parkway Montessori & Mid
O'Leary, H. M.	Classroom Teacher	08/18/2018	\$35.32	Como Park Senior High
Osterloh, L.	Classroom Teacher	08/18/2018	\$40.67	271 Belvidere Bldg
Sampson, A.	Classroom Teacher	08/18/2018	\$27.18	Benjamin Mays/Museum
Thiel, N. A.	Classroom Teacher	08/18/2018	\$27.18	271 Belvidere Bldg
Xiong, A.	Classroom Teacher	08/18/2018	\$33.29	Harding Senior High
Hanson, R. K.	Classroom Teacher	08/18/2018	\$36.43	271 Belvidere Bldg
Key, M. M.	Classroom Teacher	08/18/2018	\$46.00	Expo for Excellence
Koziol, C. C.	Classroom Teacher	08/18/2018	\$34.09	Bridge View
LaCasse, H. J.	Classroom Teacher	08/18/2018	\$31.28	American Indian Magnet
Mussehl, J. M.	Classroom Teacher	08/18/2018	\$31.28	271 Belvidere Bldg
Bonneville, J. E.	School/Community Professional	08/18/2018	\$32.92	RiverEast Elem/Secondary
Graham, J. C.	School/Community Professional	08/27/2018	\$27.98	Central Senior High
Barze, T. L.	Education Assistant	08/27/2018	\$22.06	Boys Totem Town
Boone, A. M.	Education Assistant	08/27/2018	\$18.06	Harding Senior High
Dawley, E. P.	Education Assistant	09/04/2018	\$19.77	Nokomis Montessori North
Reason, J. A.	Education Assistant	08/27/2018	\$29.01	Student Placement Center
Vaj, S. N.	Education Assistant	08/27/2018	\$32.17	Homecroft Early Learning Ctr
Wathum-Ocama, T.	Education Assistant	08/27/2018	\$20.28	Student Placement Center

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bergeland, D. J.	Teaching Assistant	09/04/2018	\$16.00	Harding Senior High
Brown, N. S.	Teaching Assistant	09/04/2018	\$15.00	Johnson Achievement Plus
Chovan-Spence, G.	Teaching Assistant	09/04/2018	\$16.00	Harding Senior High
Christy, H. E.	Teaching Assistant	09/04/2018	\$16.00	Expo for Excellence
Cooper, J. M.	Teaching Assistant	09/04/2018	\$15.00	Crossroads Science
Cotone, G. R.	Teaching Assistant	09/04/2018	\$15.00	Highland Park Elementary
Dahlager, A. K.	Teaching Assistant	09/04/2018	\$16.00	RiverEast Elem/Secondary
Florentin, S.	Teaching Assistant	09/04/2018	\$15.00	Adams Spanish Immersion
Goodwin, J. A.	Teaching Assistant	09/04/2018	\$15.00	Plato Admin Offices
Hang, K. K.	Teaching Assistant	09/04/2018	\$15.00	Harding Senior High
Harfield, M. E.	Teaching Assistant	09/04/2018	\$15.00	Johnson Achievement Plus
Hernandez, J.	Teaching Assistant	09/04/2018	\$15.00	Wellstone Elementary
Hervey, D. M.	Teaching Assistant	09/04/2018	\$15.00	Harding Senior High
Ignasiak, C. E.	Teaching Assistant	09/04/2018	\$16.00	RiverEast Elem/Secondary
Kabeya, S. S.	Teaching Assistant	09/04/2018	\$15.00	L'Etoile du Nord Lower
Khem, B.	Teaching Assistant	09/04/2018	\$16.00	Highland Park Senior High
Laroche, A. L.	Teaching Assistant	09/04/2018	\$16.00	Harding Senior High
Lee, B. H.	Teaching Assistant	08/27/2018	\$15.00	1780 W 7th Street
McElree, T. F.	Teaching Assistant	09/04/2018	\$15.00	Como Park Elementary
Moua, M.	Teaching Assistant	09/04/2018	\$16.00	Frost Lake Elementary
Munoz, A. J.	Teaching Assistant	09/04/2018	\$16.00	Bridge View
Nelson, B. R.	Teaching Assistant	09/04/2018	\$15.00	Johnson Achievement Plus
Paw, S. K.	Teaching Assistant	09/04/2018	\$16.00	Daytons Bluff
Puerta, L. C.	Teaching Assistant	09/04/2018	\$16.00	Farnsworth Aerospace Up
Richardson, M. M.	Teaching Assistant	09/04/2018	\$16.00	Murray Middle School
Rivera, E. L.	Teaching Assistant	09/04/2018	\$15.00	Riverview School
Roberts, E. S.	Teaching Assistant	09/04/2018	\$15.00	Daytons Bluff

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Rykhus, N. A.	Teaching Assistant	09/04/2018	\$16.00	Daytons Bluff
Skroch, S. B.	Teaching Assistant	09/04/2018	\$15.00	Nokomis Montessori North
Southwick, H. J.	Teaching Assistant	09/04/2018	\$15.00	L'Etoile du Nord Lower
Stark, K. L.	Teaching Assistant	09/04/2018	\$15.00	Johnson Achievement Plus
Thomas, P.	Teaching Assistant	09/04/2018	\$16.00	Randolph Heights
Tirado, B. E.	Teaching Assistant	09/04/2018	\$15.00	Frost Lake Elementary
Underwood, M. E.	Teaching Assistant	09/04/2018	\$16.00	Daytons Bluff
Vanney, L. M.	Teaching Assistant	09/04/2018	\$16.00	Como Park Elementary
Weber, D. J.	Teaching Assistant	09/04/2018	\$15.00	Highwood Hills Elementary
Wright, D. L.	Teaching Assistant	09/04/2018	\$16.00	Bruce F Vento Elementary
Yang, C.	Teaching Assistant	09/04/2018	\$15.00	Linwood Monroe Arts Up
Ferber, R. A.	School Bus Driver	09/04/2018	\$18.88	Transportation Services
Smith, E. M.	School Bus Driver	09/10/2018	\$18.88	Transportation Services
Alberto, B. S.	Clerical	08/20/2018	\$17.98	1780 W. 7th Street
Ibrahim, M. M.	Clerical	08/20/2018	\$18.77	Wellstone Elementary
O'Brien, N. A.	Clerical	08/10/2018	\$19.34	Journey's Secondary School
Plata-Garcia, D.	Clerical	07/30/2018	\$20.57	Rondo Education Center
Vang, N.	Clerical	08/04/2018	\$26.59	Highwood Hills Elementary
Vang, S. C.	Clerical	08/04/2018	\$15.66	Johnson Senior High
Holzmer, A. M.	Nutrition Services	08/10/2018	\$11.89	Crossroads Montessori
Hanson, C. J.	Professional Employee	08/06/2018	\$24.73	Colborne Admin Offices
Pletcher, L. A.	Professional Employee	09/10/2018	\$39.19	Colborne Admin Offices
Rochelle, G.	Professional Employee	09/10/2018	\$37.34	Colborne Admin Offices

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Pham, T. A.	Assistant Principal From: Classroom Teacher	08/16/2018	\$41.53	The Heights
Vang, L.	Assistant Principal From: Classroom Teacher	08/04/2018	\$45.71	Creative Arts Secondary

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lacina, B.	Central Administrator Career Progression	09/01/2018	\$54.88	Plato Admin Offices
Vo, H.	Central Administrator From: Classroom Teacher	08/08/2018	\$53.09	Colborne Admin Offices
Ammerman, J. C.	Classroom Teacher From: Teaching Assistant	08/18/2018	\$27.18	Highwood Hills Elementary
Clayton-King, L.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Johnson Achievement Plus
Colon De Jesus, W.	Classroom Teacher From: Teaching Assistant	08/18/2018	\$27.18	Riverview School
Dreblow, J. P.	Classroom Teacher From: Temporary Employee	08/18/2018	\$28.81	Open World Learning
Fuentes, M. N.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Cherokee Heights
Gettle, C. M.	Classroom Teacher From: Teaching Assistant	08/18/2018	\$30.27	Battle Creek Middle School
Herberholt, B. V.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Battle Creek Elementary
Hitchens, K. M.	Classroom Teacher From: Teaching Assistant	08/18/2018	\$23.27	Crossroads Science
Hunt, E. C.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Farnsworth Aerospace Lwr
Knoblach, C. A.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Mississippi Creative Arts
Larson, N. L.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Hamline Elementary
Madsen, L.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Eastern Heights Elementary
Medina Coste, L. C.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Wellstone Elementary
Moore, J. R.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	St. Paul Music Academy
Moore, S. C.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Johnson Achievement Plus
Ogitchida, M.	Classroom Teacher From: School/Community Professional	08/18/2018	\$32.67	Hazel Park Preparatory

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Smith-Pugh, Q.	Classroom Teacher From: Teaching Assistant	08/18/2018	\$27.18	Ramsey Middle School
Theodis, B. L.	Classroom Teacher From: Teaching Assistant	08/18/2018	\$27.18	Hazel Park Preparatory
Xiong, C.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Mississippi Creative Arts
Xiong, M.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Maxfield Elementary
Zong, X.	Classroom Teacher From: Teaching Assistant	08/18/2018	\$30.27	Jie Ming Mandarin Immr
Bjoraker, J.	Principal From: Assistant Principal	08/04/2018	\$53.19	Farnsworth Aerospace Lwr
Lynch, K.	Principal From: Assistant Principal	08/04/2018	\$63.44	Creative Arts Secondary
McBride, M. J.	Principal From: Assistant Principal	08/04/2018	\$60.43	Parkway Montessori & Mid
Abukar, K. M.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Maxfield Elementary
Ayala, R. M.	Classroom Teacher From: Temporary Employee	08/18/2018	\$28.81	Creative Arts Secondary
Daniels, D. A.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Frost Lake Elementary
Day, J. H.	Classroom Teacher From: Temporary Employee	08/18/2018	\$28.81	Humboldt Secondary School
Forrest, N. M.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Hamline Elementary
Hayes, E.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Frost Lake Elementary
Hendrickson, R. M.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Bruce F Vento Elementary
Odum, D. C.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Frost Lake Elementary
Pinckney, W. G.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.56	Humboldt Secondary School
Zaragoza, A. M.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Frost Lake Elementary

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bellanger, L. M.	Teacher on Special Assignment From: School/Community Professional	08/21/2018	\$34.60	Creative Arts Secondary
Chandler, L. R.	School/Community Professional From: Teaching Assistant	08/27/2018	\$20.11	Highland Park Elementary
Thao, K.	School/Community Professional From: Teaching Assistant	08/13/2018	\$20.11	Student Placement Center
Ahmed, N. M.	Education Assistant From: Teaching Assistant	08/27/2018	\$18.62	Eastern Heights Elementary
Ashton, E. M.	Education Assistant From: Teaching Assistant	08/27/2018	\$22.27	Como Park Elementary
Brown, C. J.	Education Assistant From: Teaching Assistant	08/27/2018	\$22.27	Bruce F Vento Elementary
Mendoza-Hernandez, A.	Education Assistant From: Teaching Assistant	08/27/2018	\$16.24	Student Placement Center
Scott, L. R.	Education Assistant From: Teaching Assistant	08/27/2018	\$22.64	Battle Creek Elementary
Weaver, C. L.	Education Assistant From: Teaching Assistant	08/27/2018	\$16.87	Frost Lake Elementary
Wrenson, J. W.	Education Assistant Career Progression	08/27/2018	\$25.02	Four Seasons A+
Goldman, K. K.	Teaching Assistant Career Progression	09/01/2018	\$15.00	Horace Mann School
Ryan, W. C.	Teaching Assistant Career Progression	09/04/2018	\$16.00	Benjamin Mays/Museum
Grundmeier, C. M.	Clerical Career Progression	07/02/2018	\$28.79	Como Park Senior High
Kullander, J.	Clerical Career Progression	08/18/2018	\$20.78	Riverview School
McGaughey, P. M.	Clerical Career Progression	08/04/2018	\$27.41	Nokomis Montessori North
Danielson, J. H.	Custodian Career Progression	08/06/2018	\$25.45	L'Etoile du Nord Lower
England, M. J.	Custodian Career Progression	07/30/2018	\$26.32	Washington Tech Sec

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Updyke, R. J.	Custodian Career Progression	07/31/2018	\$26.32	Central Senior High
Ward, N. A.	Custodian Career Progression	07/30/2018	\$26.32	Johnson Senior High
Dolan, T. A.	Professional Employee Career Progression	07/21/2018	\$33.85	Como Service Center
Crocker, L. G.	Supervisory From: School/Community Professional	08/04/2018	\$35.03	St Anthony Park Elementary

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Clickenger, A. M.	Classroom Teacher	08/18/2018	\$27.18	Galtier Elementary
Lee, J. S.	Classroom Teacher	08/18/2018	\$28.13	Jackson Preparatory
Meyer, S. M.	Classroom Teacher	08/18/2018	\$30.27	Washington Tech Sec
Miller, S. J.	Classroom Teacher	08/18/2018	\$32.58	Highwood Hills Elementary
Parlin, J. L.	Classroom Teacher	08/18/2018	\$27.18	Highland Park Elementary
Wahpepah, N. N.	Classroom Teacher	08/18/2018	\$28.13	American Indian Magnet
Weston, T. L.	Classroom Teacher	08/18/2018	\$27.18	Harding Senior High
Guenther, K. S.	Classroom Teacher	08/18/2018	\$27.18	L'Etoile du Nord Lower
Jones, I. O.	Classroom Teacher	08/18/2018	\$28.13	Wellstone Elementary
Sandifer-Howze, S.	Classroom Teacher	08/18/2018	\$31.96	RiverEast Elem/Secondary

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Carlson, A. M.	Classroom Teacher	08/18/2018	Adams Spanish Immersion
Kour, R.	Classroom Teacher	08/27/2018	Mississippi Creative Arts
Napierala, N. A.	Classroom Teacher	08/18/2018	Highland Park Elementary
Sharp, J. A.	Classroom Teacher	09/17/2018	Frost Lake Elementary
Skaar, J. M.	Classroom Teacher	08/27/2018	Highland Park Senior High
Wellington, S. J.	Classroom Teacher	08/18/2018	Washington Tech Sec
Durkin, L. A.	Classroom Teacher	08/18/2018	Como Park Elementary
Garrido Hernandez, V.	Education Assistant	08/18/2018	Highland Park Middle School
Noel, K. M.	Clerical	08/13/2018	Colborne Admin Offices

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Szymanski, A. J.	Custodian	08/31/2018	Como Park Senior High
Hernandez, J. N.	Professional Employee	08/17/2018	Como Service Center
Kieger, R.	Technical	07/31/2018	Como Service Center

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., B. A.	Classroom Teacher	08/17/2018

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kullander, J.	Clerical	08/18/2018	\$17.31	Adams Spanish Immersion

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Ayers, C. V.	Assistant Principal	08/16/2018	\$45.24	Linwood Monroe Arts Up
Johnson, A. L.	Central Administrator	08/28/2018	\$53.02	Colborne Admin Offices
Armien Funk, S. J.	Classroom Teacher	08/13/2018	\$32.92	Plato Admin Offices
Ashenafi, Y. E.	Classroom Teacher	08/18/2018	\$27.18	Parkway Montessori & Mid
Bastian, A. J.	Classroom Teacher	08/18/2018	\$45.64	Hazel Park Preparatory
Carpenter, R. K.	Classroom Teacher	08/18/2018	\$47.62	1780 W. 7th Street
Cox, S.	Classroom Teacher	08/18/2018	\$30.27	Maxfield Elementary
DeCory, L. M.	Classroom Teacher	08/18/2018	\$27.18	American Indian Magnet
Doyle, T.	Classroom Teacher	08/18/2018	\$49.91	Int'l Academy - LEAP
Evans, M. C.	Classroom Teacher	08/18/2018	\$33.48	Farnsworth Aerospace Up
Evans, S. L.	Classroom Teacher	08/18/2018	\$27.18	Wellstone Elementary
Fosse, C.	Classroom Teacher	08/18/2018	\$50.04	American Indian Magnet
Greenwalt, H. R.	Classroom Teacher	08/18/2018	\$30.80	Capitol Hill Magnet
Hodgins-Jones, C. R.	Classroom Teacher	08/18/2018	\$27.18	Benjamin Mays/Museum
Johnson, J. A.	Classroom Teacher	08/18/2018	\$29.01	Ramsey Middle School
Maher, R. A.	Classroom Teacher	08/18/2018	\$30.80	Obama Service Learning
Rhodes, E. A.	Classroom Teacher	08/18/2018	\$41.91	Humboldt Secondary School
Santiago, G. A.	Classroom Teacher	08/18/2018	\$44.00	Adams Spanish Immersion
Steger, K.	Classroom Teacher	08/18/2018	\$42.38	Galtier Elementary

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<u>REHIRE</u>				
<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Tavernier, T. C.	Classroom Teacher	08/01/2018		L'Etoile du Nord Upper
Usem, M.	Classroom Teacher	08/18/2018	\$49.35	Hazel Park Preparatory
Vue, M.	Classroom Teacher	08/18/2018	\$27.18	Battle Creek Elementary
Washburne, S.	Classroom Teacher	08/18/2018	\$53.09	Hazel Park Preparatory
Weilbacher, J. A.	Classroom Teacher	08/18/2018	\$34.42	Highwood Hills Elementary
Carroll, C.	Classroom Teacher	08/18/2018	\$33.29	Highland Park Middle School
Melgar, K. M.	Classroom Teacher	08/18/2018	\$42.16	Central Senior High
Parling, F. N.	Classroom Teacher	08/18/2018	\$54.09	Daytons Bluff
Schmidt, J.	Classroom Teacher	08/18/2018	\$49.35	The Heights
Xiong, P. B.	Classroom Teacher	08/18/2018	\$29.01	Benjamin Mays/Museum
Eide, T. M.	Classroom Teacher	08/18/2018	\$47.62	Groveland Park Elementary
Falksen, I. L.	Classroom Teacher	08/18/2018	\$47.62	Student Placement Center
Weinkauf, A.	Classroom Teacher	08/18/2018	\$50.62	Parkway Montessori & Mid
Feldhamer, C. B.	Classroom Teacher	08/18/2018	\$47.62	Johnson Achievement Plus
Kelnberger, S.	Classroom Teacher	08/18/2018	\$36.70	American Indian Magnet
Wychor, C. R.	Classroom Teacher	08/18/2018	\$39.17	American Indian Magnet
Ledbetter, A.	Classroom Teacher	08/18/2018	\$53.68	Open World Learning
Skarupa, L. A.	School/Community Professional	08/23/2018	\$27.31	Washington Tech Sec
Loeschke, C. C.	Education Assistant	08/27/2018	\$21.28	Student Placement Center
Brown, C. C.	Teaching Assistant	09/04/2018	\$16.00	Frost Lake Elementary
Caron, M. E.	Teaching Assistant	09/04/2018	\$22.64	Ramsey Middle School
Comodore, T. L.	Teaching Assistant	09/04/2018	\$16.00	Bridge View
Coulibaly, K. K.	Teaching Assistant	09/04/2018	\$15.00	Battle Creek Elementary
Grigsby, R. J.	Teaching Assistant	09/04/2018	\$16.00	Murray Middle School
Hoveland, R. A.	Teaching Assistant	09/01/2018	\$16.00	Daytons Bluff
Howell, A. K.	Teaching Assistant	09/04/2018	\$18.29	Crossroads Montessori

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REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hunter, I. R.	Teaching Assistant	09/04/2018	\$16.00	Expo for Excellence
Le-Tran, D.	Teaching Assistant	09/04/2018	\$15.00	Open World Learning
Thao, C. P.	Teaching Assistant	09/04/2018	\$15.00	Harding Senior High
Gaither, T.	Clerical	09/04/2018	\$19.34	Johnson Achievement Plus

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Arroyo, Y. E.	Classroom Teacher	08/29/2018	Riverview School
Chrzaszcz, J. K.	Classroom Teacher	08/18/2018	Humboldt Secondary School
Denow, A. D.	Classroom Teacher	08/18/2018	Cherokee Heights
Hardie, J. L.	Classroom Teacher	08/18/2018	Central Senior High
Hughes, J. A.	Classroom Teacher	08/18/2018	Hazel Park Preparatory
Kelly, J.	Classroom Teacher	08/18/2018	271 Belvidere Bldg
Lee, K.	Classroom Teacher	08/18/2018	Phalen Lake Hmong Studies
Magnuson, R. M.	Classroom Teacher	08/18/2018	Bruce F Vento Elementary
Mullan, J. J.	Classroom Teacher	08/20/2018	Eastern Heights Elementary
Nelson, G. J.	Classroom Teacher	08/18/2018	Wellstone Elementary
Noah, A. L.	Classroom Teacher	08/18/2018	Highland Park Senior High
Ryd, J. L.	Classroom Teacher	08/18/2018	St. Paul Music Academy
Schleper, K. G.	Classroom Teacher	08/18/2018	Highland Park Senior High
Styles Spooner, J. B.	Classroom Teacher	08/18/2018	Riverview School
Weatherspoon, T. L.	Classroom Teacher	08/18/2018	Hazel Park Preparatory
Xiong, N.	Classroom Teacher	08/13/2018	Plato Admin Offices
Yee, A. P.	Classroom Teacher	08/18/2018	Linwood Monroe Arts Lwr
Shasky, T.	Classroom Teacher	08/18/2018	Gordon Parks High School
Strohmeier, N. S.	Classroom Teacher	08/18/2018	Como Park Elementary
Schmidt, L. A.	Classroom Teacher	08/18/2018	271 Belvidere Bldg
Bendickson, K. E.	School/Community Professional	08/06/2018	Creative Arts Secondary
Osman, L. F.	Education Assistant	08/27/2018	Highwood Hills Elementary

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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Potvin, T.	Education Assistant	08/27/2018	Focus Beyond
Stein, V. N.	Education Assistant	08/27/2018	American Indian Magnet
Yang, Z.	Education Assistant	08/27/2018	Phalen Lake Hmong Studies
Meehan, W. J.	Custodian	08/20/2018	Phalen Lake Hmong Studies
Chavez, K. L.	Nutrition Services	08/29/2018	Highwood Hills Elementary
Garrido, M. R.	Professional Employee	08/06/2018	Colborne Admin Offices
Kieger, R.	Technical	08/09/2018	Como Service Center

RECISION OF RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Napierala, N. A.	Classroom Teacher	08/05/2018	\$50.04	Highland Park Elementary
McClelland, N. A.	Nutrition Services	08/02/2018	\$13.22	Int'l Academy - LEAP

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kennedy, A. M.	Classroom Teacher	08/18/2018	\$51.60	Colborne Admin Offices
Timothilay, M.	Education Assistant	08/27/2018	\$23.94	Como Park Senior High

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Salinas, E. E.	Classroom Teacher From: Community Programs Hourly	08/18/2018	\$29.43	271 Belvidere Bldg
Thao, C.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Farnsworth Aerospace Lwr
Zangs, B. J.	Classroom Teacher From: Athletics	08/18/2018	\$27.18	Ramsey Middle School
Benson, S. M.	Classroom Teacher From: Temporary Employee	08/18/2018	\$27.18	Hazel Park Preparatory

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
A., P. D.	Classroom Teacher	10/18/2018
A., P. D.	Classroom Teacher	09/03/2018
B., A. M.	Classroom Teacher	10/10/2018
B., A. M.	Classroom Teacher	10/18/2018
E., K.	Classroom Teacher	10/18/2018

HUMAN RESOURCE TRANSACTIONS
August 1, 2018 – August 31, 2018
September 18, 2018

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
P., M. J.	Classroom Teacher	04/11/2018
P., M. J.	Classroom Teacher	03/21/2018
P., M. J.	Classroom Teacher	03/28/2018
J., V. M.	Classroom Teacher	10/18/2018
J., L.	School/Community Professional	09/14/2018
J., L.	School/Community Professional	09/07/2018
J., L.	School/Community Professional	08/31/2018
J., L.	School/Community Professional	09/28/2018
J., L.	School/Community Professional	09/21/2018
S., G. A.	Teaching Assistant	09/11/2018
S., G. A.	Teaching Assistant	09/13/2018
S., G. A.	Teaching Assistant	10/04/2018
S., G. A.	Teaching Assistant	09/04/2018
S., G. A.	Teaching Assistant	09/25/2018
S., G. A.	Teaching Assistant	09/27/2018
S., G. A.	Teaching Assistant	10/02/2018
S., G. A.	Teaching Assistant	09/20/2018
S., G. A.	Teaching Assistant	09/06/2018
S., G. A.	Teaching Assistant	09/18/2018

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
McNamara, S. M.	Classroom Teacher	10/01/2018	Riverview School
Hedren, J. W.	Classroom Teacher	08/01/2018	Como Park Senior High
Ghere, G. S.	Superintendency	12/01/2018	Colborne Admin Offices
Frahm, J.	Teaching Assistant	09/01/2018	Battle Creek Elementary

HUMAN RESOURCE TRANSACTIONS
August 1, 2018 – August 31, 2018
September 18, 2018

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Contreras, F. L.	Central Administrator	09/05/2018	Colborne Admin Offices
O'Connell, E. L.	Central Administrator	07/01/2018	Ronald M Hubbs Center
Adair, L. M.	Classroom Teacher	08/20/2018	Crossroads Montessori
Barnett, A. J.	Classroom Teacher	08/05/2018	Int'l Academy - LEAP
Buchanan, I. L.	Classroom Teacher	08/01/2018	Plato Admin Offices
Goetzke, S. C.	Classroom Teacher	08/05/2018	Capitol Hill Magnet
Jordheim, F.	Classroom Teacher	08/18/2018	Washington Tech Sec
Krugerud, T. R.	Classroom Teacher	08/05/2018	Parkway Montessori & Mid
Larson, E. A.	Classroom Teacher	08/23/2018	Benjamin Mays/Museum
Larson, J. M.	Classroom Teacher	08/04/2018	Como Park Senior High
Maldonado Perez, G.	Classroom Teacher	08/05/2018	Adams Spanish Immersion
Meinholz, S. L.	Classroom Teacher	08/05/2018	Riverview School
Norberg, D.	Classroom Teacher	08/05/2018	Como Park Senior High
Rhoads, A. M.	Classroom Teacher	08/18/2018	The Heights
Sorenson, A. J.	Classroom Teacher	08/05/2018	Chelsea Heights Elementary
Strauss, N. J.	Classroom Teacher	08/18/2018	Highland Park Senior High
Tavernier, T. C.	Classroom Teacher	08/01/2018	L'Etoile du Nord Upper
Wagner, M. J.	Classroom Teacher	08/18/2018	Crossroads Science
Wannarka, R. E.	Classroom Teacher	08/05/2018	Humboldt Secondary School
Yang, S. D.	Classroom Teacher	08/05/2018	Farnsworth Aerospace Lwr
Vaubel, J.	Classroom Teacher	08/05/2018	Johnson Achievement Plus
Wildung, K. M.	Classroom Teacher	08/05/2018	Battle Creek Elementary
Roland-Fuchs, J. J.	Teacher on Special Assignment	08/14/2018	American Indian Magnet
Bonneville, J. E.	School/Community Professional	08/19/2018	RiverEast Elem/Secondary
Echavez-Valdez, D.	School/Community Professional	08/18/2018	Highwood Hills Elementary

HUMAN RESOURCE TRANSACTIONS
August 1, 2018 – August 31, 2018
September 18, 2018

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Flowers, S.	School/Community Professional	08/27/2018	Colborne Admin Offices
Goodwin, R. E.	School/Community Professional	08/03/2018	Plato Admin Offices
Goplin, E.	School/Community Professional	08/11/2018	Obama Service Learning
Carpenter, R. K.	Education Assistant	08/08/2018	Riverview School
Juhlke, S. L.	Education Assistant	09/01/2018	Frost Lake Elementary
Perez, A. M.	Education Assistant	08/25/2018	1780 W 7th Street
Richardson, R. A.	Education Assistant	08/18/2018	Homecroft Early Learning Ctr
Timm, J. R.	Education Assistant	08/25/2018	1780 W 7th Street
Ahmed, H. M.	Teaching Assistant	08/08/2018	Battle Creek Elementary
Alvarez, C. F.	Teaching Assistant	09/01/2018	Johnson Achievement Plus
Anderson, C. A.	Teaching Assistant	09/01/2018	Frost Lake Elementary
Bengtson, R. A.	Teaching Assistant	09/01/2018	St. Paul Music Academy
Bertel, A. L.	Teaching Assistant	08/17/2018	Linwood Monroe Arts Lwr
Bustamante, H. E.	Teaching Assistant	08/08/2018	Wellstone Elementary
Carlson, L. L.	Teaching Assistant	08/24/2018	Nokomis Montessori North
Carter-Grigsby, R. E.	Teaching Assistant	08/18/2018	Johnson Senior High
Church, P. J.	Teaching Assistant	08/01/2018	Benjamin Mays/Museum
Dunlap, A. G.	Teaching Assistant	08/24/2018	Nokomis Montessori South
Edwards, A. J.	Teaching Assistant	08/07/2018	Ramsey Middle School
Johansen, K. R.	Teaching Assistant	08/23/2018	Benjamin Mays/Museum
Lee, K. L.	Teaching Assistant	09/01/2018	Capitol Hill Magnet
Mayhew, W.	Teaching Assistant	08/02/2018	Como Park Elementary
Mobley, J. M.	Teaching Assistant	08/29/2018	Murray Middle School
Moua, J.	Teaching Assistant	08/02/2018	Bruce F Vento Elementary
Muellenberg, R.	Teaching Assistant	08/17/2018	Focus Beyond

HUMAN RESOURCE TRANSACTIONS
August 1, 2018 – August 31, 2018
September 18, 2018

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Nelson, T.	Teaching Assistant	08/18/2018	Harding Senior High
Ramirez, A. M.	Teaching Assistant	09/01/2018	Frost Lake Elementary
Rosenthal, B.	Teaching Assistant	08/17/2018	Highland Park Middle School
Schwab, S. I.	Teaching Assistant	09/01/2018	Riverview School
Scott, T.	Teaching Assistant	08/18/2018	Bridge View
Shanedling, J. N.	Teaching Assistant	08/08/2018	American Indian Magnet
Thoericht, A. M.	Teaching Assistant	08/04/2018	Washington Tech Sec
Vallejo, M. N.	Teaching Assistant	08/07/2018	Battle Creek Middle School
Wolff, A. M.	Teaching Assistant	08/07/2018	Cherokee Heights
Ziegler, T. A.	Teaching Assistant	08/11/2018	Expo for Excellence
Asp, K. S.	Clerical	08/18/2018	Colborne Admin Offices
Her, K. K.	Clerical	08/03/2018	Como Park Senior High
Wallace, M. A.	Machinists	09/01/2018	Como Service Center
Del Rosario, K. L.	Maintenance	07/18/2018	Como Service Center
Belmares, A. E.	Nutrition Services	08/17/2018	Horace Mann School
Belmonte, B. J.	Nutrition Services	08/28/2018	Cherokee Heights
Odumuyiwa, O. O.	Nutrition Services	08/25/2018	Como Service Center
Osman, S. S.	Nutrition Services	08/22/2018	Maxfield Elementary
Paananen, F. M.	Nutrition Services	08/25/2018	Washington Tech Sec
Stepun, S. M.	Nutrition Services	08/30/2018	Int'l Academy - LEAP

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S., A. T.	Custodian	07/28/2018
X., S.	Nutrition Services	08/10/2018

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
W., J. M.	Nutrition Services	08/30/2018

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

DATE: September 18, 2018

TOPIC: Request for Permission to Accept a Grant from Ramsey-Washington Metro Watershed District

A. PERTINENT FACTS:

1. Ramsey-Washington Metro Watershed District provides Stewardship Grants to fund the installation and maintenance of stormwater management systems. Funded projects are designed to filter and reduce runoff, protect groundwater, restore native ecosystems, prevent flooding and lessen the effects of drought.
2. Saint Paul Public Schools Facilities Department prepared an application and received a grant for approximately \$13,000 to fund portions of the playground installation related to stormwater management at Battle Creek Elementary School. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Charlie Colvin, Environmental Specialist, Facilities Department; Tom Parent, Director of Facilities; Jackie Turner, Chief Operations Officer; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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

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

DATE: September 18, 2018

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

A. PERTINENT FACTS:

1. The U.S. Department of Education is currently accepting grant applications for the Assistance for Arts Education Development and Dissemination Grant Program (AAEDD). AAEDD specifically supports the development and dissemination of accessible instructional materials and arts-based educational programming, including online resources, in multiple arts disciplines that effectively (1) increase access to standards-based arts education; (2) integrate standards-based arts education into other subjects; and (3) improve students' academic performance, including their knowledge and skills in creating, performing, and responding to the arts.
2. Saint Paul Public Schools Office of Teaching and Learning has prepared an application for funds to support *Arts ALIGNS: Alignment and Integration for Student Achievement*. This five-year project will increase SPPS student access to standards-based arts education in two ways: 1) through a comprehensive standards unwrapping and curriculum writing process that will strengthen arts instruction throughout the entire district, and 2) developing and supporting arts-integrated content in elementary schools where students do not currently have adequate access to arts instruction. These two strategies will support the goal of improving student academic performance through arts education. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$2,300,000. Staff at the program researched this grant opportunity.
3. This project will meet the district strategic plan goal of achievement.
4. This item is submitted by Jan Spencer de Gutiérrez, K-12 Arts Supervisory, Office of Teaching and Learning, Hans Ott, Assistant Superintendent, Office of Teaching and Learning and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: September 18, 2018

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

A. PERTINENT FACTS:

1. The U.S. Department of Education is currently accepting Teacher Quality Partnership (TQP) program grant applications. The TQP Grant Program aims to increase student achievement by improving the quality of new teachers and prospective teachers through enhanced preparation of prospective teachers and professional development activities for new teachers; holding teacher preparation programs at institutions of higher education (IHEs) accountable for preparing teachers who meet applicable State certification and licensure requirements; and recruiting individuals with strong content knowledge or a record of professional accomplishment, including minorities and individuals from occupations other than education, into the teaching force.
2. Saint Paul Public Schools Department of Human Resources has prepared an application for funds to support a five-year project of the Saint Paul Urban Teacher Residency (SUTR) program, a partnership between SPPS and the University of Saint Thomas. SUTR is a graduate-level teacher residency program through which participants can earn a master's degree and a teaching license in 15 months. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$2,800,000. Staff at the program researched this grant opportunity.
3. This project will meet the district strategic plan goal of sustainability.
4. This item is submitted by Laurin Cathey, Executive Director of Human Resources.

B. RECOMMENDATION:

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.

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

DATE: September 18, 2018

TOPIC: Request for Permission to Submit a Grant Application to the Institute of Education Science

A. PERTINENT FACTS:

1. The Institute of Education Science at the U.S. Department of Education is currently accepting grant applications for projects that support research that is carried out by research institutions and U.S. education agencies working collaboratively on problems or issues that are a high priority for the education agencies, with the goal of improving education outcomes for all students, particularly those at risk of failure.
2. Saint Paul Public Schools Department of School Counseling has prepared an application in partnership with Loyola University Maryland for funds to improve college and career readiness of English Learners by examining academic and social/behavioral needs and increasing school counselors' capacity to work with ELs through PLC and PD sessions. Saint Paul Public Schools will serve as fiscal agent for this project. Grants are for up to \$400,000. Program staff researched this grant opportunity.
3. This project will support the District's efforts to increase achievement of English Learners and prepare all graduates for college, career and life.
4. This item is submitted by Megan Garrido, Fund Development Coordinator; Darren Ginther, Assistant Director, School Counseling; Dr. Kate Wilcox-Harris, Chief Academic Officer; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: September 18, 2018

TOPIC: Community Education Software Tool License Payment - Qualtrics

A. PERTINENT FACTS:

1. Community Education was established Minnesota to expand utilization by the school of the human resources of the community, by establishing a community education program.” (MN Statute 124D.18). Programs are funded separately from K-12, through a combination of aid, levies and fees. Programs within Community Education include Adult Basic Education, Adults with Disabilities, Adult Enrichment, Aquatics, Discovery Club, Driver Education, Early Childhood and Family Education, Flipside, SEAB, Youth Development and the Como Planetarium. Community Education uses data collection systems unique to its target audiences and their needs.
2. Many of these programs are fee-based and customer driven. To better meet customer needs and respond and align programming in real time. Community Education has used Qualtrics, which has allowed us to:
 - Track and respond to all aspects of our customers’ experiences in real time via email, text and voice
 - Track and analyze which advertising, in which channels is having an impact on registration
 - Set up representative panels to assess Community needs
 - Develop training modules for our staff
 - Administer a wide variety of surveys types and generate reports and role-based dashboards, not available in other tools
3. For 2018-2019, our license was expanded to extend use to Operations division and the District. This is a web-based application with robust support provided by Qualtrics. We have used this tool for numerous surveys, dashboards, onboarding activities and community-needs assessments
4. This contract amount is \$103,500. Funds should be paid from budget 04-005-505-321-6305-8500.
5. This purchase assists us in meeting the District strategic plan /goals of sustainability and alignment.
6. This item is submitted by Lynn Gallandat, Community Education Director; and Jackie Turner, Chief of Operations.

B. RECOMMENDATION:

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

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

DATE: September 18, 2018

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

A. PERTINENT FACTS:

1. SELBI provides highly-trained (in SEL – Social Emotional Learning, Trauma, and Restorative Practices), highly-skilled personnel to intentionally integrate behavioral interventions. SELBI intentionally gathers input from school staff gaining insight into trends and triggers across all campuses served. SELBI uses this information to drive research, acquisition, and delivery of targeted, best-in-class trainings and methodologies-increasing SELBI's efficacy, student engagement and ability to learn in class.
2. Saint Paul Public Schools (SPPS) and SELBI agree to partner, providing three (3) Behavioral Support staff in one SPPS site for the 2018-2019 school year.
3. The site is Humboldt High School and each Support staff will work with any student in the grade level to which they are assigned. In addition, they will target their work with Tier 1 and Tier 2 students.
4. The contract amount is \$149,967.00
5. This item is submitted by Jackie Turner, Chief of Operations, and Theresa Battle, Assistant Superintendent.

B. RECOMMENDATION:

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.

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

DATE: September 18, 2018

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

A. PERTINENT FACTS:

1. Children's Minnesota and the Saint Paul Independent School District #625 Licensed School Nurses (LSN) collaborate to arrange health care for students with chronic health conditions. The attached agreement defines access to health information about student's who are patients at Children's Minnesota.
2. Improving access to health care is a goal of the Affordable Care Act and Saint Paul Independent School District #625.
3. This project supports the District goals of achievement, alignment, and sustainability.
4. Requested by Mary Yackley, Supervisor, Student Health and Wellness, Dr. Gail Ghere, Interim Director, Office of Specialized Services, and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: September 18, 2018

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

A. PERTINENT FACTS:

1. Children's Minnesota and the Saint Paul Independent School District #625 Licensed School Nurses (LSN) collaborate to arrange health care for students with chronic health conditions. The attached agreement defines services provided by Children's Minnesota to support health care to students with chronic health conditions and complex health needs.

Children's Minnesota participates in the SPPS Healthy Learner Advisory Board (HLAB) and provides professional development to health office staff on current trends in pediatric care.

2. Improving access to health care and increasing staff capacity are goals of the Affordable Care Act and Saint Paul Independent School District #625.
3. This project supports the District goals of achievement, alignment, and sustainability.
4. Requested by Mary Yackley, Supervisor, Student Health and Wellness, Dr. Gail Ghere, Interim Director, Office of Specialized Services, and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: September 18, 2018

TOPIC: Monthly Operating Authority

A. PERTINENT FACTS:

1. The Board of Education must authorize and approve all expenditures of the District.
2. The Board of Education must ratify any changes in collateral that have been previously approved by the Assistant Treasurer.
3. This item meets the District target area of goals alignment and sustainability.
4. This item is submitted by Marie Schrul, Chief Financial Officer.

B. RECOMMENDATIONS:

1. That the Board of Education approve and ratify the following checks and wire transfers for the period 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			

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 December 31, 2018.

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

DATE: September 18, 2018

TOPIC: 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

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 December 22, 2018, the salary schedule is increased 2%, and maintain steps. Effective December 21, 2019, the salary schedule is increased 2% and maintain steps.

Deferred Compensation: Effective July 1, 2019, the District match contribution is increased from \$1,000 to \$1,150 per year.

3. The District has 264 FTE's in this bargaining unit.

4. The new total package costs for the agreement are estimated as follows:

- in the 2017-18 budget year: \$5,509,542
- in the 2018-19 budget year: \$5,678,823

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

6. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Jim Vollmer, Assistant Director of Employee/Labor Relations; and Laurin J. Cathey, Executive Director of Human Resources.

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 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.

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

DATE: September 18, 2018

TOPIC: Employee Life Insurance Renewal

A. PERTINENT FACTS:

1. The School District will enter the first year of a 3-year rate guarantee for employee life insurance starting January 1, 2019 and continuing through December 31, 2021. The current carrier is Minnesota Life Insurance Company.
2. The volume of life insurance coverage for the District is approximately \$298,439,166.00. The current rate is \$0.097 per \$1,000 of coverage.
3. The current total cost to the District for life insurance is approximately \$356,335.00 per year.
4. Minnesota Life recommends no rate change for 2019.
5. The Benefits Labor Management Committee recommends approval of this rate and continued coverage with Minnesota Life Insurance Company.
6. This agreement will meet the District target area goal of alignment.
7. This item is submitted by Joyce Victor, Benefits Manager; Laurin Cathey, Executive Director of Human Resources; and Cedrick Baker, Chief of Staff.

B. RECOMMENDATION:

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

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

DATE: September 18, 2018

TOPIC: Professional Services from 292 Design Group

A. PERTINENT FACTS:

1. The District requires professional architectural/engineering services to implement various construction remodeling, capital improvement and design projects on an as-needed basis. Services provided include: planning, architecture, landscape architecture, interior design, field inspection of contractor's work, and other professional services as required by the District.
2. 292 Design Group last approved increase was August 23, 2016 for a not-to-exceed rate of \$150.00.
3. 292 Design Group has requested an increase in the maximum hourly not-to-exceed rate from \$150.00 per hour to \$175.00 per hour.
4. The new maximum hourly not-to-exceed rate will be locked in for the next two years.
5. This rate only represent the maximum billing not-to-exceed rate for professional services. Each awarded amount is decided on a project by project basis, and consultant staff assigned may be billed at a lower rate.
6. This proposal has been reviewed by Jamie Atkins, Purchasing Manager.
7. Funding will be provided from long-term facilities maintenance and capitals bonds budgets on a project-by-project basis.
8. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: September 18, 2018

TOPIC: Professional Services from The Adkins Association, Inc.

A. PERTINENT FACTS:

1. The District requires professional architectural/engineering services to implement various construction remodeling, capital improvement and design projects on an as-needed basis. Services provided include: planning, architecture, landscape architecture, interior design, field inspection of contractor's work, and other professional services as required by the District.
2. The Adkins Association, Inc. last approved increase was August 23, 2016 for a not-to-exceed rate of \$160.00.
3. The Adkins Association, Inc. has requested an increase in the maximum hourly not-to-exceed rate from \$160.00 per hour to \$170.00 per hour.
4. The new maximum hourly not-to-exceed rate will be locked in for the next two years.
5. This rate only represent the maximum billing not-to-exceed rate for professional services. Each awarded amount is decided on a project by project basis, and consultant staff assigned may be billed at a lower rate.
6. This proposal has been reviewed by Jamie Atkins, Purchasing Manager.
7. Funding will be provided from long-term facilities maintenance and capitals bonds budgets on a project-by-project basis.
8. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: September 18, 2018

TOPIC: Professional Services from BWBR Architects, Inc.

A. PERTINENT FACTS:

1. The District requires professional architectural/engineering services to implement various construction remodeling, capital improvement and design projects on an as-needed basis. Services provided include: planning, architecture, landscape architecture, interior design, field inspection of contractor's work, and other professional services as required by the District.
2. BWBR Architects, Inc. last approved increase was August 23, 2016 for a not-to-exceed rate of \$215.00.
3. BWBR Architects, Inc. has requested an increase in the maximum hourly not-to-exceed rate from \$215.00 per hour to \$228.00 per hour.
4. The new maximum hourly not-to-exceed rate will be locked in for the next two years.
5. This rate only represent the maximum billing not-to-exceed rate for professional services. Each awarded amount is decided on a project by project basis, and consultant staff assigned may be billed at a lower rate.
6. This proposal has been reviewed by Jamie Atkins, Purchasing Manager.
7. Funding will be provided from long-term facilities maintenance and capitals bonds budgets on a project-by-project basis.
8. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: September 18, 2018

TOPIC: Professional Services from Cuningham Group Architecture, Inc.

A. PERTINENT FACTS:

1. The District requires professional architectural/engineering services to implement various construction remodeling, capital improvement and design projects on an as-needed basis. Services provided include: planning, architecture, landscape architecture, interior design, field inspection of contractor's work, and other professional services as required by the District.
2. Cuningham Group Architecture, Inc. last approved increase was August 23, 2016 for a not-to-exceed rate of \$195.00.
3. Cuningham Group Architecture, Inc. has requested an increase in the maximum hourly not-to-exceed rate from \$195.00 per hour to \$225.00 per hour.
4. The new maximum hourly not-to-exceed rate will be locked in for the next two years.
5. This rate only represent the maximum billing not-to-exceed rate for professional services. Each awarded amount is decided on a project by project basis, and consultant staff assigned may be billed at a lower rate.
6. This proposal has been reviewed by Jamie Atkins, Purchasing Manager.
7. Funding will be provided from long-term facilities maintenance and capitals bonds budgets on a project-by-project basis.
8. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: September 18, 2018

TOPIC: Professional Services from Kraus-Anderson Construction Company

A. PERTINENT FACTS:

1. The District requires professional architectural/engineering services to implement various construction remodeling, capital improvement and design projects on an as-needed basis. Services provided include: planning, architecture, landscape architecture, interior design, field inspection of contractor's work, and other professional services as required by the District.
2. Kraus-Anderson Construction Company last approved increase was August 23, 2016 for a not-to-exceed rate of \$160.00.
3. Kraus-Anderson Construction Company has requested an increase in the maximum hourly not-to-exceed rate from \$160.00 per hour to \$187.00 per hour.
4. The new maximum hourly not-to-exceed rate will be locked in for the next two years.
5. This rate only represent the maximum billing not-to-exceed rate for professional services. Each awarded amount is decided on a project by project basis, and consultant staff assigned may be billed at a lower rate.
6. This proposal has been reviewed by Jamie Atkins, Purchasing Manager.
7. Funding will be provided from long-term facilities maintenance and capitals bonds budgets on a project-by-project basis.
8. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: September 18, 2018

TOPIC: Professional Services from Paul Meyer Architects, Inc.

A. PERTINENT FACTS:

1. The District requires professional architectural/engineering services to implement various construction remodeling, capital improvement and design projects on an as-needed basis. Services provided include: planning, architecture, landscape architecture, interior design, field inspection of contractor's work, and other professional services as required by the District.
2. Paul Meyer Architects, Inc. last approved increase was May 19, 2009 for a not-to-exceed rate of \$140.00.
3. Paul Meyer Architects, Inc. has requested an increase in the maximum hourly not-to-exceed rate from \$140.00 per hour to \$148.00 per hour.
4. The new maximum hourly not-to-exceed rate will be locked in for the next two years.
5. This rate only represent the maximum billing not-to-exceed rate for professional services. Each awarded amount is decided on a project by project basis, and consultant staff assigned may be billed at a lower rate.
6. This proposal has been reviewed by Jamie Atkins, Purchasing Manager.
7. Funding will be provided from long-term facilities maintenance and capitals bonds budgets on a project-by-project basis.
8. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: September 18, 2018

TOPIC: Professional Services from TKDA, Inc.

A. PERTINENT FACTS:

1. The District requires professional architectural/engineering services to implement various construction remodeling, capital improvement and design projects on an as-needed basis. Services provided include: planning, architecture, landscape architecture, interior design, field inspection of contractor's work, and other professional services as required by the District.
2. TKDA, Inc. last approved increase was August 23, 2016 for a not-to-exceed rate of \$160.00.
3. TKDA, Inc. has requested an increase in the maximum hourly not-to-exceed rate from \$160.00 per hour to \$177.00 per hour.
4. The new maximum hourly not-to-exceed rate will be locked in for the next two years.
5. This rate only represent the maximum billing not-to-exceed rate for professional services. Each awarded amount is decided on a project by project basis, and consultant staff assigned may be billed at a lower rate.
6. This proposal has been reviewed by Jamie Atkins, Purchasing Manager.
7. Funding will be provided from long-term facilities maintenance and capitals bonds budgets on a project-by-project basis.
8. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: September 18, 2018

TOPIC: Professional Services from U+B Architecture & Design, Inc.

A. PERTINENT FACTS:

1. The District requires professional architectural/engineering services to implement various construction remodeling, capital improvement and design projects on an as-needed basis. Services provided include: planning, architecture, landscape architecture, interior design, field inspection of contractor's work, and other professional services as required by the District.
2. U+B Architecture & Design, Inc. last approved increase was August 23, 2016 for a not-to-exceed rate of \$130.00.
3. U+B Architecture & Design, Inc. has requested an increase in the maximum hourly not-to-exceed rate from \$130.00 per hour to \$180.00 per hour.
4. The new maximum hourly not-to-exceed rate will be locked in for the next two years.
5. This rate only represent the maximum billing not-to-exceed rate for professional services. Each awarded amount is decided on a project by project basis, and consultant staff assigned may be billed at a lower rate.
6. This proposal has been reviewed by Jamie Atkins, Purchasing Manager.
7. Funding will be provided from long-term facilities maintenance and capitals bonds budgets on a project-by-project basis.
8. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: September 18, 2018

TOPIC: Professional Services from Wenck Construction, Inc.

A. PERTINENT FACTS:

1. The District requires professional architectural/engineering services to implement various construction remodeling, capital improvement and design projects on an as-needed basis. Services provided include: planning, architecture, landscape architecture, interior design, field inspection of contractor's work, and other professional services as required by the District.
2. Wenck Construction, Inc. last approved increase was August 23, 2016 for a not-to-exceed rate of \$162.75.
3. Wenck Construction, Inc. has requested an increase in the maximum hourly not-to-exceed rate from \$162.75 per hour to \$187.40 per hour.
4. The new maximum hourly not-to-exceed rate will be locked in for the next two years.
5. This rate only represent the maximum billing not-to-exceed rate for professional services. Each awarded amount is decided on a project by project basis, and consultant staff assigned may be billed at a lower rate.
6. This proposal has been reviewed by Jamie Atkins, Purchasing Manager.
7. Funding will be provided from long-term facilities maintenance and capitals bonds budgets on a project-by-project basis.
8. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: September 18, 2018

TOPIC: Professional Services from Wold Architects and Engineers

A. PERTINENT FACTS:

1. The District requires professional architectural/engineering services to implement various construction remodeling, capital improvement and design projects on an as-needed basis. Services provided include: planning, architecture, landscape architecture, interior design, field inspection of contractor's work, and other professional services as required by the District.
2. Wold Architects and Engineers last approved increase was August 23, 2016 for a not-to-exceed rate of \$155.00.
3. Wold Architects and Engineers has requested an increase in the maximum hourly not-to-exceed rate from \$155.00 per hour to \$200.00 per hour.
4. The new maximum hourly not-to-exceed rate will be locked in for the next two years.
5. This rate only represent the maximum billing not-to-exceed rate for professional services. Each awarded amount is decided on a project by project basis, and consultant staff assigned may be billed at a lower rate.
6. This proposal has been reviewed by Jamie Atkins, Purchasing Manager.
7. Funding will be provided from long-term facilities maintenance and capitals bonds budgets on a project-by-project basis.
8. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: September 18, 2018

TOPIC: Change Order #10 for Rochon Corporation at the Horace Mann School Expansion & Renovation

A. PERTINENT FACTS:

1. This change order provides all labor, material, equipment and services necessary for the following items:
 - a. Unforeseen conditions affecting finishes and the HVAC system, replacing the bituminous paving in the service drive/loading dock area, and providing a more durable finish on the exterior columns near the cafeteria.
2. Funding will be provided from Capital Levy.
3. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
4. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.
5. Total change to the original contract amount of \$14,941,000 is 0.8%. New total contract amount with total change orders to date is in the amount of \$16,185,856.02. The total amount of change with all project contracts combined to date is 8.3%. The items on these change orders have been reviewed and validated by Miller Dunwiddie Architecture.

B. RECOMMENDATION:

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.



Proposed Pay19 Levy Update

Board of Education

Marie Schrul
Chief Financial Officer
September 18, 2018



Purpose

To provide information to the Board of Education regarding the Pay19 levy calculations to determine the maximum levy ceiling



Agenda



- Planning Assumptions
- Levy Basics
- Factors Impacting Levies
- Estimated Pay19 Levy Ceiling
- Estimated Property Tax Impact
- Levy Process/Calendar
- Requested Actions
- Questions



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

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Why Do School Boards 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

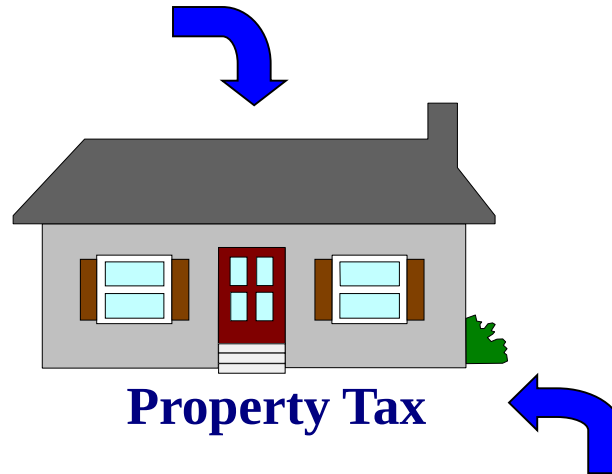
The Basics

- 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

- Sets Property Tax Policy
- Establishes Property Classes & Class Rates
- Determines Levels of State Aid
- Sets School Formulas
- Underfunded Mandates to Local Governments
- Levies State Business Tax



Taxing Jurisdictions

- Determines Levy Amount

County Assessor

- Determines Market Value
- Assigns Property Class

Source: Ramsey County

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 St. 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 9/25/18 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	<u>3,626,763</u>	<u>3,229,160</u>	<u>(397,603)</u>
Total – All Levy Categories	\$155,464,946	\$162,359,987	\$6,895,041
Percent Change			4.4%

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Estimated Pay19 Levy Ceiling

(with additional Referendum funding request)

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Levy Category	Certified Pay18 Levy	Estimated Pay19 Levy Ceiling (with additional funding request)	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	<u>3,626,763</u>	<u>3,229,160</u>	<u>(397,603)</u>
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

Home Estimated Market Value	Estimated change at 4.4% levy ceiling
\$75,000	\$ (4.00)
100,000	(7.41)
186,200	(19.44)
200,000	(21.38)
300,000	(35.36)
400,000	(49.32)
500,000	(61.92)

Source: Ramsey County

Median home market value is \$186,200

9/10/18

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 4.4% levy ceiling
\$75,000	\$ 14.46
100,000	29.61
186,200	49.47
200,000	53.18
300,000	76.22
400,000	99.27
500,000	111.97

Source: Ramsey County

Median home market value is \$186,200

9/10/18

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 4.4% levy ceiling
200,000	\$ (28.41)
495,450*	(89.25)
500,000	(89.80)
1,000,000	(192.20)

Source: Ramsey County

*Median commercial/industrial market value is \$495,450

Estimated Annual Property Tax Impact Home from 2018 to 2019

Assuming a 0% Increase in Market Value

Home Estimated Market Value	Estimated Change at 16.4% Ceiling
\$75,000	\$ 50.49
100,000	65.25
186,200	115.85
200,000	123.93
300,000	182.61
400,000	241.30
500,000	301.36

Source: Ramsey County

*Median home market value is \$186,200, Estimate includes increase of Operating levy

9/18/18

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 16.4% Ceiling
\$75,000	\$ 68.95
100,000	102.27
186,200	184.76
200,000	198.49
300,000	294.19
400,000	389.89
500,000	475.25

Source: Ramsey County

*Median home market value is \$186,200, Estimate includes increase of Operating levy

9/18/18

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 16.4% Ceiling
200,000	\$ 129.40
495,450*	305.88
500,000	308.64
1,000,000	607.81

Source: Ramsey County

*Median commercial/industrial market value is \$495,450, Estimate includes increase of Operating levy

Pay 19 Levy Calendar

	Date	Action
X	August-early Sept	District submits levy information to MDE
X	September 7	MDE provides preliminary calculations
X	September 11	COB discusses Pay19 levy
X	September 18	Pay19 Levy Update to BOE
	September 24	JPTAC (Joint Property Tax Advisory Committee) adopts joint levy resolution
	September 25	BOE to set Pay19 levy ceiling (Special BOE meeting at 6pm)
	October 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
	November 6	General Election/Operating Levy (Referendum) increase vote
	November 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
	November 15	Anticipated Ramsey County mailing of tax statements
	December 4	Proposed Date for Public Hearing
	December 18	BOE certifies Pay19 levy
	December 28	SPPS certifies Pay19 levy to Ramsey County

Requested Action

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



Questions

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.

SEPTEMBER 18, 2018

4:00 pm

SPECIAL (CLOSED) MEETING OF THE BOARD OF EDUCATION

Labor Contract Negotiations Update

SEPTEMBER 18, 2018

5:30 pm

6:05 pm

REGULAR MEETING OF THE BOARD OF EDUCATION

Public Comment

Regular Meeting

OCTOBER 9, 2018

4:30 pm

COMMITTEE OF THE BOARD MEETING

OCTOBER 13, 2018

8:00 am

SPECIAL MEETING OF THE BOARD OF EDUCATION

Board Retreat

OCTOBER 23, 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

November 7

December 4

Board of Education

November 13

December 18

OTHER EVENTS BOARD MEMBERS ARE SCHEDULED TO ATTEND

September 22, 2018

Referendum Kick-Off Event

TBA

October 1, 2018

Facing Race: Changing the Narrative

5:00 pm | University of Saint Thomas

* 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.