



Saint Paul Public Schools

Regular Meeting

Tuesday, June 19, 2018 6:05 PM

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

BOARD OF EDUCATION



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Steven Marchese
Vice Chair



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Clerk



Jon Schumacher
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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

June 19, 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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- A. Board of Education Meetings (6:05 unless otherwise noted)
- B. Committee of the Board Meetings (4:30 unless otherwise noted)

XIV. ADJOURNMENT

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

DATE: June 19, 2018

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. Saint Paul Public Schools received the Minnesota Department of Education 2018 School Finance Award. The Minnesota Department of Education (MDE) released its list of school districts that received the 2018 School Finance Award, in which Saint Paul Public Schools made the list. Each year, MDE reviews each school district for criteria in the following areas: timely submission of financial data, compliance with MN statutes, presence of select indicators of fiscal health, and accuracy in financial reporting. This award is a testament to how the finance department is organized and accountable for the tax payer dollars entrusted to us.
2. This item is submitted by Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

May 22, 2018

I. CALL TO ORDER

The meeting was called to order at 6:10 p.m.

II. ROLL CALL

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

Mr. Brodrick arrived at 6:12 p.m.

SEAB Member(s): M. Omar, E. Rypa

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Main Agenda with one change – to move Old Business: Results of Bond Sale to immediately follow Recognitions. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31283 Acknowledgement of Good Work Provided by Outstanding District Employees

1. Three Saint Paul Public Schools have received the American School Counselor Association's (ASCA) highest honor for 2017-18 for their comprehensive school counseling programs. These schools are currently the only programs in the state of Minnesota with this designation.

Recognized ASCA Model Program (RAMP) designation recognizes schools that are committed to delivering a comprehensive, data-driven school counseling program and an exemplary educational environment. Congratulations to the following schools and their licensed school counselors:

- Capitol Hill Gifted and Talented Magnet: **Johanna Skaar, Lori Sundelius and Regina Wehner**
- Saint Paul Music Academy: **Keela Kuhlers**

- Washington Technology Magnet School: **Courtnie Conyers, Jody Mathiowetz, Lorlee Sanchez, Rebecca Schmitz, Christopher Unger, Jill Vestrum, Richard Walker, Shanie Xiong and Mary Zehrer**

The counselors will be honored at a recognition ceremony at ASCA's annual conference in Los Angeles, Calif. in July, for making an exemplary commitment to comprehensive school counseling programs

2. Xcel Energy hosted its annual Energy Efficiency Expo at the Saint Paul RiverCentre recently, awarding six customers for their outstanding energy efficiency achievements. The event encourages customers to learn from each other's best practices in energy efficiency to help them save energy and money.

More than 400 Minnesota Xcel Energy business customers and trade partners attended the event, which featured teams of energy experts from the utility and outside organizations providing advice on reducing energy costs, incorporating sustainability into their business practices and learning about resources and rebates available from Xcel Energy. New this year, the utility created "Recognition of Excellence Awards," designed to honor Xcel Energy's Minnesota business customers who have demonstrated an exemplary commitment to energy efficiency. SPPS was one of the companies recognized for their efforts completed in 2017 using Xcel Energy's Commercial Energy Efficiency programs, long-term strategies and leadership. The SPPS District Energy team received the award for their good work.

Members of the SPPS District Energy Team include: **Angela Vreeland, Henry Jerome, Jeff Connell, Tod Eckberg, Mike Peterson, Gary Haider, Kevin Amunrud, Kevin Doherty, Todd Larson, Scott Hrouda and Tony Payton.**

3. **Richard Mack**, Counselor at Farnsworth Aerospace 5-8, has been awarded the Middle School Counselor of the Year Award from the Minnesota School Counselor Association. He is being recognized for his outstanding work at Farnsworth as well as his role as a leader among the SPPS middle school counselors. He was recognized at the statewide conference earlier this month.
4. **Dr. Breanna Galuska**, Lead High School Counselor, has been awarded the 2018 Distinguished Alumna Award from the University of Wisconsin - River Falls College of Education and Professional Studies.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Foster moved approval of the Order of the Consent Agenda with the exception of items C1 – Agreement between Saint Paul Public Schools and the Minnesota Literacy Council for the Management Contract of the Saint Paul Community Literacy Consortium, F4 – Battle Creek Elementary Playground, and F5 – Linwood Monroe Lower Elementary Playground, which were pulled for separate consideration. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of April 24, 2018

MOTION: **Mr. Brodrick moved approval of the Minutes of the Regular Meeting of the Board of Education of April 24, 2018 as published. The motion was seconded by Ms. Foster.**

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of May 8, 2018

At the May 8th Committee of the Board meeting, Superintendent Gothard began with a recognition of our teachers for National Teacher Appreciation Week. He went on to recap his attendance and statement at the Governor's Press Conference on emergency funding for education. The focus area teams for the strategic plan are currently working together for sustained implementation of the plan. He also noted that the work of the feasibility study for the referendum is underway. Discussion on these announcements involved the composition of the focus teams, which include primarily central administration leaders.

The report from SEAB stated that applications are open for new SEAB members. Project proposals are also open for submission. Their current work on the academic honors proposal was brought to the Policy Work Group. The Board noted importance of using English honors as opposed to Latin within this discussion.

An update on the current legislative session, which ended on May 21st, was also presented. Topics included major revenue provisions, school safety in the House and Senate, as well as policy revisions, unfunded mandates, and TRA and teacher pensions. The Board also highlighted that while radon testing is not included in the legislative bill, SPPS is exceeding the standards in terms of testing our schools to ensure a safe learning space for our students.

A policy update included discussion on four Board policies. The first included a minor amendment of the sweatshop free purchasing policy. The unpaid meals charges is a new policy that is required to meet updated USDA requirements. The policy on holiday observances was recommended to be rescinded because our district values the diverse cultures of our students. The Board noted their support for this proposal, and highlighted policy 602.01, which includes our values on diversity within our district and our encouragement of multicultural teaching. These three updates will move to the three reading process. An amendment to the class ranking policy was brought forth by SEAB, and the policy work group suggested further targeted engagement to stakeholders.

The program details of S-Term were then presented to the Board. Enrollment figures were also shown, with the goal of 13,500 students across all grade levels. Six-week programs such as Bell Power Scholars, Hmong Karen Youth Pride Program, and CDF Freedom Schools were also discussed, as well as Extended School Year programs. SPPS offers quality S-Term programming for all students to continue learning throughout the summer. This presentation sparked questions from the Board that included the trend in population, which is increasing for middle and high school, as well as Freedom Schools. Families are able to register after the priority deadline of April 13th.

Communication is sent for details on sites and dates, as well as transportation options. Questions were also raised about the number of high school students who attend to recoup credits, and program options available for them. Data points, including pre- and post-test results, were explained. The Board also requested more information on Freedom Schools, such as the location selection and meals offered.

The Chief Financial Officer provided the Board with the fiscal year 2019 budget update, and a review of FTE comparisons, site allocations, and program allocations for FY19. These reports initiated conversations about the number of positions that will be affected by the budget, compensated discretionary dollars, and the laws around Title 1. A review of the substitute teacher outsourcing agreement was explained. The board requested further information on data for absenteeism for new teachers to ensure they have the supports necessary for a career in teaching, and at SPPS. Finally, the Board led a work session to discuss the FY19 budget for the Board of Education.

MOTION: Mr. Marchese moved the Board accept the report on the May 8, 2018 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

B. SEAB Report

Chair Ellis then introduced members of SEAB for their report.

Expanding Inclusivity: Increasing Racial Equity in Advanced Classes

They will share the collaboration with staff to identify and improve system issues impacting participation in advanced classes, as well as share proposals for increasing access, enrollment, and success of students of color in advanced classes.

Project Origination

- First SEAB project to originate from SEAB research
- Aligns with past SEAB work
- First direct collaboration with staff

Framing the Issue

- Students of color are disproportionately not enrolled in AP/IB
- Data has not significantly changed over time
- A graph showing the percentage of students enrolled in AP/IB by racial group and school year was also shown.
- In the 2016 SEAB survey on Inclusivity, students of color were 2x as likely as white students to say they have felt excluded from programs, classes, clubs, or leadership opportunities due to their identity.
 - A graph showing students of color versus white students and the amount of times they felt excluded was shown

Mind Mapping for the “Real” Issue

- A mapping of answers for the question “Why have more students in advanced classes?” was shown. Major reasoning included “to match the demographics of that school,” “to be challenged,” “students of color in advanced classes will bring a different perspective,” as well as answers related to EL learners.
- Mind mapping after data reviews show an expanded map with staff responses, and that students needs a bridge to take on challenges. This was also presented.
- A further expanded mind map was shown with SPPS staff partner inputs as well that grew from the previous two maps.

Systematic Challenges

- Root of the problem is embedded through SPPS and bigger than SPPS. Institutional racism leads to systems that continuously loop and re-support itself. Example include:
 - What we test, when we test, and how we use tests
 - What we value and honor
 - Confusing systems
 - Belief and belonging

The Gap Starts Early

- Students are designated as Gifted and Talented based mainly on the results of the CogAT test.
 - Test outcomes are racially predictable
 - CogAT identifies students of color as GT at less than half the rate of white students.
 - A graph showing the percentage of students by race, identified as GT was shown
 - Asian: 20.09
 - Black: 13.4
 - Latinx: 17.8
 - Native American: 12.7
 - White: 38.6
 - Testing for GT services creates a system that is built on a racially predictable test
 - We use the results of CogAt to:
 - Determine who gets GT services
 - Determine school placement
 - Communicate with all kindergarten families
- Recommendation #1: Clarify what gifted and talented means in SPPS
 - Critical thinking skills?
 - Acceleration?
 - What we say it means should be the things that are assessed for
- Recommendation #2: Change the GT/CogAT test letter that is sent to families to be:
 - Strengths-based
 - Plain language
 - Less words
- Recommendation #3: GT services could benefit all students by:
 - Increasing critical thinking skills
 - Exposure to real world applications of knowledge
 - All students benefit from GT-based enrichment opportunities
- Alternative recommendation #3: Transition to testing only in 2nd grade and provide GT services to all K-2 students
 - Students enter school with varied experience
 - Mediate tracking of students at an early age
 - Life expectations and experience for all K-2

Starts Early: Next Steps from TDAS

- Identification pathways
- District-wide service model
- Site contact at each K-5 school
- Professional development training opportunities

- Advanced differentiation resources
- Interdepartmental collaboration

Cross-Departmental Solutions

- Three years of SEAB's observations of problems from students
- Worked with Counseling Leadership Team
- Collected data from counselors and teachers
 - How do students get into advanced classes?
 - Who controls the decisions?
- Representation in advanced classes
 - The racial demographics of a school should be mirrored in the demographics of their advanced classes.
- Students need incentives to take advanced classes
 - College credits earned
 - So that students will not avoid advanced coursework to keep grades high
- Recommendation #4: Create a cross-departmental team to drive increased participation and success in advanced classes for students of color
 - Meet monthly, report to BOE and SEAB quarterly
 - Student participation on team
 - Possible team members include staff from Equity, Teaching and Learning, Title 1, Specialized Services, Multilingual Learning, Early College, School Counseling, Assistant Superintendents, American Indian Ed, Project REACH, Fostering Connections, College Access Partners, Middle School Rep, and Talent Development and Acceleration Services.
- Next Steps from Counseling
 - Committed to future partnership
 - Project aligns closely with past and future Counseling Department goals
 - Support inter-departmental work and solutions

Need a Guide and to be Invited

- Students don't know their options so cannot strive for them
 - Students need to be challenged constantly and know their options
 - Families need clear communication and to know what their student options are
- Recommendation #5: Develop a visual tool that clarifies options and resources beyond EL services
 - Students need to know the ACCESS test is not a barrier
 - Introduce planning tool to all ELL students at Level 2
- A flow chart showing the Pathways to Success was presented
- MLL Next Steps:
 - Continued development of the Pathways to Success Guide
 - Commitment to sharing student experiences with MLL staff

Honoring Achievement

- Recommendation #6: Implement consistent recognition of academic achievement by updating policy 510.03
- All students know the goal to reach towards due to static assessment of achievement.
- Celebrate academic success of more students
 - Currently recognize approximately only 90 students
 - Anticipation that this change would recognize 10x as many students whose GPAs deserve academic honors
 - Provides more room to take academic and intellectual risks
- Cost benefit:
 - \$8,000 Celebration of Excellence
 - \$4,000 if ALL graduating seniors attained honors and were given a cord
- Draft Proposed Policy Change (510.03 Class Rankings)
 - Students will be recognized for academic achievement based on the Latin Honors system.

- Class rankings and the honor-point averages shall not be made public. This shall apply to school newspapers, yearbooks, public announcements, and public news media. In addition, no valedictorian or salutatorian shall be named.
 - In addition, each high school may, with the involvement of students, staff, and community, develop a plan to identify and recognize other student achievements.
- Next Steps from OTL
 - Additional work to be done:
 - Develop consistent use and logic of weighted course material that supports a district-wide system for recognizing academic honors
- Need More Student Input
- Recommendation #7: Create a comprehensive student communication plan that includes a district-wide mechanism for collecting experience data from students
 - No one has the student-perspective data to make significant change
- Next Steps for SEAB
 - Proposal to next year's SEAB group:
 - Larger student engagement process on this issue
 - Continue to identify gaps and seek solutions

QUESTIONS/DISCUSSION:

- The numbers show we are pretty stagnant in general in advanced placement students. Can you explain why we are so flat lined, over the past four years? Answer: In adding value to the graph, things that aren't included on the slide. It does show our AP and IB programs. Just as we talked about GT services to support each of our learners, there are other programs that aren't mentioned on this slide, including PSEO options, and College in the Schools. The demographics within those programs have higher representation of students of color, however there are still gaps. That data can be added to see the overall picture, but there will still be similar patterns and gaps. We are also currently working on projects to interrupt those gap – one includes grant programs that are directly tied to advanced coursework and getting more students into advanced coursework. Those are to add more offerings, training for staff to understand the students and themselves. We are also working to expand AVID. We are working to identify best practices to prepare students to take advanced coursework, and encourage them to take more advanced coursework. We are also looking at models across the district to encourage more students. It is not where we need to be; there are strides and efforts to improve. We want to work harder and faster. The students also noted supporting students at the elementary level. That work is also on its way to revise, revamp, and enhance the processes at the elementary level; it is included in part of our strategic professional development as well.
- In talking about the training, could you provide more details around that? Answer: The grants came online mid-year, so it has been a planning year. We are working with our partners to expand training on AVID and Envoy. AVID will be hosting it's Summer Institute in the Twin Cities, we are making arrangements to have more teachers and site team leads attend to build AVID supports in electives and across the schools for consistency in the way students learn about this program. The work that has been happening has involved teachers getting ready for summer training, and then moving into the fall with additional course offerings, and supports for teachers and students.
- Director Brodrick noted that he was very impressed by the SEAB presentation. What is the optimal percentage of student participating and enrolling in advanced classes? He then described his experience with teaching advanced classes during his teaching career, and noted that all classes need to be meaningful, rigorous classes, whether they have the advanced title or not. Answer: SEAB students responded that the demographics of the students should match the demographic make-up of the school. They agreed that every class should have rigor and meaning, and inspire development and training, both with the teachers and administration. Students need to be pushed farther to learn more. It really matters whether the teacher has the ability to make the class rigorous for that student.

- Director Foster noted that while there is an expectation of rigor in all classrooms, it is also about getting to a different piece of embedded culture and what we are expecting of all students. Every student has gifts and talents that show in different ways, and it's important that we are doing what's right for them, and is embedded in what we're doing as a district and in our culture. We need to have each student find their strengths and work with our students and families to get them on tracks to success to find a space where they are their strongest.
- Director Vanderwert noted that she is also impressed with SEAB's work in this amazing and complex issue, and their recommendations are accurate. She wondered that in testing, that is only a spot in time, and may not be where a student's strengths lie. The portfolio idea is intriguing and wondered how that could be done more broadly.
- Director Vanderwert also questioned why testing should be given at second grade as opposed to kindergarten. Also, what do we do about it in the early grades, and what brainstorming were the recommendations in the early grades to get students ready for advanced classes? Answer: Moving the tests to second grade would allow for a more level playing field for all students. What students are taught prior to their time in SPPS is not consistent. In those early two years, all those students would be exposed to gifted and talented services that would be given to those students identified as GT in kindergarten.
 - So they would all get more rigorous coursework in those two years to prepare them for the test? Answer: Yes.
 - So now what do we do with it? Answer: What GT means and what those services are is different across the District. It may mean a guest speaker or field trips, or brain puzzles. All these can benefit all students, instead of only those identified as GT. Since kindergartners are so varied in what they know, by testing them in kindergarten, we are really testing their experience instead of their intelligence. If we instead provide everyone with those services that will possibly increasing their knowledge of the world, and testing at second grade, we are testing on a more level field. Hans Ott also invited program manager for TDAS to speak to their questions. The idea that personalized learned and that we need to speak to each student's strengths are core to what we believe. We also have a mandate to identify and service students that are GT. There is a duality in our system of what it means to be "gifted." It is the teachers that get to know each student and understand their strengths, how to build a relationship with that student and family to maximize their learning opportunities. We need to appreciate that work that happens in the classroom each day. Theresa Campbell also provided more information. Including that the identification process is a nationwide problem – finding the proportionate amount of balance in demographics. There is a nationwide effort to improve and use universal screening as well as local norms. She also described the talent development, and the unified district model. There are now levels of service, from Level 1-4 depending on the students. She also mentioned portfolio differentiation, and the addition of the rating scale for ELL students, and students with specialized services. There will also be professional development for staff, including a certification in gifted and talented services.
- Could you explain what the ELL levels mean and how many there are? Answer: There are at least three levels. Level 1 is in a separate classroom for EL students. Level 2 students may interact with other students, while at the same time, also taking EL classes. After that level, they can choose any classes to take.
- Director Foster noted that she wanted to extend her appreciation for all SEAB's work in digging into this topic. We talk about moving forward and changing, and reasons for multiple voices in these conversations to show up, and feedback to talk about the personal impacts. She thanked them for their work and in looking ahead to the work we need to do.
- Director Marchese noted his own experience in racial disparity in advanced classes. We need to think about the messaging, and appreciates the strengths- and assets-based approach for students. One thing we also need to look at is the work in the classroom and with out teaching staff and the perceptions of who is GT and who is not. We need to unpack the culture in the district and identify students. He reiterated that we need to be developing talent, not sorting students. We need to look beyond the tracking and compliance to a more holistic approach. It will be a real culture shift, and the strategic plan will offer opportunities to put into practice and within the strategic initiatives.

- The models of identifying GT students and the use of testing was discussed. Any test has bias, and many therefore, miss a portion of students. Or is it that by having a test we are trying to move to something more standardized? The downside is that a standardized test is standardized on something – who or what. Is there no unbiased way to identify GT students? If the answer is yes, then the solution should be the GT For All approach. And then looking into what those gifts and talents lend students to do. It has the potential to change the way we deliver services. Answer: We don't think there is an easy test for this. We looked at other tests and the CogAT is currently the best one, and it's not great. The portfolio program seems like a great strategy, but would require a lot of resources and time from teachers, which they may not have. SEAB members appreciated the GT For All approach. Right now, we don't know of a good way to do this, but we need to look into proper ways to identify GT students.
 - Director Marchese noted a current rationing approach, and we may need to change to reorientation approach.
- Director Brodrick noted his experience in high school and the different strengths and gifts of students, and the ways that students are viewed as gifted and talented, and the basis for that title.
- Superintendent Gothard thanked SEAB members for their presentation and work. We need to identify barriers and construct breakthroughs, and offer support. When that happens, we'll see the numbers change. We have different roadmaps for students – there is choice and there is also informed choice. He then recapped his experience in teaching Honors Biology and Biology in his high school career.
- Who created the pathways to success? Are we also thinking of pathways to success for elementary and middle students too? Answer: It was created as a map to be useful to EL students. It was created for high school students because we see EL students struggle with high schools students. We need credit in high school to graduate. Some ELL students take an extra year or two to graduate, and we started with high school students because it affects their graduation.
 - Could there be benefits to it, if we started in elementary and middle? Answer: We do think it would be beneficial, because the problem does start early on. If ELL students are exposed to the pathways to success early on, it would be beneficial.
- Director Xiong thanked SEAB for their work in this huge topic – from the proposals to how we celebrate our students at graduation, and the gaps in advanced courses. She noted the barriers and how sometimes institutional racism shows up and we are blinded to it. Some barriers we understand, and some we are blinded to, such as testing. These students may not be identified at GT, but they are. She credited her counselors in high school who challenged her to take advanced courses. Is there data on when or how students are introduced or encouraged to take advanced coursework? Answer: The data collected from counselors and teachers was not quantitative data, and more counselor individual input. One of the biggest barriers is the lack of data. We are suggesting to continue collecting the data. A lot of the data only comes from the Senior Survey, which only happens when the student is graduating, and they have already experienced a possible negative experience. We also try within the counseling program to offer tiered services. We want our students to challenge themselves. Four years ago, we embarked on a core counseling curriculum that is K-12. In grade 9 and 10 we focus on graduation requirements, and there is conversations about programs and what is interesting to the student and opportunities. It is then followed with student check-ins. All interactions with a school counselor need to intersect. We need to be able to do a strengths explorer activity, which will translate into core strengths and coursework prep. We can do a better job of intentionally giving options and access to all students, and to understand all the possibilities available to them.
- Director Xiong appreciated the cross-departmental group, and that there is a middle school representative. Is that a student voice, teacher, or principal? Answer: We are suggesting two student representatives – one middle school, and one high school student. It could be a leader in a middle school as well. We also talked about having the student voice, and also district leaders at the table that represent the middle years, and K-8 students. The leadership also needs to reflect K-12. The leadership and students need to reflect the K-12 alignment.
 - Director Xiong noted that she is excited for pathways for younger students and to be involved. She is a believer that it starts young, and should not have to wait until high school to get started. SEAB should also be included in this group.

- Director Schumacher noted his appreciation for SEAB's work in helping to research these issues even further, and how we serve our students. We haven't really touched on SLIFE students, who haven't started out and matriculated through our schools. There is an ongoing conversation on how to rapidly move through system and have that competency when they graduation. I wonder how you have felt in your experiences about how you have been supported and feelings of competency and taking on the world. Answer: The best way to support those students is to let them know what options they have. Many don't know the option is there. If you tell them and let them know what they can do, would be beneficial. They can go above and beyond what is on the paper. They need to hear from others that they have options to advance their learning. Ana also mentioned he had a mentor who helped him to write out what he wanted to be and goals. An important aspect was to have someone, or program, to make you write your goals and how you want to get there. It's important to start pushing for students to write their goals and review with their parents and school staff. Elizabeth noted her teachers in her support system. Teachers are with students throughout the day, and the only ones to tell the counselors how they are doing in classes. They see how we grow throughout the year. Dr. Vang, Director of MLL, also shared her comments from the CGCS conference, and we were invited to share information around SPPS students having the highest rate of advanced course scholars, and particularly ELL students. It was the Bilingual/Immigrant/Refugee Educator's Conference, and she was able to share the data of how well our students are doing, and opportunities for students. Districts are looking to us. We offer the intensive support for English language learning, and then moving onto planning for graduation (a critical pathway for supporting students.) Collaboration across departments is critical, and MLL is working with other departments to work to let students know what options they have. She also summarized how the MLL department supports departments and students across the district. Knowledge is power for our students to let them know their options, and then helping them plan. The data shows that over the last 4 years, we have had 3000 ninth graders who are ELs taking advanced courses ranging from AP to college credit courses. This is impressive across the country. This year, 91 EL students are in AP, 96 are in AP-equivalent courses, and 87 are in college credit courses. We are offering the opportunity to work harder to grow those numbers.
- Director Schumacher thanked SEAB students, and staff, on this research and recommendations for the partnership and all that we have learned from them, and the work will keep moving forward.

VIII. SUPERINTENDENT'S REPORT

A. FY19 Budget Update

Chief Finance Officer, Marie Schrul, then provided the FY19 Budget Update presentation.

FY2018-2019 General Fund Preliminary Big Picture

	FY18 Adopted (in \$M)	FY19 Preliminary (in \$M)	Difference (in \$M)
Revenue (current law)	\$ 521.4	\$ 528.0	\$ 6.6
Use of Fund Balance	\$ 0	\$ 0	\$ 0
Expenditures	\$ 521.4	\$ 545.2	\$ (23.8)
Projected FY19 Shortfall	\$ 0	\$ (17.2)	

FY2019 Proposed Revenue and Expenditures Summary (All Funds) General Fund Projected Revenue

	Estimated Beginning Fund Balance	Revenue	Expense	Revenue Transfer *LTFM	Expenditure Transfer *LTFM	Estimated Ending Fund Balance
General Fund	\$ 94,155,55	\$ 534,680,998	\$ 534,680,998	\$ 22,382,590	\$ 22,382,590	\$ 94,155,556
General Fund Fully Financed	135,083	34,038,527	34,038,527	0	0	135,083
Food Service	6,495,786	28,938,889	28,938,889	0	0	6,495,786
Community Service	2,641,736	23,228,773	23,228,773	0	0	2,641,736
Community Service Fully Financed	720,597	7,409,063	7,409,063	0	0	720,597
Building Construction	40,900,000	69,682,590	88,582,590	(22,382,590)	(22,382,590)	\$22,000,000
Debt Service	64,109,584	37,860,000	51,592,123	0	0	50,377,461
Total All Funds	\$209,158,342	\$735,838,840	\$768,470,963	\$0	\$0	\$176,526,219

FY2018-2019 General Fund Big Picture - Expenditures

Area	FY18 Adopted	FY19 Proposed	Change	Percent Change
Schools	\$ 247,365,968	\$ 248,454,701	\$ 1,088,733	0.4%
School Service Support	180,513,043	186,702,116	6,369,074	3.5%
Districtwide Support	90,033,697	95,948,310	5,914,613	6.6%
Central Administration	3,533,366	3,575,871	42,505	1.2%
Total	521,446,074	\$534,680,998		
Increase in Districtwide Support for Long Term Facilities Mtc budget (in Fund 06 for FY18)	0	\$11,616,862	11,616,862	
Total w/LTFM addition	\$ 521,446,074	\$ 546,297,860		

FY19 Estimated General Fund Staffing Impacts as of 5/18/18

Area	FY19 Proposed Budget	FY19 Proposed FTE Reduction
Schools	\$ 248,454,701	(70.11)
School Service Support	\$ 186,702,116	(53.79)
District-wide Support*	\$ 95,948,310	(20.63)
Administration	\$ 3,575,871	(0.95)
Total	\$ 534,680,998	(145.48)
Total General Fund w/LTFM addition	\$ 546,297,860	

FY2018-2019 Budget Timeline

- The budget timeline was then reviewed with the below upcoming actions:

Date	Description
June 19, 2018	FY 2018-19 Budget adopted by the Board of Education

Board Engagement Information

- Principal toolkit includes:
 - Budget worksheet with supporting documentation
- School Budget Presentations (April 16-26)
 - Budget Video & Talking Points
 - Powerpoint draft that can be tailored to site to use with staff and community
 - Communications will have a survey for parents & community who attend
- Budget Finance & Advisory (BFAC) Meetings
- Business Office Website (<https://www.spps.org/business>)

FY19 Budget Allocations Posted on the Business Office Website

- FY19 FTE Comparison (Regular PreK-12 sites)
- FY19 Site Allocations (Regular Pre-K-12 sites)
- FY19 Program Allocations

QUESTIONS/DISCUSSION:

- When do we get to see the budget? Answer: We are working on it. The Board will have some time to read through it before the June 19th.
- Will there also be a breakdown by school on FTEs? Answer: Yes.
- For the FTE information, will the retiring employee numbers be a part of that? Answer: Yes. We are currently working through vacancies.
- With what happened recently in the legislature, could you tell me where they found money in community services to pay another section? What does it mean to us? Answer: (Superintendent Gothard introduced Mary Gilbert, Legislative Liaison, and thanked her for all of her hard work.) There are a couple of pending items. In the even number years, the Governor has 14 days from the Sine Die to look at a bill received within 3 days of the close of the session. The supplemental budget bill was passed on Saturday and sent to him, and the second tax bill with \$56 of aid, and

the ability to use one-time community ed. funds transfer approved by the department, and the other money is the 2% staff development set aside, which is more than spent (in opening week and other staff development.) There is a community ed. fund balance, however some may be committed already. It would be for one-time expenditures and would need to be approved. The revenue in the supplemental budget bill is \$18 in safe schools revenue, which could offset costs around school climate, and is roughly \$700,000. The rest of the money is in grants, including SRO grants, and mental health grants. The other provision is the bonding bill, which has \$25M of bonding for school improvements, with a maximum of \$500,000 per school site and half of the \$25M needs to be spent outside the metro area. In talking to Director Parent, he has identified projects part of the FMP at a little over \$2M that could be moved into that as an application. There may be other articles in this bill, and are looking at other things that are concerning within the bill. Other controversial items were pulled.

- If he vetoes, is there a chance of a special session? Answer: He has indicated he would not call a special session. Everyone was surprised the bills got to him so late; typically, there is more time. The federal conformity created more urgency for a tax bill. Constitutionally, we have met our obligation to balance our budget. The tax bill will make filing the taxes more complicated.

B. Human Resource Transactions

MOTION: Mr. Schumacher moved approval of the HR Transactions for the period April 1, 2018 through April 30, 2018, including the approval for the appointment of a new Chief of Staff for the district, Cedrick Baker. Ms. Ellis seconded the motion.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Foster approval of all items within the Consent Agenda with the exception of items C1 – Agreement between Saint Paul Public Schools and the Minnesota Literacy Council for the Management Contract of the Saint Paul Community Literacy Consortium, F4 – Battle Creek Elementary Playground, and F5 – Linwood Monroe Lower Elementary Playground, which were pulled for separate consideration. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31322 Gift Acceptance from the Olga B. Hart Education Foundation

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

BF 31323 Gift from Timothy & Lakmini Kidder to Jie Ming Mandarin Immersion Academy

That the Board of Education authorize the Superintendent to accept the awarded gift, and to provide a letter expressing appreciation for the gift.

B. Grants

BF 31284 Request for Permission to Accept Three Grants from the CenturyLink Clarke M. Williams Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from the CenturyLink Clarke M. Williams Foundation for projects that support the innovative use of technology at Washington Technology Magnet School, Chelsea Heights Elementary, and Frost Lake Elementary; and to implement the projects as specified in the award documents.

BF 31285 Request for Permission to Accept a Grant from the Ecolab Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from the Ecolab Foundation to support AVID at Humboldt High School in SPPS; and to implement the project as specified in the award documents.

BF 31286 Request for Permission to Accept Three Grants from Gen YOUth Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from Gen YOUth Foundation to implement healthy lifestyle initiatives at Highland Park Senior High School in SPPS; and to implement the projects as specified in the award documents.

BF 31287 Request for Permission to Accept a Grant from the Minnesota Department of Education – Foster Care Transportation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Department of Education for the reimbursement of costs for the transportation of students in foster care in SPPS; and to implement the project as specified in the award documents.

BF 31288 Request for Permission to Accept a Grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program

That the Board of Education authorize the Superintendent (designee) to accept funds from Minnesota Office of Higher Education's Get Ready/GEAR UP to fund college and career readiness programs in SPPS; and to implement the project as specified in the award documents.

BF 31289 Request for Permission to Accept a Grant from the Minnesota Super Bowl Legacy Fund

That the Board of Education authorize the Superintendent (designee) to accept funds from the Minnesota Super Bowl Legacy Fund to purchase equipment for Nutritional Services in SPPS; and to implement the project as specified in the award documents.

BF 31290 Request for Permission to Submit a Grant to the 3M Gives

That the Board of Education authorize the Superintendent (designee) to submit a grant to the 3M Gives for funds to support 2018-19 school year programs funded by 3M Gives; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31291 Request for Permission to Submit a Grant Application to the Minnesota Agricultural Education Leadership Council

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Agricultural Education Leadership Council for funds expand the Como Park Senior High School's animal pathway program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31292 Permission to Submit a Grant to the Minnesota Department of Education for Reauthorization of Saint Paul Public School Adult Basic Education to Work in Conjunction with and to Act as a Fiscal Agent for Saint Paul Community Literacy Consortium (SPCLC)

That the Board of Education authorize the Superintendent (designee) to submit a grant application to the Minnesota Department of Education for re-authorization of funding to provide Adult Basic Education and act as fiscal agent for funding through the SPPS Adult Education program and the Saint Paul Community Literacy Consortium.

BF 31293 Request for Permission to Submit a Grant to Minnesota State Colleges and Universities in Partnership with Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota State Colleges and Universities in partnership with MDE for funds to expand CTE programming in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31294 Request for Permission to Submit a Grant to NoVo Foundation and Education First - Como Park Elementary

That the Board of Education authorize the Superintendent (designee) to submit a grant to NoVo Foundation and Education First for funds to purchase student and teacher materials to support the 7 Strengths Social Emotional Learning (SEL) Project; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31295 Request for Permission to Submit a Grant to NoVo Foundation and Education First - Harding High

That the Board of Education authorize the Superintendent (designee) to submit a grant to NoVo Foundation and Education First for funds to offer Crossfit as a vehicle to develop grit and growth mindset among special education students at Harding High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31296 Request for Permission to Submit a Grant to NoVo Foundation and Education First – Restorative Practices

That the Board of Education authorize the Superintendent (designee) to submit a grant to the NoVo Foundation and Education First for funds to support restorative practices at Ramsey Middle School and Central High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31297 Request for Permission to Submit a Grant to the Pohlad Family Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Pohlad Family Foundation for funds to support the Gateway to College ALC program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31298 Request for Permission to Submit a Grant to the US Department of Education – Literacy Skills

That the Board of Education authorize the Superintendent (designee) to submit a grant to the US Department of Education for funds to update school library collections at approximately 16 district elementary schools over three years, provide professional development to staff at participating sites, and distribute free books to students and families at participating sites through family engagement events; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31299 Request for Permission to Submit a Grant to the US Department of Education - Restorative Practices

That the Board of Education authorize the Superintendent (designee) to submit a grant to the US Department of Education for funds to evaluate current Restorative Practices pilot sites, develop standardized training and readiness tools, and expand practice to additional schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 31300 Contract Extension No. #A-209215-A Student Transportation for 2018-2020 School Years

That the Board of Education authorizes the Superintendent (designee) to extend contracts based on attached rates established for school year 2018-2019 and negotiations for school year 2019-2020.

D. Agreements

BF 31301 Food Service Agreements with Various Schools and Programs

That the Board of Education authorize the Superintendent or designee to enter into agreements to provide food service for non-SPPS schools and programs.

BF 31302 Memorandum of Understanding and Contract for Services with the YMCA of the Greater Twin Cities for Providing the Bell Power Scholars Academy

That the Board of Education authorize the Superintendent (designee) to enter into a Memorandum of Understanding and Contract for Services with the YMCA of the Greater Twin Cities to provide summer educational services at Maxfield Elementary to combat summer learning loss and improve the academic success of children.

E. Administrative Items

BF 31303 Monthly Operating Authority

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

(a) General Account	#690749-692601 #0002881-0002932 #7002719-7002766 #0002244-0002339	\$74,559,111.98
(b) Debt Service	-0-	\$8,450.00
(c) Construction	-0-	<u>\$7,775,127.65</u>

\$82,342,689.63

Included in the above disbursements are three payrolls in the amount of \$57,536,460.09 and overtime of \$342,664.29 or 0.60% of payroll.

(d) Collateral Changes

Released:

None

Additions:

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 August 31, 2018.

BF 31304 Approval of 2018-19 Sabbatical Leave Application

That the Board of Education authorizes the Sabbatical Leave recommendation for 2018-19.

BF 31305 Approval of Employment Agreement between Independent School District No. 625 and Professional Employees Association Representing Non-Supervisory Professional Employees

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

BF 31306 Beltline Interceptor Sewer Rehabilitation Temporary Construction Easement – Penny Park at Parkway Montessori and Community Middle School

That the Board of Education authorize the Superintendent to execute a Temporary Construction Easement Agreement between Independent School District No. 625 and Metropolitan Council allowing Metropolitan Council's repair of the Beltline Interceptor Sewer line and supporting structures.

BF 31307 Increase Paid Lunch Prices

That the Board of Education authorize the Superintendent or designee to increase prices as follows, effective September 1, 2018.

- Grades PreK-5 lunch to \$2.40
- Grades 6-8 lunch to \$2.60
- Grades 9-12 lunch to \$2.80
- Adult breakfast to \$2.45
- Adult lunch to \$4.10

BF 31308 Request for 21st Century Community Learning Center Grant Joint Partners to Travel for Grant Meeting

That the Board of Education authorize the Superintendent (designee) to approve travel and related costs for two joint partners to attend the 21CCLC grant meeting on May 21 and May 22, 2018 in Duluth, Minnesota.

F. Bids

BF 31309 Bid No. A214237, Sale of MacBooks

That the Board of Education authorize the award of Bid No. A214237 Sale of District MacBooks to Cal State Electronics Inc., for approximate price of \$1,456,854.00.

BF 31310 Bid No. A214288-A Highland Senior High School Auditorium Boiler Replacement

That the Board of Education authorize the award of Bid No. A214288-A Highland Park High School Auditorium Boiler Replacement to Nasseff Mechanical for a lump sum base bid for \$189,490.

BF 31311 Bid No. A214304-A Battle Creek Elementary School Boiler #1 Replacement

That the Board of Education authorize the award of Bid No. A214304-A Battle Creek Elementary Boiler #1 Replacement to Pioneer Power for a lump sum base bid of \$141,675.

BF 31312 Open World Learning Gymnasium Remediation

That the Board of Education authorize award of the Open World Learning Gymnasium Renovation supplementary work to RAK Construction, Inc. for the lump sum bid for \$163,065.22.

BF 31313 RiverEast K-8 Playground

That the Board of Education authorize award of the RiverEast K-8 Playground bid to Flagship Recreation for the lump sum base bid for \$103,437.50.

G. Change Orders

BF 31314 Change Order #2 for RJ Mechanical at the Como Park High School Addition

That the Board of Education authorize the Superintendent to sign Change Order #2 for RJ Mechanical at the Como Park High School Addition for the lump sum of \$166,322.00.

BF 31315 Change Order #3 for Urban Companies, LLC at the St. Anthony Park Elementary Renovation

That the Board of Education authorize the Superintendent to sign Change Order #3 for Urban Companies, LLC at the St. Anthony Park Elementary Renovation for the lump sum of \$143,839.00.

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31316 Agreement between Saint Paul Public Schools and the Minnesota Literacy Council for the Management Contract of the Saint Paul Community Literacy Consortium

The Board requested additional information on this item. Chief of Operations, Jackie Turner, invited Scott Hall, Supervisor - SPPS Adult Basic Education, to provide more information. This item is to approve a contract with the Saint Paul Community Literacy Consortium, which is a group of community based agencies, including SPPS that offers adult literacy programming. Its under the umbrella of Adult Basic

Education. The funding comes from the state through SPPS to the consortium. The contract is with the Minnesota Literacy Council that controls the management of this consortium. SPPS is the fiscal agent; it has been in effect since 1994. It's an attempt by the state to realize that there are a number of adults in our community, and SPPS shouldn't be the sole provider, but to work with community-based agencies to offer programming reflective of our community. It is a great partnership with our community-based agencies. The contract is to pay the Literacy Council to do the management. This agreement is similar to the Saint Paul Children's Collaborative and other agencies in which we pay Ramsey County to be the fiscal agent. In this case, the agencies are paying SPPS to be the fiscal agent. Money is passed from the state, through SPPS to the Minnesota Literacy Council for their management. The consortium serves about 5700 students at 860 contact hours. Chief Turner also recognized Scott Hall on his retirement after almost 30 years in the District, and has been a great asset to the Hubbs Center.

MOTION: Ms. Ellis moved that the Board of Education authorize the Superintendent (designee) approve the Agreement between Saint Paul Public Schools and the Minnesota Literacy Council for the Management Contract of the Saint Paul Community Literacy Consortium. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

BF 31317 Battle Creek Elementary Playground

BF 31318 Linwood Monroe Lower Elementary Playground

The Board requested more information, including the timeline, of these projects. Director of Facilities, Tom Parent, provided further information. For Battle Creek playground, we are starting on July 23rd with an approximate three-week construction window. During that time, there will be access to the existing playground. For Linwood Monroe, we are slated to begin July 9th, with a three-week construction window. For the Lower playground, we are maintaining some access during construction, as we work on the vegetation aspect. Both will be constructed this summer, and will be playable on the first day of school.

MOTION: Ms. Ellis moved that the Board of Education authorize the award of the Battle Creek Elementary Playground bid to Flagship Recreation for the lump sum base bid for \$148,109.50 and authorize the award of the Linwood Monroe Elementary Playground bid to Flagship Recreation for the lump sum base bid for \$164,087.20. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

1. Results of the Bond Sales

Superintendent then introduced Chief Finance Officer, Marie Schrul, to present the results of the below bond sales. Kelly Smith from Springstedt will be sharing the results. Chief Schrul also presented the results of the bond rating calls. The District has a favorable results, and we maintained our ratings in both Moody's and Standard & Poor's. Moody's was an AA2, and S&P was AA+, which are both excellent ratings. That will save the District long-term on interest.

Kelly Smith then reported on the bond sale with over \$85M in bonds sold this morning across the three sales. The first was the annual capital GO bonds for facilities upgrades and improvements across the district. The second was from remaining dollars of desegregation programs, and were certificates of participation. The third issue was for the purchase and renovation of Crosswinds Middle School. Interest rates have been rising throughout the first half, and continue to rise throughout our projections. We are at levels below two years ago; they are still favorable, but rising. On the three issues, we ended with a final true interest cost of 3.21% on 2018A, 2018B was 3.35%, and 2018C was 3.40%. 2018B and 2018C are Certificates of Participation and typically have a slightly higher interest rate.

On the credit ratings, Mr. Smith thanked Chief Schrul, Superintendent Gothard, members of the budget team, including Brian Kinder, Arleen Schilling, Jim Engen, and others who participated in rating calls and did work once the reports were received. These ratings affect the interest rate. If SPPS was to drop from AA2 to AA-, for the bonds issues today, that would cost another \$550,000 in interest over the life of the bonds. In the state of MN, there are only five districts with a higher rating. It is commendable the district has these ratings in spite of challenging budgetary times.

QUESTION/DISCUSSION:

- Is there more information the Crosswinds impact. We had some concerns whether it could change our ratings. Did that happen, or do you perceive that it will affect them? Answer: No, I don't think that will affect the ratings. Legal questions were answered. It really gets back to the finances and stability of the district. There was five basis points increase, but that is a smaller issue, and it was also a Certificate of Participation sale, which typically has a higher interest rate.
 - The reason that didn't have an impact was because we have a history of strength and stability in or ratings? Answer: Correct. Also, you have worked hard to maintain the fund balance. The calls centered around fund balances and maintain those. The largest component was maintaining the fund balance according to the policy.

BF 31319 Resolution Accepting Bid on Sale of \$15,000,000 General Obligation School Building Bonds, Series 2018A, Providing for their Issuance and Levying a Tax for the Payment Thereof

MOTION: Mr. Schumacher moved that the Board of Education approve the Resolution Accepting Bid on Sale of \$15,000,000 General Obligation School Building Bonds, Series 2018A, Providing for their Issuance and Levying a Tax for the Payment Thereof. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

BF 31320 Resolution Authorizing Execution of First Amendment to Lease-Purchase

Agreement and First Supplemental Declaration of Trust and Accepting Offer on Sale of \$53,065,000 Certificates of Participation, Series 2018B

MOTION: Ms. Foster moved that the Board of Education approve the Resolution Authorizing Execution of First Amendment to Lease-Purchase Agreement and First Supplemental Declaration of Trust and Accepting Offer on Sale of \$53,065,000 Certificates of Participation, Series 2018B. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

BF 31321 Resolution Authorizing Execution of Lease Purchase Agreement, Ground Lease, And Declaration of Trust and Accepting Offer on Sale of \$18,205,000 Certificates of Participation, Series 2018C

MOTION: Mr. Marchese moved that the Board of Education approve the Resolution Authorizing Execution of Lease Purchase Agreement, Ground Lease, And Declaration of Trust and Accepting Offer on Sale of \$18,205,000 Certificates of Participation, Series 2018C. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

XI. NEW BUSINESS

1. Policy Update

Assistant Director of Policy and Strategic Planning, Jackie Allen, then presented to the Board a Policy Update presentation

Sweatshop Free Purchasing – Policy 713.00

- First reading
- Minor amendment of the policy
- Adjust purchase value from \$1,000 to \$5,000 or greater
- Rationale:
 - Current \$1,000 limit is too cumbersome for schools making small purchases
 - At \$5,000 the district Purchasing department manages the process

Unpaid Meals Charges – Policy 534.00

- First reading
- New policy that is required to meet updated USDA requirements
- Policy covers:

- Payment of meals
- Free/Reduced price lunch applications
- Notification of negative balances and responses
- Communication of policy

Holiday Observances – 603.02

- Rescind Holiday Observances policy
 - Our district values the diverse cultures of the students in our district
 - Holidays and celebrations are learning opportunities
- Other policies support our commitment to multicultural and non-discriminatory programming
 - Racial Equity policy – 101.00
 - Religion policy – 609.00
 - Multicultural, Intercultural, Non-racist, Non-sex biased, Gender and Disability Fair Education policy – 602.01

These policies are here for the First Reading, and will be presented the next two months.

QUESTIONS/DISCUSSION:

- Director Brodrick noted that he is happy to have the first reading for these three policies. In regard to the Holiday Observances policy, he wanted to point out that it is clear in rescinding the old policy, and the new policy is clear in reiterating that we intend to have a policy that reflects how we feel in SPPS. He wanted to make sure we remember that the Board and staff need to collaborate to publicize and let people know about new policy on observances. The policy we are rescinding discouraged certain celebration of culture. As we make this move, it behooves us to send a message to everyone that we encourage the celebration of all cultures and communities and in our school district. In doing so, we are celebrating the very idea of diversity itself. This change in the policy was brought forth by the community, and we need to publicize the change, and that this change reflects what the district and Board really wants to do – encourage the celebration of diversity.
- Director Marchese also stated that the Holiday policy we are rescinding, in some ways conflicted with other policies in place. It has sat out there and been confusing to our communities. By rescinding that, we are providing more clarity. What remains speaks to the values we share and wish to see around cultural education and diversity. In providing guidance to buildings, how can we help buildings make choices on how to recognize certain cultural holidays? Is there some guidance we can provide so that it doesn't become an open issue, where buildings feel they need to fill in their holiday calendar? How can we help building leadership not feel like they're on the hook for making choices, which may vary from building to building, wanting to be respectful, and open, but also with a level of consistency. Answer: I look forward to working with colleagues, assistant superintendents, and Office of Leadership Development and principals to determine what kind of guidance principals would appreciate on this topic.
- Director Brodrick thanked Director Marchese for his question. He went on to note that rescinding a policy is a big deal – the policies of the District are essentially the constitution of the district.

XII. BOARD OF EDUCATION

- A. Information Requests & Responses
- B. Items for Future Agendas
- C. Board of Education Reports/Communications

- Director Vanderwert provided an update on the Saint Paul Children's Collaborative. Mayor Carter joined the group and talked about plans for college education fund, as well as the relationship and how his team and SPCC can work together. As an outgrowth, our work on universal 3K program, the steering committee met. One of the things they decided was to issue an RFP for a design team for this project. Another discussion involved the funding of this position, and the work is moving forward.

- Superintendent Gothard also recapped the meeting between board members, the Mayor, and members of the Mayor's team. They had a meeting to give updates and talk about future collaborations, including the partnership on an enrollment campaign with SPFT, as well as the SPPS strategic plan, and referendum feasibility study. They also talked about the college savings account plan task force, and Superintendent Gothard's involvement in the task force. They also discussed MELT, SPCC, and other methods to work together.
- Director Vanderwert also recapped her experience at the Humphrey Institute at the Two Generations Summit, and talked about the importance of supporting parents in their work.
- Director Marchese also acknowledged the recognitions and gradations in the upcoming weeks. He also reviewed the State of the City summit with Mayor Carter and the experience of being in community with others within the city, as well as other elected officials to discuss topics such as the college savings plan.
- Chair Ellis also noted that she sat in on the subgroups on public safety and fair housing at the Mayors Summit. There was a lot of good conversations there.
- She was also at the capital with Mary Gilbert when the pension bill passed. She mentioned her time the previous week at the board meeting for the Saint Paul Teachers Retirement Fund. It was great to see it unfold in the last half hour of the session. Having been on the retirement board for the past few years, and seeing all the hard work pay off was wonderful to see. It will also help us as a district.

XIII. FUTURE MEETING SCHEDULE

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

- June 12 | Special Meeting | Non-Renewals
- June 19
- July 17
- August 21
- September 18
- October 23
- November 13
- December 18

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

- June 12
- August 14
- September 11
- October 9
- November 7
- December 4

XIV. ADJOURNMENT

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

The meeting adjourned at 9:14 p.m.

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

Prepared and submitted by

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

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

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

June 12, 2018

4:00 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order by Zuki Ellis, Chair, at 4:02 p.m.

II. ROLL CALL

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

Ms. Xiong was absent (illness).

Staff: Superintendent Gothard; Nancy L. Cameron, General
Counsel; Jim Vollmer, Human Resources; Laurin
Cathey, Executive Director of Human Resources, Sarah
Dahlke, Secretary to the Board

III. APPROVAL OF THE AGENDA

MOTION: Ms. Ellis moved that the Board of Education close the special meeting and
continue the meeting as a closed meeting to consider the non-renewal of
probationary teachers, as allowed for by Minnesota Statutes Section 13D.05
Subdivision 3(a).

The motion passed by acclaim.

IV. NEW BUSINESS

RECOMMENDED MOTION: It was moved by Mr. Schumacher that the Board approve the
recommended motion to approve the non-renewals of the teachers listed for non-
renewals on the HR Transactions List of June 12, 2018. Ms. Vanderwert
seconded the motion.

It passed by acclaim.

V. ADJOURNMENT

MOTION: It was moved by Ms. Foster to conduct the remainder of the meeting as an open
meeting. It was seconded by Mr. Schumacher.

MOTION: It was moved by Ms. Ellis to adjourn the meeting. It was seconded by Mr.
Schumacher.

The motion passed by acclaim. The meeting adjourned at 4:33 p.m.

Prepared and submitted by
Sarah Dahlke, Assistant Clerk

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

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

June 15, 2018

4:00 p.m.

MINUTES

I. CALL TO ORDER

The meeting was called to order by Zuki Ellis, Chair, at 4:05 p.m.

II. ROLL CALL

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

Mr. Marchese arrived at 4:10 p.m.

Ms. Xiong arrived at 4:16 p.m.

Staff: Superintendent Gothard, Nancy L. Cameron, General Counsel; Jamie Jonassen, Assistant General Counsel; Sarah Dahlke, Secretary to the Board

Attorney: Sarah Bushnell, Arthur Chapman

III. APPROVAL OF THE AGENDA

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

The motion passed by acclaim.

IV. NEW BUSINESS

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

V. **ADJOURNMENT**

MOTION: It was moved by Chair Ellis to conduct the remainder of this meeting as an open meeting. The motion was seconded by Ms. Foster.

It passed by acclaim.

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

The motion carried and the meeting was adjourned at 5:41 p.m. It passed by acclaim.

Prepared and submitted by
Sarah Dahlke, Assistant Clerk

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
June 12, 2018**

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

M. Xiong absent (illness).

Staff: Superintendent Gothard, M. Hoerth, H. Kilgore, N. Cameron, G. Ghere, I. Davis, L. Sayles-Adams, M. Dols-Klingel, T. Stewart-Downey, T. Battle, J. Turner, L. Cathey, M. Schrul, J. Engen, J. Allen, K. Lombardi, D. Ginther, C. Carlstrom, J. Kelly, M. Abrego, A. Collins, H. Ott, C. Baker, S. Dahlke

Other: J. Verges, T. Lonetree, K. Driscoll, K. McCauley, J. Kopp, J. Nathan, J. Nathan, M. Gilbert, N. Nox, P. Gaebaer, P. Joulia, S. Huge, M. Steyry, V. Alanis, K. Marin, L. Sandoval, J. Couillard

I. CALL TO ORDER

The meeting was called to order at 4:39 p.m.

II. AGENDA

A. Superintendent's Announcements

Dr. Gothard shared a quick reflection on the past few weeks of graduations. He thanked the SPPS staff and congratulated the graduating students. He also thanked the Board of Education for being involved in the ceremonies. It was a nice way to get a greater sense of the cultural values of our district, and seeing how each school had their unique ways to celebrate, and to see our families and their pride in their graduating students was a real honor. Congratulations to all our graduates, and to our staff and community members who made it possible.

B. Legislative Wrap-Up

Superintendent Gothard then introduced Mary Dougherty Gilbert to provide the Legislative Update. He thanked her for her work and time spent. She is also a very vocal person at AMSD; Mary is looked to as a leader in that organization.

What Happened?

- Major Federal Tax Bill passed in December
- Parkland school shooting in February
- Nearly 1,000 page omnibus supplemental budget with hundreds of policy provisions — created high stakes showdown with Governor — VETOED
- Both tax bills — included unacceptable corporate reductions and tax spending — verses individual relief — VETOED
- Bonding bill — one half the size of the Governor's

SPPS 2018 Legislative Agenda

- Focus on mandates — SPED work group, removed several unfunded mandates, hearings for EL, teacher summer corrections and SUTR

- Stabilize funding for PreK — base funding included in Governor's and House bill, St. Paul provision in all three
- Expand local control — complicated referendum language was not included in either tax bill
- St. Paul Teacher Pension funding and reform — PASSED
- Increase supports for at-risk families — included in bonding bill
- Ensure funding support and flexibility in testing — some provisions Governor's bill

Major Accomplishment – Pension Bill

- St. Paul Teacher Pension employer increases:
 - \$2.066 million in FY19 — increase 6.5 to 7.335 percent
 - \$4.529 million in FY20 — increase 7.335 to 8.17 percent
 - \$5.4 million in FY21 — increase 8.17 to 8.38 percent
 - Phase in up to 9% by FY24
 - Employee contribution increase of .25% in FY23
 - Plus \$5 million direct appropriation to fund
 - Reduced liabilities by over \$100 million

Safety Grants Bonding Bill

- Includes \$25 million in grants for school safety
 - Up to \$500,000 per school building for security improvements
 - First come, first serve basis
 - MDE — likely a lottery by building — applications will exceed revenue
 - One half must be outside of seven country metro area
 - SPPS team working with MDE and MN Safety Center

Bonding – and other Supports for At-Risk Families

- Housing Infrastructure Bonding (HIB) — \$50 million
- Housing Infrastructure Bonding for Behavioral Housing — \$30 million
- Public Housing — \$10 million GO Bonds
- Mental Health Crisis Centers — \$30 million
- Homework starts at home — not in final omnibus bill
- School linked mental health grants — in vetoed bill
- MA school social work reimbursement — continues HHS

Real Progress In Spite of Vetoed Bills

- Record number of legislators visited school sites
- Coordinated with education organizations to prioritize
- Special Education and EL funding reform — set the table for next session
- Multiple unfunded mandates were eliminated from final bills
- Other priorities, i.e. Teacher of Color, summer corrections also received hearings and commitments

Other Hot Button Issues

- Transportation Constitutional Amendment — didn't pass
- Gun legislation — limits on background checks, loop holes for sale, age limits failed
- Transit — no bonding for Metro Transit in bonding bill or included in Constitutional amendment. Mpls and St. Paul
- Chambers have teamed up to lead transit discussion for metro area with broader coalition
- Met Council — governance change — VETOED

Upcoming Elections – High Stakes

- Governor — primaries in both parties
- Two US Senate seats — 35 seats up, 26 held by Democrats
- Four competitive congressional seats — Need to flip 24 GOP seats, keep 194 seats

- MN House and Senate Majority also could change

QUESTIONS/DISCUSSION:

- Does the \$500,000 include services for mental health? Answer: No, it would be funding to improve building security; examples include updates to entryways and key card access. It is one-time funding.
- The Board also recognized Sandy Pappas for her work in the pension bill, which was one of the last bills to pass before Sine Die.

D. March 31, 2018 Quarterly Financial Report

The March 31, 2018 Quarterly Financial Report is an update to the Board of Education on the current fiscal year 2017-18 budget and includes a projection of Revenue, Expenditures and Fund Balance as of June 30, 2018.

A budget is a living, viable document. Once the budget is adopted in June, the Board is asked three times during the following year to look at and approve the changes that occur in the District's revenue and expenditures in each of the seven funds. The final determination, by fund, occurs each fall, following the acceptance of the audit report.

The fund balance accounts within the General Fund are prescribed by the Governmental Accounting Standards Board, known as GASB 54. The unassigned fund balance in the General Fund is the balance of 5% as referred to in Board policy. The fund balance in the Food Service fund is controlled by Federal USDA regulations.

The General Fund includes the five fund balance categories.

- Non-spendable
- Restricted
- Committed
- Assigned
- Unassigned

General Fund revenue is projected to increase by \$8.8M in the following areas: State aid of \$2.0M due to enrollment; an increase of \$1.5M in Comp. Ed. revenue following the a legislative formaul change; a projected increase in Special Education revenue of \$1.2M; Long Term Facilities Maintenance (LTFM) revenue of \$3.5M that will remain in the General Fund and did not transfer to the Building Construction fund due to State UFARS reporting requirements; and a projected increase of \$0.6M in other revenue.

General Fund expenditures are projected to be increased by \$5.1M. Some areas such as Facilities (LTFM), Custodial, and Substitute program budgets are projected to overspend their FY18 allocation amounts. In additional, the Intrascchool fund is projected to have an increase in expenditures which is dedicated funding to student activities by site.

These changes result in a projected unassigned fund balance of 5.4%, which is within the 5% Board of Education policy. (The range of 5% is between \$29M-\$31M based on budget and expenditures each year.)

General Fund, Fully Financed: The Fully Financed fund must have revenue that equals expenditures. Revenue is projected to be under budget by \$8.2M due to lower expenditures, mainly Title I (\$4.4M) and Title II (\$1.8M) because additional funding was received late May. Revenues for Special Ed. and Early Intervening Services have a \$1.5M projected adjustment. The remaining \$0.5M is other various grants that have less expenditures than anticipated. No change in fund balance is expected at this time.

Food Service Fund: Revenue is projected to decrease by \$1.1M due to a decrease in meals served. Reimbursement rates have increased by 2% to assist in offsetting the decrease. Expenditures are projected to decrease by \$2.0M. Projected reductions are in labor, food, and supply costs associated

with the decrease in meals served and improvements in metrics tracking labor based on meals served per hour. Fund balance is projected to increase by \$0.9M.

Community Service Fund: Revenue is projected to slightly increase in the areas of tuition and fees. Expenditures are projected to decrease by \$0.4M in the salary and benefits categories. Fund balance is projected to increase by \$0.1M in the areas of Community Education, Discovery Club, and Adult Basic Education.

Community Service, Fully Financed: Revenue activity is projected to be lower than budget by \$2.3M within the individual Community Education fully financed grants. Expenditures are projected to lower than budget by \$2.4M within individual Community Education fully financed grant programs. Fund balance will increase by \$0.1M in the restricted category for Community Service.

Building Construction Fund: Revenue is projected to increase by \$129.7M from the following: 2017C Certificates of Participation of \$60.2M, 2018C Crosswinds Certificates of Participation issue of \$18.1M and the 2018B Certificates of Participation issue of \$52.5M. Expenditures are projected to increase by \$89.3 related to the projects funded by the 2017C Certificates of Participation, the 2018B Certificates of Participation issue, and an increase in Capital Bond expenditures related to the Facility Master Plan. Fund balance is projected to increase by \$13.8M.

Debt Service: Fund balance is projected to increase by \$4.1M due to the net effect of the escrow activity for bond refunding and the net change of revenue and expenditures.

Detailed figures were then shown for each of the funds.

RECOMMENDED MOTION: Mr. Schumacher moved the Board of Education to accept the March 31, 2018 Quarterly Financial Report as presented. It was seconded by Ms. Ellis and Ms. Vanderwert. The motion passed by acclaim.

QUESTIONS/DISCUSSION:

- Where is the reimbursement rate of FRL in terms of an overall figure? Answer: We can get that information and send it to the Board on the current rate.

E. FY 19 Budget Update

Superintendent Gothard then introduced Chief Financial Officer, Marie Schrul, to provide an update on the FY2018-2019 budget to the Committee of the Board. She went on to review the plan on which the budget was based. Goal 1 is achievement for all students. Goal 2 is alignment of school programs. Goal 3 is sustainability to optimize classroom resources and academics.

General Budget Information

- The budget meets contractual obligations
- FY19 Revenue budget based on current law
- All schools do not receive the same amount of money per pupil because:
 - Some school funding is categorical (it has specific criteria on its spending)
 - Funding for Comp Ed and Title I follow the students on a one year delay (previous year's Oct 1 count)
 - Higher poverty schools have greater access to categorical dollars than lower poverty sites
- School enrollment affects the dollars allocated

Influencing Factors

- Fiscal Year end projections vs. actual revenue & expenditures impact fund balance
- Enrollment fluctuations impact revenue, class size and building capacity
- Contractual settlements impact expenditure levels
- Legislative adjustments impact revenue
- Previous year's October 1 Free & Reduced lunch count impacts revenue

- Bond ratings
- Inflation

FY2018-2019 General Fund Preliminary Big Picture

	FY18 Adopted (in \$M)	FY19 Preliminary (in \$M)	Difference (in \$M)
Revenue (current law)	\$ 521.4	\$ 528.0	\$ 6.6
Use of Fund Balance	\$ 0	\$ 0	\$ 0
Expenditures	\$ 521.4	\$ 545.2	\$ (23.8)
Projected FY19 Shortfall	\$ 0	\$ (17.2)	

Additional FY19 Revenue from Legislature

Description	Fund	Amount
Safe Schools (est.)	General	\$ 500,000
School Safety Grants (application-based)	Fully Financed	TBD
Voluntary PreK (application-based)	General	TBD
Total		\$ 500,000

FY2018-2019 Recommendations to Address Projected Shortfall

Programs	Sites
Reduced Inflationary allocations (\$4.4 million)	Eliminate 1x only FY18 allocations of SSSC 2.0 program additions & legislative adjustments (\$3.5 million)
Enrollment related service/staffing reductions (TBD)	Enrollment related service/staffing reductions (TBD)
Vacant positions, staff attrition/retirements, negotiated contracts (TBD)	Vacant positions, staff attrition/retirements, negotiated contracts (TBD)
Targeted & 5% reductions (\$6.8 million)	

General Fund Budget Categories

Category	Description
Schools	Refers to all budgets for school sites in SPPS
School Service Support	Refers to program budgets that provide direct support services to schools (ex: Transportation, MLL, Special Education, Student Placement Center)
Districtwide Support	Refers to program budgets that provide support to all areas of the District (ex: Operations, Human Resources, Employee Benefits, Technology Services)

Administration	Refers to program budgets necessary to support governance, policy, and staff support to the Superintendent (ex: Board of Education, Superintendent, Legal Counsel)
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FY2018-2019 General Fund Big Picture - Expenditures

Area	FY18 Adopted	FY19 Proposed	FY18 vs FY19 Difference	Percent Change
Schools	\$ 247,365,968	\$ 247,054,701	\$ (311,267)	(0.1)%
School Service Support	180,513,043	188,012,225	7,499,182	4.2%
Districtwide Support	90,033,697	96,088,310	6,054,613	6.7%
Central Administration	3,533,366	3,575,871	42,505	1.2%
Total	521,446,074	\$ 534,731,107		
Increase in Districtwide Support for Long Term Facilities Mtc budget (in Fund 06 for FY18)	0	11,616,862	11,616,862	
Total w/LTFM addition	521,446,074	\$ 546,347,969		

Why a \$7.5M Increase to School Support Services?

- Chief Schrul then provided details for the \$7.5 million increase to school support services, including investments in special education, investments in MLL, substitute teachers, Indian education, Office of Leadership Development, and transportation. All other program areas did not have an increase.

Why a \$6.1M Increase to District-Wide Support Services?

- Chief Schrul then reviewed the details for the \$6.1 million increase to district-wide support services, including the Long Term Facilities Maintenance (LTFM) General Fund – Facilities Master Plan (funding tied to property tax levy), utilities and custodial (inflation and building expansions), SUTR program, employee benefits (district-wide), insurance, safety and security, and communications. All other program areas did not have an increase.

Staffing Impacts as of 6/8/18

Area	FY19 Proposed Budget	FY19 Proposed FTE Reduction
Schools	\$ 247,054,701	(66.90)
School Service Support	\$ 188,012,225	(13.60)
District-Wide Support (w/o LTFM transfer)	\$ 96,088,310	(25.63)
Administration	\$ 3,575,871	(0.95)
Total	\$ 534,731,107	(107.08)

- Chief Schrul then reviewed the detailed reductions within each area, including by bargaining unit for school staffing, by program for school service supports, district-wide support, and administration.

FY2018-2019 Budget Timeline

- The budget timeline was then reviewed with the below upcoming actions:

Date	Description
June 19, 2018	FY 2018-19 Budget adopted by the Board of Education

Board Engagement Information

- Principal toolkit includes:
 - Budget worksheet with supporting documentation
- School Budget Presentations (April 16-26)
 - Budget Video & Talking Points
 - Powerpoint draft that can be tailored to site to use with staff and community
 - Communications will have a survey for parents & community who attend
- Budget Finance & Advisory (BFAC) Meetings
- Business Office Website (<https://www.spps.org/business>)

QUESTIONS/DISCUSSION:

- Discussion included details on the Special Education budget. The majority is inflation with the program size of SPED and the \$90M budget. In order to provide services to sites, we make the investment to not make reductions in inflation, and honor the salaries within the contract. The other piece was there was an additional investment of \$1M to increase the EA and TA supports in buildings, and the expansion of RiverEast and Early Childhood Special Education, and those are the majority of the changes.
- Questions also involved the budget of the MLL department. There was an increase in MLL staffing, and a reduction of staffing at the central office, with the reduction of 2 TOSAs and 1 cultural specialist. It's also important to note that in SPED and MLL, there are minutes of service and language levels, so staffing is dynamic. We are honoring the contract and what was promised, while being mindful and monitoring those staffing levels.
- The MLL staff who were at LEAP have been redistributed among the District at other buildings. We have also added new positions at comprehensive high schools.
- One reflection on these changes is that funding that is tied to the property tax levy is dedicated specifically and we cannot change the use of those dollars. They cannot be dedicated to anything else other than what they were intended for – the Facility master Plan.
- SUTR is coming from the budget because we did have a grant, and we no longer have that grant, and we are choosing to continue that program.
- The issue of the number of TOSAs, coaches, and specialists was also raised by the Board. Most of these positions are within OTL, and we have worked to streamline these positions when possible. The Board responded that when they see cuts to programs, there has not been the opportunity to see the number of people in those positions specifically. One question from folks at the BFAC and in the community, is that these positions are certified teachers, who are not out teaching in schools. Administration responded that while those positions are not listed as an employee within the building, they are heavily engaged in with work within the building, but may not have a physical seat or office at that particular building. Most are part of federal or local funding grant work, PLTT, or school improvement. They spend most of their time with teachers in supporting leadership teams, and their work is embedded in the schools. They are also involved in professional development to align the commitment to academic supports across the District. The number of these positions has decreased throughout the years.
- It was also noted that there is not a one-to-one correlation with the budgetary process in the potential cuts to these positions and the addition of staff to school buildings. The budget for schools is tied to the enrollment within those buildings. There is not a correlations in specialist and TOSA roles and the number of teachers. Title II funding TOSAs are related around teacher staff development and district initiatives around that.
- Director Brodrick noted that since his first role on the Board, the mantra has been to keep the cuts as far away from the classroom as possible, and EAs and TAs are as close to the classroom as

possible. Superintendent Gothard and administration responded that there are different funding sources, and the different discretionary dollars we have within the budget are different. Finance and HR work on the right amount of support for schools, and they are not funded in the same ways. The strategic plan may also provide different data points to allocate resources differently.

- Funding for staff development and state funding was also discussed. Superintendent Gothard went on to note that many times the best PD is given by teachers and staff. It is difficult to receive one-time funding for PD, and then once that funding goes away, it is challenging to get that PD back. It is a complicated funding system, with different resources, and we are doing our very best in terms of effectiveness and decisions in building each day to the extent of our abilities.
- The Board also noted that it would be helpful for the community to see the big picture, including figures on attrition and caseloads, and how that all looks, to see what we are doing to save costs and keep as much as possible within the classrooms. It may also be helpful to have a sense of the impact in terms of total numbers to understand the overall impact, or percentages of those positions.
- The role of assistant principals was also discussed. These positions are based on student population. The hiring process is based on criteria and leadership qualities, instructional knowledge, and a series of interview to showcase their talent. The hiring principals have the final say overall on the decisions based on the overall fit of the building and school community. Stakeholders, including parents, teachers, and community members, were included in the interview process. It was also noted by the Board that student input would be helpful in this process.
- With the number of specialists decreasing, we are now asking classroom teachers to provide these educational lessons that the specialists once provided. How are we supporting our classroom teachers to do this, while meeting the requirements from MDE? Answer: We are currently having conversations on assessments by building to meet the educational needs with focus on the arts, etc, and with professional development to see how that model looks building to building. We can set more time to follow-up on this.
- The Board also requested more information on the School and Community Service Professionals. They provide wraparound supports for our schools, including behavioral and instructional support. They can help our students with trouble points, or de-escalation, or partner with individual learning styles for core education subjects.

E. Policy Update

Access for PSEO Students – Policy 535.00

- New policy required by state statute
- Ensures PSEO students have access to their school and technology resources
- Work Group Recommendation: Advance to three reading process

Intellectual Property Rights – Policy 402.00

- 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
- Work Group Recommendation: Advance to three reading process

QUESTIONS/DISCUSSION:

- Was the policy on intellectual property created brand new, or are there patterns or other similar policies in other districts? Answer: There are not a lot of other districts with policies on intellectual property. It was written in conjunction with Pete at SPFT and General Counsel. SPPS is a district that is creating and sharing work with both instructional and non-instructional staff. This is an opportunity to provide information for creating items from which we all can benefit._

- Discussion also focused on the consideration of rights to work, such as creation of curriculum items in different languages. Work that was done while being paid by the District would remain with the District. Those staff who are compensated for their work and are within the scope of employment, the rights of their work would remain with the District.
- Questions about the PSEO policy were also noted. This policy is to ensure students who take PSEO classes that may be off-site, are eligible to return to their high school to study in the library and use the facilities and technology. This hasn't been an issue within SPPS, but has become an issue in other districts out of state. It is the legislature's work to ensure this policy is enacted to schools to welcome the students enrolled in PSEO back into the school buildings.

E. SPPS Latino Consent Decree Program: 2017-2018 LCD Parent Advisory Council Annual Report and Recommendations

LCD Parent Advisory Council

- The LCD Implementation Guide task force was established four years ago with the responsibility to present, before the end of each school year, the updates needed to reach the objective of creating a plan for full implementation of the Latino Consent Decree (LCD).

District and LCD Program Long-Term Goals

1. Create a plan for full implementation of the Latino Consent Decree (LCD)
2. Go beyond compliance
3. Ensure that the Implementation Guide is created in a meaningful manner
4. Have positive outcomes for our Latino/Hispanic students and families

2017-2018 Recommendations

1. Counseling Guidelines

- The following describes specifically the district guidelines in regards to counseling and support in the schools to LCD eligible students. From that perspective, the LCD Council has proposed the following revisions:
 - Access to elective courses
 - Access to advanced courses
 - Schedule
 - Professional development
 - Program coordination
 - Monitoring graduation requirements

Guideline 1: Access to Elective Classes

- Encourage students to enroll in elective classes in which students who qualify for the Latino Decree program and / or who identify as Latino or Hispanic have not been traditionally represented.

Guideline 2: Access to Advanced Courses

- Encourage and advocate for Latino students to have equitable access to all types of subjects, classes and opportunities otherwise known as:
 - Career and Technical Education (CTE)
 - Advanced Placement (AP)
 - International Baccalaureate (IB)
 - College in the School (CIS)
 - Concurrent Enrollment
 - Post-Secondary Enrollment Options (PSEO)
 - Seals of Bilingualism and other existing or similar classes
- A graph showing the participation in advanced courses (57%), AP courses (17%), and IB courses (32%) for Hispanic students was also shown, and detailed by total students and credits earned.

Guideline 3: Schedules

- Coordinate with Latino Consent Decree teachers in determining students' schedule.

Guideline 4: Professional Development

- School counselors will receive training and be knowledgeable of the Latino Consent Decree Program.
 - Training must be conducted by November 30 of each school year.
 - LCD program will be responsible for providing this training for counselors.

Guideline 5: Program Coordination

- Coordination will take place at the district level between the Office of College and Career Readiness (OCCR) and the Latino Consent Decree (LCD) Program.

Guideline 6: Graduation Requirements

- School counselors will monitor Latino Consent Decree students credit records to ensure all graduation requirements are fulfilled.
- The importance of the Graduation Progress Letter was also discussed, in language that parents can understand.

LCD Districtwide Parent Program

- Continue strengthening the collaboration with community-based organizations and Saint Paul Public Schools district programs and schools.
 - Parent Academy
 - Data from pre-survey and post-survey results of parents who participated in Parent Academy. The “Yes, I know” results increased significantly in the post-survey data.
 - CLUES
 - Latino Leadership Program
 - Special Education
 - MLL
 - Other

LCD Districtwide Parent Program

- The LCD Districtwide Parent Program would like to report that its 2017-18 attendance to events and programs reached a new high mark with 1,235 people in total. This is an increase of 224 more people than last year’s attendance (SY 2016-2017: 1,011).

QUESTIONS/DISCUSSION:

- What elective courses did you have in mind? Answer: Art classes come to mind. It would also depend on the personal interests of every student and which ones they would like to take. A member of the LCD PAC then recounted the experience of his daughter who wanted to take a particular class, but was told there was no longer room in the class. There is the belief that some students are led towards certain classes, and away from others. The goal is to offer all classes to all students in order for them to be able to choose which classes they would like to take. Historically, students of color have been funneled into more classes geared toward community college, and the hope is to ensure opportunities for students based of their interests, as opposed to what teachers would see as a best fit.
- Will that be included in the strategic plan? Answer: These recommendations fit into many different strategic initiatives, including positive school climate and culture, college readiness, and personal learning plans and collaborating with Parent Academy. We can create access to classes that interest students and provide support for them to be in successful.
- While the numbers of Latino students in advanced classes is around 50%, the goal of the LCD Consent Decree is to place Latino students at the same level as white students (who are at 77% for advanced classes.) While the number of Latino students in these classes is high, the goal is to have them hit the 77% mark as well. Latino students are bright and wonderful, and can be just as successful in those classes, but the needs must be addressed first in order to make that goal.
- In regards to the graduation progress letter, when do families find out about the letter? Is it district wide and how is it communicated? Answer: Currently, individual buildings decide on the timeline for

these letters and when they are sent to families. We need to have a tight timeline on when they are sent at a district-wide level.

- Parents from the PAC also provided insight into their experience with Parent Academy. They learn how to support their children to graduation. They also gain insight into what universities expect of their students, so they can also better support them. She explained her experiences with going to parent-teacher conferences and talking about grades, and with Parent Academy she was able to dive deeper in those conferences to learn more about her student's behavior and overall school experience, including grades. She also addressed how Parent Academy taught parents about the different apps that SPPS offers for students and families.
- Counseling staff also provided their experiences with the Latino culture. Many parents believe that education is entrusted to the educators. Through Parent Academy, we teach parents to check-in with school staff and advocate for their students. We always want more parent involvement, and Parent Academy teaches our parents to become more involved in the education of their students, learn what questions to ask about their student, and be an advocate for them.
- Where are we in these recommendations? Is it a matter that we are doing them but need to do them faster? Is communication the issue? Are there areas we can prioritize at this point? Answer: We would emphasize the importance of the elective classes and advanced classes. Parents told of their experiences where their student would like to take a class, but the counselor said their students wasn't ready, even though two teachers said they were. The lack of communication is also an area that can be improved upon. It's also important to identify the LCD teachers in the District to help the achievement gap which needs to be addressed to have better graduation results.
- How do counselors work together to identify and support these students? It seems like these recommendations are things we should be doing for all students. Answer: The achievement gap for LCD students is closing, but we still have work to do. Personal stories are really powerful. We need to tighten up our role in the graduation progress letter and with others in the District. We need to look at how we are creating and cultivating growth, and how we provide supports and positive culture for all students to make a positive PreK-12 experience for all students.
- Discussion also involved that parents need to be able to understand the graduation progress letter and be welcomed into our schools to learn more. We need to go beyond compliance and into how each and every student's knowledge and abilities can be best supported.
- Are there counselors with additional cultural understanding or work with students from different cultures? Answer: Language academy schools provide the best practice for our counselors. Our counselors also work together to progress-monitor and learn from each other on the curriculum to best support and serve our students. We are also engaging with our university partners to help in this journey to best serve and support our students.
- Discussion also focused on the graduation letter and the languages in which it is sent. LCD members responded that they may not understand the letter, based on the words used, or words that they do not know the context behind. Parent Academy is able to teach many parents about the progress letter, but not all parents enroll in this program, so they seek advice from other parents to help. All schools need to send the graduation progress letter in the home language.
- It was noted that this is an annual cycle where the LCD PAC presents to the Board in June, and administration provides a response in October.
- There was also a question on the statistics of elective classes that fill quickly and some students are not able to take them due to class size. That information can be provided. It becomes difficult based on timeline and requests by school. Issues can also arise when scheduling. The data can be provided on a school-by-school basis.

RECOMMENDED MOTION: Ms. Foster moved the Board of Education to accept the 2017-2018 LCD Parent Advisory Council Annual Report and Recommendations as presented. Ms. Ellis seconded the recommended motion. It passed by acclamation.

E. Referendum Feasibility Study Results and Recommendation

Superintendent Gothard then introduced staff from Springstedt to provide the report on the Referendum Feasibility Study Results and Recommendation. The details of the enrollment campaign in collaboration

with SPFT, Select SPPS, will be shared more in the near future. He feels the Board and public will be very pleased with the results of the feasibility study.

Survey Outline

- Survey included interviews with 600 registered voters living within the boundaries of Saint Paul Public Schools.
- Interviews were completed between May 8th and May 27th
- Approximate margin of error is $\pm 4.0\%$.

Who We Called

- Interviews included demographic targets intended to provide a representative sample of voters in the district.
- Cell phones were tracked, but were not a demographic target.

Increase Operating Levy – Initial Support

- “Saint Paul Public Schools receives part of its funding from a voter-approved operating levy, which is used for educational programs and student services. The District is considering asking voters to agree to an increase in property taxes to raise additional funding. The increase in funding would allow the District to invest more in schools and avoid additional budget cuts. Would you favor or oppose such a proposal?”
- Initial supports show that 67% favored, 23% opposed, and 10% were undecided.

Effects of Information

- Participants were given three sets of questions about the proposed operating levy:
 - Potential consequences if the levy was not approved.
 - Potential improvements that could be made if additional funding was approved.
 - Potential impacts related to the District’s strategic plan.

Potential Consequences

- Participants were then asked, “I’m going to give you some statements about changes the District would need to make next year if the proposed levy increase is not approved. For each of these statements, please tell me whether the information would make you much more likely, somewhat more likely, somewhat less likely, or much less likely to support an increase in the levy.”
- Potential consequences included “reduced help for struggling students”, “reduced support staff”, “reduced staffing and programs”, and “reduced admins, aides, custodial, etc.” These had effects of much more or somewhat more support at 64.8% and higher.

Potential Improvements

- Participants were then asked, “I’m going to give you some statements about changes the District would be able to make next year if the proposed levy increase is approved. For each of these statements, please tell me whether the information would make you much more likely, somewhat more likely, somewhat less likely, or much less likely to support an increase in the levy.”
- Potential improvements included “more help for needs of middle school students”, “work toward middle school best practices”, “expanded PreK”, “improved safety and security”, and “improved discipline and learning environment.” These had effects of much more or somewhat more at 64.8% and higher.

Strategic Goals

- Participants were then asked, “Next, I’m going to share some information about St. Paul Public Schools’ new strategic plan that will be implemented this year. An increase in the operating levy would provide additional funding to focus on six goals related to student learning and achievement. For these six goals, I would like you to tell me if each would make you much more likely, somewhat more likely, somewhat less likely, or much less likely to support a levy increase.”

- The effects on the support levels for the strategic goals were then shown. The highest level of much more or somewhat more support was “increase academic growth in reading and math” at 82.3%.

Impact of Information about Levy Increase

- Participants were then asked, “Now that you have heard more information about the proposal to raise additional funding for the District by increasing its operating levy, would you favor or oppose such a proposal?”
- The impact of information showed that Initial Support of 66.8% increased to 71.7%.

Impact of Cost Information – Levy Increase

- Participants were asked about four potential property tax increases: \$75, \$100, \$125, and \$150 per year.
- To preclude responses given in anticipation of higher or lower options, dollar values were presented in random order.
- Support vs. Cost
 - \$75 – 78.7%
 - \$100 – 71.3%
 - \$125 – 58.3%
 - \$150 – 44%

Grading the District

- Participants were then asked, “Students are often given the grades of A, B, C, D and F to denote the quality of their work. Suppose that Saint Paul Public Schools were graded in the same way. What grade would you give to the local public schools?”
 - 58% of respondents gave A and B grades to the District
 - 13% could not offer a response
- Quality of financial management, quality of focus on basic skills, and quality of focus on core academics grades were also asked, with similar responses in each version of the question.
- Participants were also asked how much they agreed with the statement, “Strong public schools are directly linked to the well-being of our community and strong property values.”
 - Strongly agree – 52%
 - Agree – 38%

QUESTIONS/DISCUSSION:

- Questions were asked on the random sampling of people, and how the survey reflected a balanced group of people, so it was not weighted towards one group or those willing to answer. The questions were asked to different people based on demographic areas, and we were careful not to ask an overrepresented group of parents who may be more supportive.
- In looking at the demographics, could you speak to how closely you tracked registered voters in the city, and how close you were to the overall projections in each of the targeted groups? Answer: We were within 2% in each demographic category of targeted groups. Some people may fall into different categories, so there were different groups that could be checked off, making it not an exact match, but very close.
- Languages used in the interview consisted of English and Spanish. We explored other language options, however the costs were very high to add additional languages, and there was discussion on other ways to document responses in ways other than a survey over the phone. If a caller answered in Hmong or Somali, we informed them that we could only issue the survey in English or Spanish. If they were able to answer the questions in one of those two languages, the survey proceeded. Data can be provided on the number of callers that were not able to complete the survey.
- Superintendent Gothard then provided a message about this topic. With our final budget outlook, our positive community survey results and our commitment to the goals of our strategic plan, I believe we now have a clear path forward. Here's what we know:
 - Our budget is designed to support our goals and priorities for students.

- Unfortunately, we – like most Minnesota school districts – do not have enough resources to meet all our needs.
- State and federal funding have not kept pace with inflation or increasing costs, forcing us to make hard choices.
- SPPS is the second largest school district in the state, but our voter-approved operating levy is among the lowest when compared to the state's ten largest districts and our neighbors. We're even below districts like Elk River and South St. Paul.
- If state funding had kept up with inflation over the past 15 years, the District would have received \$600 more per student this year - which would amount to \$21 million this year alone. That's a lot of money that could be helping our students.
- The people of St. Paul have high aspirations for SPPS and want to support us.
- As we saw in the community survey results... nearly 60 percent of people would grade the District with an A or B.
- They also support the vision being outlined in our strategic planning process.
- And an overwhelming majority of St. Paul residents say strong schools are directly linked to the well-being of our community.
- We can always improve, and our community and our neighbors are ready to help us get there.
- The Board has made more than \$50 million dollars of budget cuts in the past three years. With another \$17 million cut for 2018-19, we know this is no longer sustainable without additional resources coming in to help our kids.
- Based on all this information, would the Board like administration to bring a resolution authorizing next steps to secure our finances to the June 19 board meeting?

RECOMMENDED MOTION: Mr. Schumacher moved the Board of Education to approve Administration to bring a resolution authorizing the next steps to secure our finances to the June 19, 2018 regular Board of Education meeting. The motion was seconded by Ms. Vanderwert. It passed by acclaim.

- What would the next steps be? Answer: After the resolution, there would be time to work and define the parameters in order to provide a resolution to call for the election at the July 17th regular Board of Education meeting for the election on November 6th.
- Director Foster noted that we need to ensure our constituents know all that SPPS has done to be fiscally responsible within the operating budget, budget cuts, and to be equitable at all levels. This needs to be explained.
- In relation to this, there needs to be community engagement and vision of what people want to see in this District, and make the case to point towards the future what will be efficient and effective is going to be important. The district and education in general is changing rapidly, with technology a major driver, we meet to make the case to people and to ourselves that we need the ability to address those areas and the flexibility for students will be critical to this campaign.
- With the average price home at \$125,000, this funding would equal out to about \$17M at \$125/household. It would allow us to maintain, but not move forward. It needs to be a combination of this new money and doing things differently with existing money, and what we are doing to attract and maintain students. This can be the catalyst for our work, and there are synergies starting to come together in the timing of this as well. In terms of increasing enrollment, when we get universal 3K in the city, there will be a Birth to Workforce framework, and there will be ways in which we receive children born into the community and we want SPPS to be the greatest place to build their futures.
- Director Marchese noted that the referendum is in result of choices made by policy makers in the state, and with an environment of choice, and options available to families, the funding has not kept up with the need. It is the state's responsibility to provide adequate funding, and SPPS taxpayers are supporters, but it needs to begin with the state. The strategic plan will include a holistic review of programs and will impact the decisions that families make with enrollment.
- It is heartening to know that 67% of the population support this at first glance. We know this is important. There is a way forward to see that as an investment to be successful, and we are investing in our children.

- It was also noted that it would be nice to hear from more legislative officials in that they are being asked these same questions. It's important that we can sit down with state officials and knowing that they want their children or grandchildren to have the education they deserve, that we impress upon them in loud terms and forceful language that education funding is important for all students.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 7:58 p.m. The motion passed by acclim.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk

Strategic Planning Update: Strategic Initiatives



Dr. Joe Gothard, Superintendent

Board of Education Meeting
June 19th, 2018

Strategy Development Process Overview

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 objectives and strategic initiatives at June BOE meeting**

Phase 3: Action Planning (June – December)

- Create action plans for phase 1 initiatives
- Develop metrics, monitoring and reporting processes
- Announce complete strategic plan to SPPS community

Strategic Framework: Final Following Community Input

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

Mission

Will be updated to incorporate themes from community input

Strategic Focus Areas⁺

Positive School and District Culture

Effective and Culturally Relevant Instruction

Program Evaluation and Resource Allocation

College and Career Paths

Family and Community Engagement

Strategic Initiatives

Proposed: June 19th, 2018

- * Each long-term student outcome will include multiple specific metrics to monitor progress
- + Each Strategic Focus Area will include multiple initiatives and metrics to monitor implementation and outcomes

Strategic Plan Components

The Direction

- ☐ Mission = descriptive statement of purpose, WHAT we do
- ☐ Long-term Outcomes = specific, measurable results to achieve
- ☐ Strategic Focus = areas that must be addressed to achieve long-term outcomes
- ☐ Strategic Objectives = choices about how to address the strategic focus

The Methods

- ☐ Strategic Initiatives = significant projects to implement the objectives
- ☐ Action Plans = how to get the projects done

Strategy Teams

- Over 60 staff persons participated on strategy teams
- Reviewed community input, researched best practices, developed objectives and initiatives
- Team Leaders:
 - Shaun Walsh
 - Maijue Lochungvu
 - Hans Ott
 - Karen Randall
 - Sharon Stone
 - Heather Kilgore

Strategic Initiatives

- Number of strategic initiatives: 19
- Number of phase 1 implementation initiatives: 9
- Phase 1 implementation determined based on several factors including:
 - Alignment to work already being done
 - Urgency for work to begin
 - Resource availability
 - Workload on staff functions

Strategic Focus: Positive School and District Culture

Objective 1: Create inclusive school cultures where students are supported to show up as their full selves and thrive as individual learners in a global society

Initiative 1a: Implement a culturally relevant Positive Behavioral Interventions and Supports (PBIS) framework at every school that integrates social emotional learning and supports (Phase 1)

Initiative 1b: Identify and implement a framework to ensure every school and district office provides a welcoming environment

Initiative 1c: Implement an expanded model of authentic student voice

Strategic Focus: Positive School and District Culture

Objective 2: Create a mission-driven culture where staff are supported to thrive and deliver exceptional outcomes

Initiative 2a: Implement a structure of staff, student and family input to measure and improve culture (Phase 1)

Initiative 2b: Implement a talent development structure that ensures all employees are supported with clear performance expectations, a constructive evaluative process, impactful professional development and recognition

Initiative 2c: Implement effective staff recruitment and retention practices to build a workforce that reflects the demographics of enrolled students

Strategic Focus: Effective and Culturally Relevant Instruction

Objective 1: Increase our capacity to meet the instructional needs of each learner

Initiative 1a: Implement culturally relevant practices within all student learning and programming (Phase 1)

Initiative 1b: Establish a formal instructional leadership program

Strategic Focus: Effective and Culturally Relevant Instruction

Objective 2: Eliminate barriers to learning among a racially, culturally and linguistically diverse population.

Initiative 2a: Identify and restructure systems that perpetuate disparities in student achievement.

Strategic Focus: Program Evaluation and Resource Allocation

Objective 1: Start, stop, or sustain practices based on their effectiveness and alignment to the strategic plan.

Initiative 1a: Define and implement an ongoing process for collecting, analyzing, and using information to assess program effectiveness. (Phase 1)

Initiative 1b: Define and implement a system for the strategic distribution of resources, integrating program evaluation.

Initiative 1c: Use program analysis and the process of strategic resource allocation to define and implement a district-wide middle school model. (Phase 1)

Strategic Focus: College and Career Paths

Objective 1: Increase opportunities for students to envision a future, explore careers and prepare academically for further education, work and life.

Initiative 1a: Deliver career-related curriculum and experiences that lead to a personal learning plan for all PK-12 students. (Phase 1)

Strategic Focus: College and Career Paths

Objective 2: Provide career-focused, hands-on opportunities for all middle and high school students.

Initiative 2a: Expand high-quality instruction in specific career fields to increase student academic, technical and life skills.

Initiative 2b: Strengthen partnerships to ensure all secondary students attain real-world experience, college credit and/or industry certification. (Phase 1)

Strategic Focus: Family and Community Engagement

Objective 1: Transform school-family engagement to support student success

Initiative 1a: Renew schools as educational hubs and community enterprises for bringing together educators, families and community stakeholders.

Initiative 1b: Design a family and community engagement program focused on bridging key developmental and academic transition times

Strategic Focus: Family and Community Engagement

Objective 2: Improve stakeholder engagement in district level decisions

Initiative 2a: Identify and formalize strategies and structures that engage community-focused guidance, feedback and evaluation on district decisions and initiatives (Phase 1)

Strategic Focus: Family and Community Engagement

Objective 3: Strengthen the value and maximize effective partnerships

Initiative 3a: Inventory and assess current organization relationships and align partnerships for common vision, expectations, and outcomes. Clarify roles, authority, and supports available for program partnerships that are mutually beneficial (Phase 1)

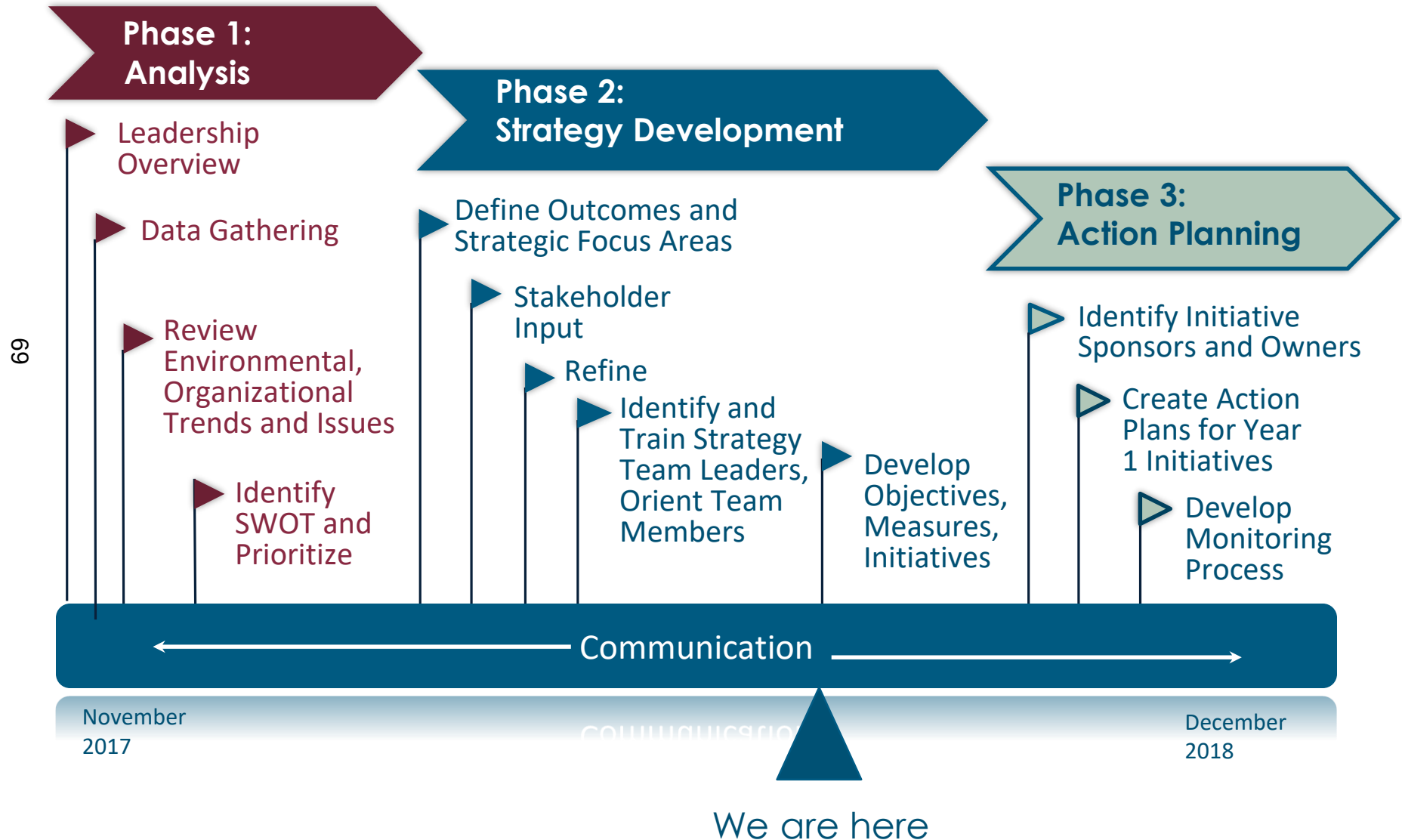
All Phase 1 Strategic Initiatives

- **Culture 1a:** Implement a culturally relevant Positive Behavioral Interventions and Supports (PBIS) framework at every school that integrates social emotional learning and supports
- **Culture 2a:** Implement a structure of staff, student and family input to measure and improve culture
- **Instruction 1a:** Implement culturally relevant practices within all student learning and programming
- **Evaluation 1a:** Define and implement an ongoing process for collecting, analyzing, and using information to assess program effectiveness.
- **Evaluation 1c:** Use program analysis and the process of strategic resource allocation to define and implement a district-wide middle school model.

All Phase 1 Strategic Initiatives (continued)

- **College Career 1a:** Deliver career-related curriculum and experiences that lead to a personal learning plan for all PK-12 students.
- **College Career2b:** Strengthen partnerships to ensure all secondary students attain real-world experience, college credit and/or industry certification.
- **Engagement 2a:** Identify and formalize strategies and structures that engage community-focused guidance, feedback and evaluation on district decisions and initiatives
- **Engagement 3a:** Inventory and assess current organization relationships and align partnerships for common vision, expectations, and outcomes. Clarify roles, authority, and supports available for program partnerships that are mutually beneficial

St. Paul Public Schools Strategic Planning Process



Questions?

Referendum Feasibility Survey Results

Jackie Statum Allen

Assistant Director – Strategic Planning, Policy, and Funded Partnerships

Board of Education Meeting
June 19, 2018

Survey outline

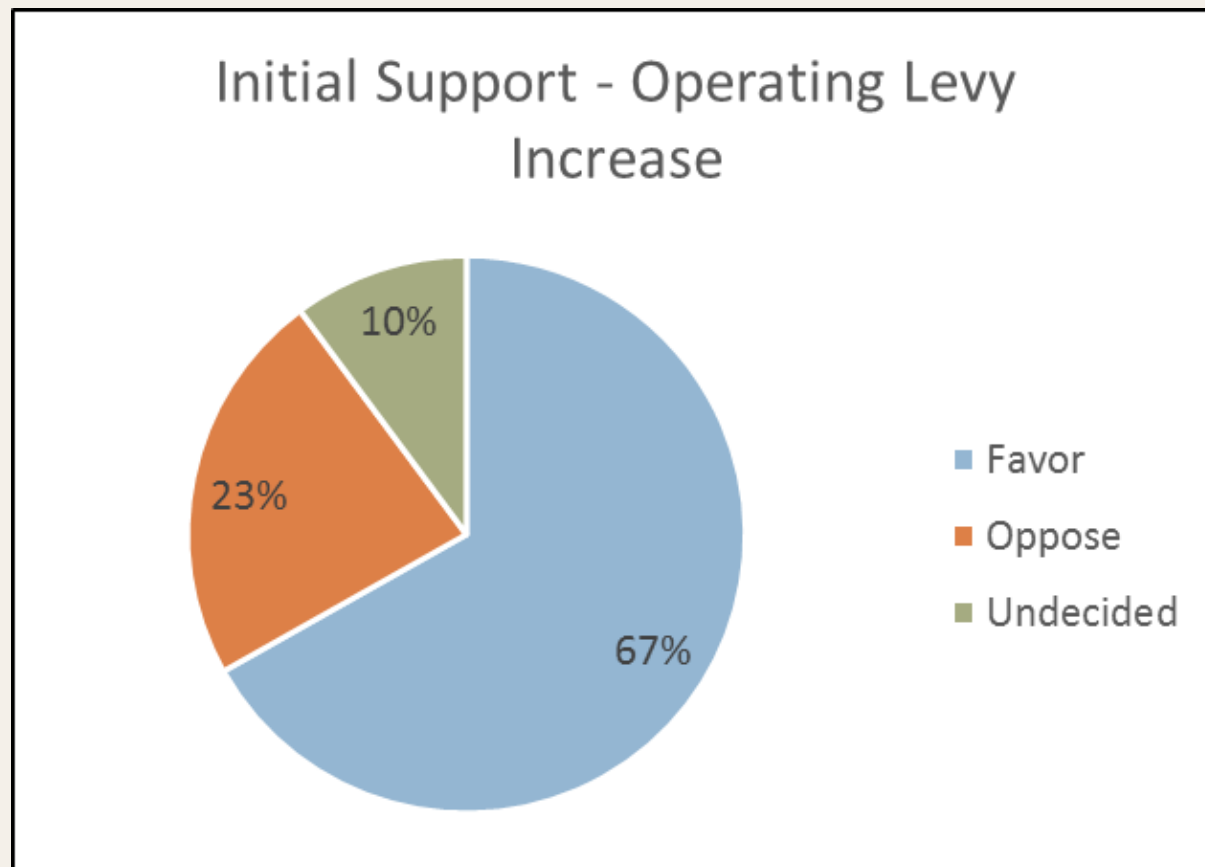
- Survey included interviews with 600 registered voters living within the boundaries of Saint Paul Public Schools.
- Interviews included demographic targets intended to provide a representative sample of voters in the district.
- Interviews were completed between May 8th and May 27th.
- Approximate margin of error is $\pm 4.0\%$.

Increase operating levy – initial support

“Saint Paul Public Schools receives part of its funding from a voter-approved operating levy, which is used for educational programs and student services. The District is considering asking voters to agree to an increase in property taxes to raise additional funding. The increase in funding would allow the District to invest more in schools and avoid additional budget cuts.

Would you favor or oppose such a proposal?”

Increase operating levy – initial support *(cont.)*



Effects of information

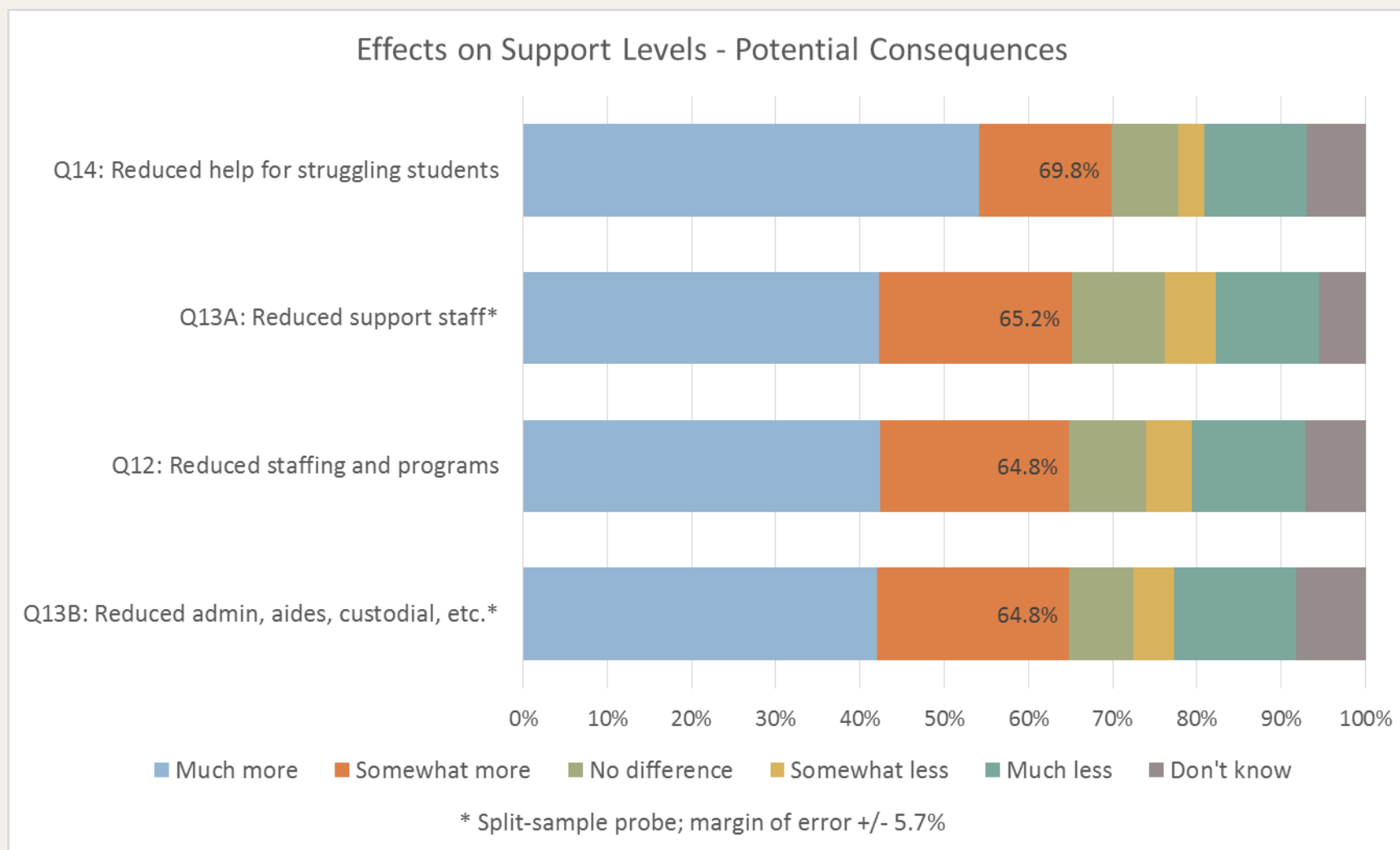
- Participants were given three sets of questions about the proposed operating levy:
 - Potential consequences if the levy was not approved.
 - Potential improvements that could be made if additional funding was approved.
 - Potential impacts related to the District's strategic plan.

Potential consequences

“I’m going to give you some statements about changes the District would need to make next year if the proposed levy increase is not approved.

For each of these statements, please tell me whether the information would make you much more likely, somewhat more likely, somewhat less likely, or much less likely to support an increase in the levy.”

Potential consequences (cont.)

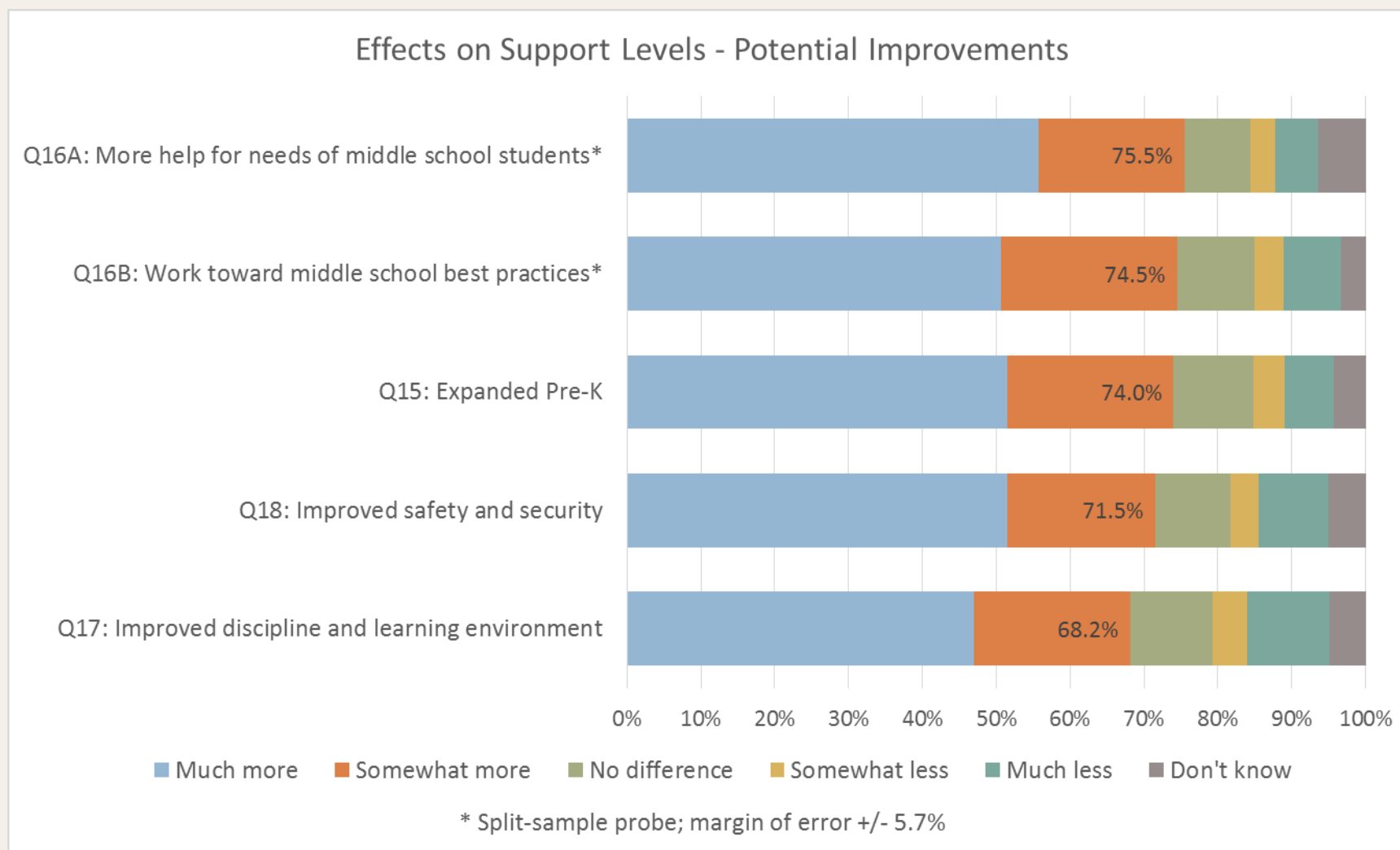


Potential improvements

“I’m going to give you some statements about changes the District would be able to make next year if the proposed levy increase is approved.

For each of these statements, please tell me whether the information would make you much more likely, somewhat more likely, somewhat less likely, or much less likely to support an increase in the levy.”

Potential improvements *(cont.)*



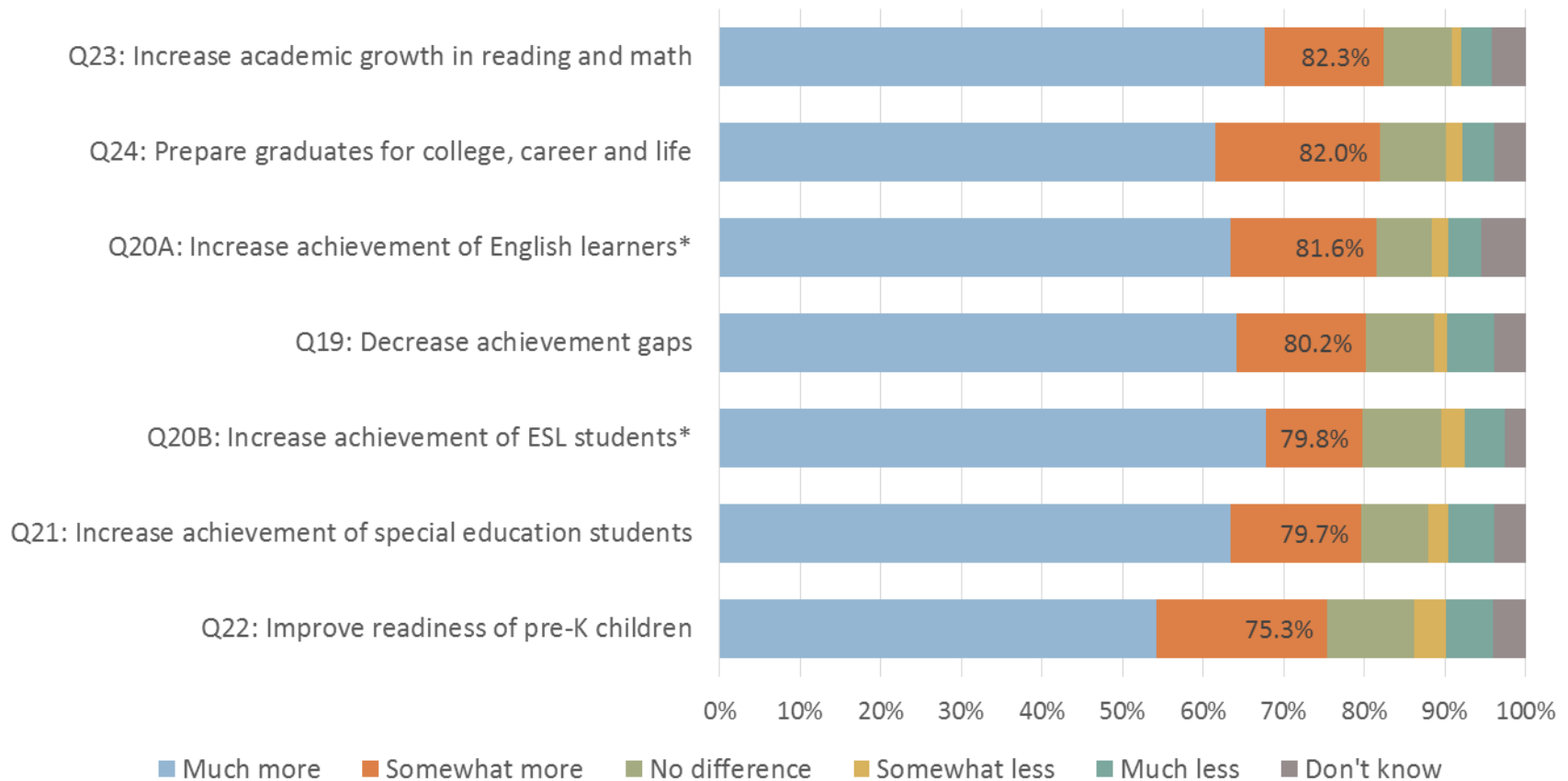
Strategic goals

“Next, I’m going to share some information about St. Paul Public Schools’ new strategic plan that will be implemented this year. An increase in the operating levy would provide additional funding to focus on six goals related to student learning and achievement.

For these six goals, I would like you to tell me if each would make you much more likely, somewhat more likely, somewhat less likely, or much less likely to support a levy increase.”

Strategic goals (cont.)

Effects on Support Levels - Strategic Goals



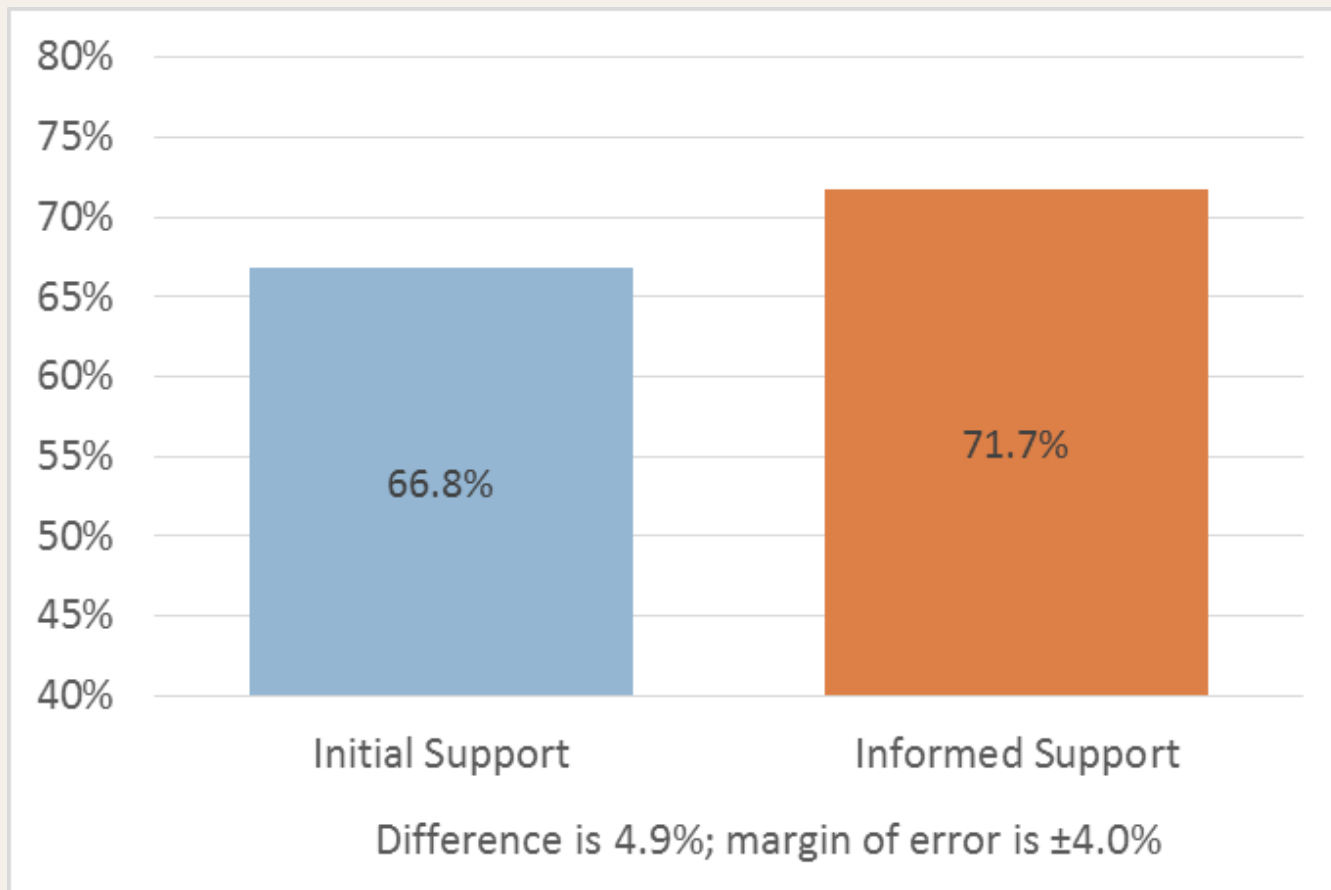
* Split-sample probe; margin of error +/- 5.7%

Impact of information about levy increase

“Now that you have heard more information about the proposal to raise additional funding for the District by increasing its operating levy, would you favor or oppose such a proposal?”

82

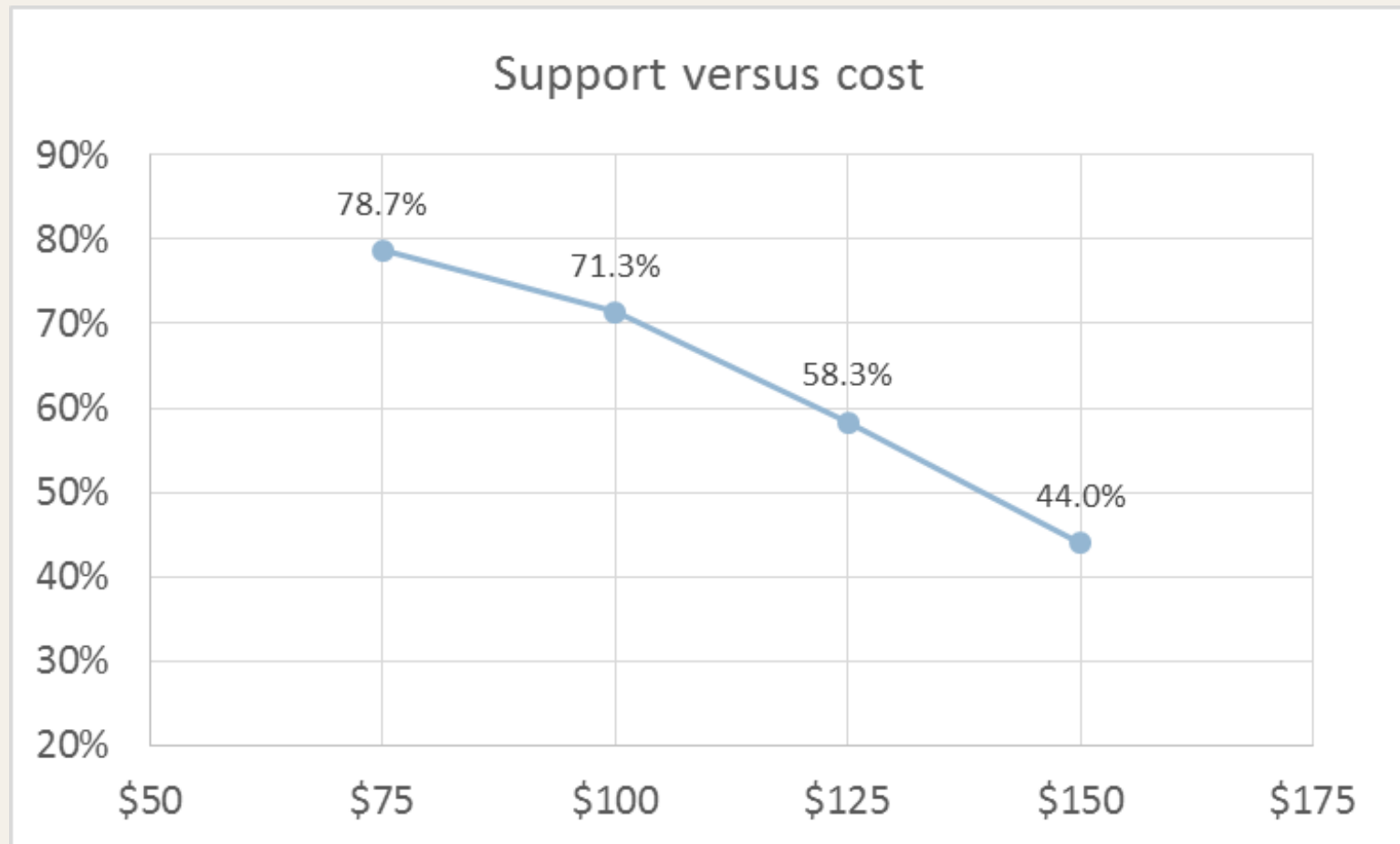
Impact of information (*cont.*)



Impact of cost information – levy increase

- Participants were asked about four potential property tax increases: \$75, \$100, \$125, and \$150 per year.
- To preclude responses given in anticipation of higher or lower options, dollar values were presented in random order.

Impact of cost information – levy increase



Potential tax impacts tested were \$75, \$100, \$125 and \$150.

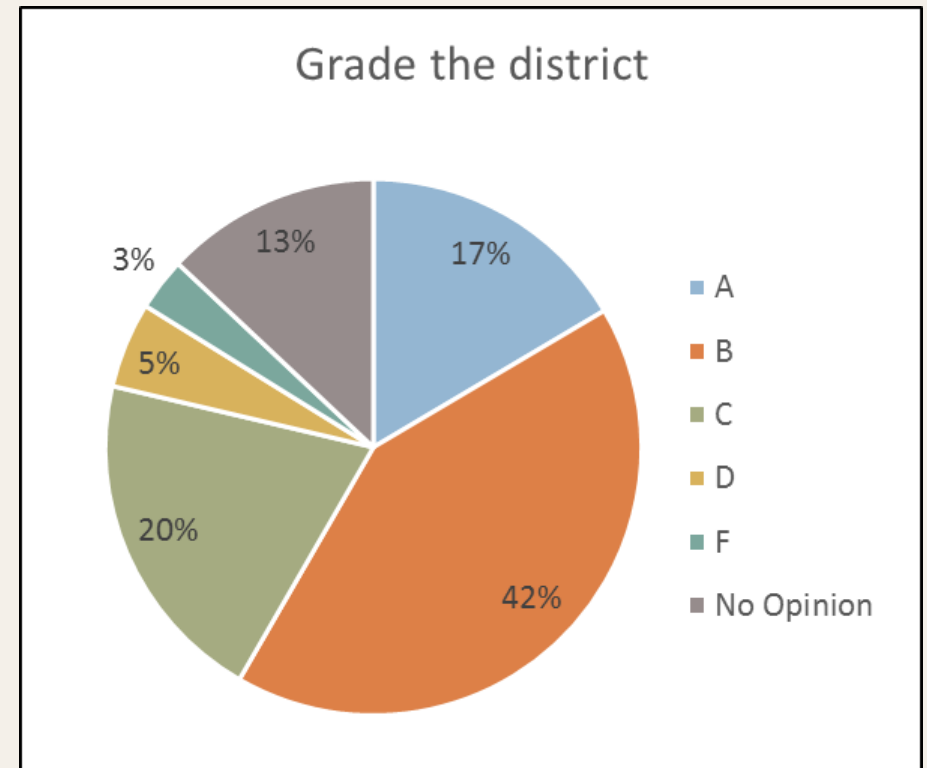
Grading the district

“Students are often given the grades of A, B, C, D and F to denote the quality of their work. Suppose that Saint Paul Public Schools were graded in the same way.

What grade would you give to the local public schools?”

Grading the district *(cont.)*

- 58% of respondents give A and B grades to SPPS
- 13% of participants could not offer a response.



Questions?

RESOLUTION

Directing administration to prepare a referendum recommendation with proposed accompanying ballot language to provide needed additional revenue in support of Saint Paul Public Schools mission of providing a premier education to all students.

WHEREAS, Strong public schools are directly linked to the well-being of our community and strong property values; and,

WHEREAS, the Saint Paul Public Schools (SPPS) is committed to providing its more than 37,000 students with world class learning opportunities by hiring and retaining high-quality staff and creating safe and welcoming learning environments; and,

WHEREAS, fulfilling this commitment to students is fundamentally reliant upon adequate financial resources and staffing; and,

WHEREAS, budget decisions are designed to support district goals and priorities for student learning; and

WHEREAS, district staff have taken several steps to reduce expenses and balance the budget, including major cuts to district administration with a goal of limiting impacts to schools and classrooms and guided by putting students first; and,

WHEREAS, the School Board had made more than \$50 million dollars of budget cuts in the past three years and anticipates the need for up to \$17 million in additional cuts for the 2018-19 school year in the absence of additional resources; and,

WHEREAS, per student funding provided by the State of Minnesota has been consistently below the rate of inflation and inadequate to fully fund the District's core teaching and learning needs; and,

WHEREAS, SPPS's per-student operating levy funding is among the lowest in the metro area and well below the metro average; and,

WHEREAS, in the absence of additional revenue, there could be a need to make additional budget reductions in future years to maintain a structurally balanced budget, which could result in significant cuts to staffing and programs across the district; and

WHEREAS, the state of Minnesota provides all school districts with the option of asking local voters for additional funding through referendum elections;

BE IT RESOLVED that the School Board of Independent School District 625, Saint Paul Public Schools, authorizes and directs the administration to prepare a recommendation regarding an operating levy referendum request of district voters on the November 6, 2018 ballot, and to bring said recommendation and proposed accompanying ballot language to the July 17, 2018, Board meeting for Board consideration and action.

HUMAN RESOURCE TRANSACTIONS
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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Parks, A. D.	School/Community Professional	05/29/2018	\$33.00	Colborne Admin Offices
Bojarski, E. J.	Education Assistant	05/21/2018	\$16.62	1780 W 7th Street
Robeck, E. A.	Education Assistant	05/21/2018	\$24.09	1780 W 7th Street
Vang, M.	Education Assistant	05/12/2018	\$19.95	Student Placement Center
Yang, E. J.	Teaching Assistant	05/07/2018	\$12.87	1780 W 7th Street
Fontanez, B. A.	Nutrition Services	05/29/2018	\$11.89	Harding Senior High
Macioch, S. L.	Nutrition Services	05/21/2018	\$15.80	Johnson Achievement Plus
Willis, A. R.	Nutrition Services	05/29/2018	\$11.89	Como Service Center
Phommachanh, J.	Operations	05/29/2018	\$24.35	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Uriostegui, S. M.	Teaching Assistant Career Progression	04/09/2018	\$14.45	Humboldt Secondary
Aviles, V. B.	Custodian Career Progression	05/01/2018	\$26.32	Como Service Center
Schmitt, R. T.	Custodian Career Progression	04/30/2018	\$26.32	Como Park Senior High
Cervantes, K. P.	Nutrition Services Career Progression	04/28/2018	\$17.93	Como Service Center

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Xiong, M.	Central Administrator	06/22/2018	Plato Admin Offices
Alexander, M. R.	Classroom Teacher	05/09/2018	Highland Park Elementary
Arroyo, Y. E.	Classroom Teacher	05/19/2018	Riverview School
Bittner, K. M.	Classroom Teacher	05/23/2018	Benjamin Mays/Museum
Buchholz, E.	Classroom Teacher	04/24/2018	Riverview School
Chrzaszcz, J. K.	Classroom Teacher	04/24/2018	Humboldt Secondary
Denow, A. D.	Classroom Teacher	05/24/2018	Cherokee Heights Elem
Dill, E. G.	Classroom Teacher	05/04/2018	Four Seasons A+
Emerson, K.	Classroom Teacher	04/28/2018	Como Park Elementary

HUMAN RESOURCE TRANSACTIONS
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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Flaten, A. M.	Classroom Teacher	05/28/2018	Chelsea Heights Elementary
Hardie, J. L.	Classroom Teacher	06/02/2018	Central Senior High
Larson, E. A.	Classroom Teacher	05/24/2018	Benjamin Mays/Museum
Mullan, J. J.	Classroom Teacher	05/09/2018	Eastern Heights Elementary
Netzer, S. M.	Classroom Teacher	05/02/2018	Washington Tech Sec
Parker, J. G.	Classroom Teacher	05/30/2018	Farnsworth Aerospace Up
Scheuerlein, S. M.	Classroom Teacher	05/12/2018	Humboldt Secondary
Styles Spooner, J. B.	Classroom Teacher	05/09/2018	Riverview School
Vang, M. X.	Classroom Teacher	05/09/2018	Jackson Preparatory
Wellington, S. J.	Classroom Teacher	04/20/2018	Washington Tech Sec
Wellington, S. J.	Classroom Teacher	05/16/2018	Washington Tech Sec
Xiong, N.	Classroom Teacher	05/23/2018	Plato Admin Offices
Fernandez Vinalay, M.	Classroom Teacher	05/16/2018	Humboldt Secondary
Babu, C.	Classroom Teacher	05/17/2018	Ramsey Middle School
Strohmeier, N. S.	Classroom Teacher	05/24/2018	Como Park Elementary
Bendickson, K. E.	School/Community Professional	05/31/2018	Creative Arts Secondary
Goodwin, R. E.	School/Community Professional	06/02/2018	Plato Admin Offices
Jackson, T.	Education Assistant	05/26/2018	Title I Fed Program Offices
Klein, L. J.	Education Assistant	05/25/2018	Focus Beyond
Stein, V. N.	Education Assistant	05/21/2018	American Indian Magnet
Stein, V. N.	Education Assistant	04/28/2018	American Indian Magnet
Yang, Z.	Education Assistant	05/31/2018	Phalen Lake Hmong Studies
Yang, Z.	Education Assistant	04/23/2018	Phalen Lake Hmong Studies
Becker, J. G.	Teaching Assistant	05/09/2018	Battle Creek Elementary
Carter, B. M.	Teaching Assistant	05/29/2018	Obama Service Learning

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Medina Gutierrez, C.	Teaching Assistant	05/18/2018	Wellstone Elementary
Sandbeck, S.	Teaching Assistant	05/14/2018	Humboldt Secondary
Vallejo, M. N.	Teaching Assistant	05/18/2018	Battle Creek Middle School
Washington, M. R.	Teaching Assistant	04/26/2018	Frost Lake Elementary
Klatte, M. A.	Carpenter	04/19/2018	Como Service Center
Loeschke, C. C.	Clerical	03/21/2018	Riverview School
Noel, K. M.	Clerical	05/02/2018	Colborne Admin Offices
Vang, P.	Clerical	05/01/2018	Jackson Preparatory
Williams, A. M.	Clerical	04/21/2018	Ronald M Hubbs Center
Larson, L. M.	Custodian	06/05/2018	Gordon Parks High School
Devaney, M. A.	Nutrition Services	05/16/2018	Daytons Bluff Achievement
Moua, B.	Professional Employee	05/11/2018	Colborne Admin Offices
Yang, P. N.	Professional Employee	05/23/2018	Colborne Admin Offices
Gabriel, C. J.	Technical	04/20/2018	Como Service Center

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
A., P. D.	Classroom Teacher	05/17/2018
B., T. L.	Classroom Teacher	05/21/2018
W., T. M.	Classroom Teacher	05/10/2018

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Norton, K. K.	Education Assistant	04/23/2018	\$22.42	1780 W 7th Street
Kraskey, D. M.	Nutrition Services	04/23/2018	\$12.22	Harding Senior High

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Argetsinger, P.	Classroom Teacher	05/24/2018	Humboldt Secondary
Barze, T. L.	Classroom Teacher	05/21/2018	Galtier Elementary
DeMarco-Sundsmo, A.	Classroom Teacher	05/14/2018	Murray Middle School
Emerson, K.	Classroom Teacher	05/23/2018	Como Park Elementary
Hastad, M. S.	Classroom Teacher	05/07/2018	Mississippi Creative Arts

HUMAN RESOURCE TRANSACTIONS
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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Larson, J. M.	Classroom Teacher	05/14/2018	Como Park Senior High
Polga, X. L.	Classroom Teacher	04/30/2018	Jie Ming Mandarin Immr
Rader, K. E.	Classroom Teacher	05/21/2018	Four Seasons A+
Scheuerlein, S. M.	Classroom Teacher	05/17/2018	Humboldt Secondary
Vang, M. X.	Classroom Teacher	05/21/2018	Jackson Preparatory
Wedger, H. J.	Classroom Teacher	05/14/2018	Highland Park Senior High
Wellington, S. J.	Classroom Teacher	05/02/2018	Washington Tech Sec
Vang, M.	Classroom Teacher	04/30/2018	Farnsworth Aerospace Upr
Pille, M.	Classroom Teacher	04/30/2018	Phalen Lake Hmong Studies
Larson, C. F.	School/Community Professional	05/09/2018	Battle Creek Middle School
Gettle, C. M.	Teaching Assistant	05/02/2018	Battle Creek Middle School
Hitchens, K. M.	Teaching Assistant	04/30/2018	Crossroads Science
Jacobsen, C. M.	Teaching Assistant	05/09/2018	Bridge View
Moua, Y.	Teaching Assistant	05/14/2018	Como Park Elementary
Williams, A. M.	Clerical	05/23/2018	Ronald M Hubbs Center
Miller, B. L.	Custodian	05/29/2018	Hazel Park Preparatory
Wallace, M. A.	Machinists	05/15/2018	Como Service Center
Bergman Aho, M. L.	Professional Employee	05/02/2018	Como Service Center
Moua, B.	Professional Employee	05/22/2018	Colborne Admin Offices
Gabriel, C. J.	Technical	05/18/2018	Como Service Center

RECISION OF RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lennartson, K.	Professional Employee	07/01/2018	\$38.87	Colborne Admin Offices

RECISION OF RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Nelson-Thiele, M.	Nutrition Services	07/01/2018	\$17.16	Farnsworth Aerospace Lwr

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SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
E., K.	Classroom Teacher	05/30/2018
E., K.	Classroom Teacher	06/06/2018
M., M. D.	Classroom Teacher	05/28/2018
M., M. D.	Classroom Teacher	06/08/2018
M., M. D.	Classroom Teacher	06/11/2018
W., A.	Classroom Teacher	06/12/2018
R., E. J.	Classroom Teacher	06/12/2018
R., E. J.	Classroom Teacher	06/13/2018
R., E. J.	Classroom Teacher	06/14/2018
D., J. L.	School/Community Professional	04/02/2018
S., G. A.	Teaching Assistant	05/21/2018

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Betten, S. J.	Classroom Teacher	06/12/2018	Homecroft Early Learning Ctr
Braman, E.	Classroom Teacher	06/12/2018	Wellstone Elementary
Cecere, S.	Classroom Teacher	06/12/2018	Mississippi Creative Arts
Cole-Degroot, E.	Classroom Teacher	06/12/2018	Focus Beyond
Cone, C. R.	Classroom Teacher	06/12/2018	Phalen Lake Hmong Studies
Costello, M. M.	Classroom Teacher	06/13/2018	Washington Tech Sec
Depyper, J. A.	Classroom Teacher	08/01/2018	Phalen Lake Hmong Studies
Dill, E. G.	Classroom Teacher	06/13/2018	Four Seasons A+
Forsyth, M. E.	Classroom Teacher	06/12/2018	St. Paul Music Academy
Gates, N. J.	Classroom Teacher	06/13/2018	Frost Lake Elementary
McKeown, A.	Classroom Teacher	06/12/2018	Central Senior High
Monahan, M.	Classroom Teacher	06/13/2018	Homecroft Early Learning Ctr
Olsson, S. M.	Classroom Teacher	06/13/2018	271 Belvidere Bldg
Palmer, K. A.	Classroom Teacher	06/16/2018	Central Senior High

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RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Retka, J. A.	Classroom Teacher	08/02/2018	Murray Middle School
Romo, M. N.	Classroom Teacher	06/13/2018	Riverview School
Rosenow, G. B.	Classroom Teacher	06/16/2018	Como Park Senior High
Skalman, S. L.	Classroom Teacher	06/01/2018	Como Park Senior High
Wallner, T.	Classroom Teacher	06/16/2018	Ramsey Middle School
Wood, A. J.	Classroom Teacher	06/13/2018	Hazel Park Preparatory
Young, Y.	Classroom Teacher	08/02/2018	Hazel Park Preparatory
Neal, T. A.	Principal	08/03/2018	Como Park Senior High
Brose, L. M.	Education Assistant	06/09/2018	Ronald M Hubbs Center
Cusick, L.	Teaching Assistant	08/24/2018	Hamline Elementary
Gallardo, S.	Teaching Assistant	08/01/2018	Crossroads Montessori
Johnson, J. M.	Teaching Assistant	08/31/2018	Como Park Elementary
Bloomquist, C.	Clerical	08/18/2018	Johnson Senior High
Dushaw, B. A.	Clerical	06/30/2018	1780 W. 7th Street
Batiste, D. L.	Nutrition Services	09/01/2018	Como Service Center
Latour, R.	Nutrition Services	08/11/2018	Johnson Senior High
Scarver, D.	Nutrition Services	06/12/2018	Murray Middle School
Yarusso, J.	Nutrition Services	08/01/2018	Como Park Senior High
Baerenwald, S. M.	Operations	08/18/2018	Como Service Center
Kinder, B. J.	Supervisory	09/01/2018	Colborne Admin Offices

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Sysyn, D. C.	Central Administrator	09/01/2018	Homecroft Early Learning Ctr
Bagley, K.	Classroom Teacher	04/25/2018	Cherokee Heights
Bowlus, M.	Classroom Teacher	05/30/2018	Humboldt Secondary
Caron, M. E.	Classroom Teacher	06/12/2018	Benjamin Mays/Museum
Chermack, S. J.	Classroom Teacher	03/21/2018	Groveland Park Elementary
Davis, A. N.	Classroom Teacher	08/04/2018	Como Park Elementary

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Ekland, L. M.	Classroom Teacher	08/04/2018	RiverEast Elem/Secondary
Engelhardt, A. M.	Classroom Teacher	08/06/2018	Johnson Achievement Plus
Fairchild, P.	Classroom Teacher	04/25/2018	Central Senior High
Fritz, J. A.	Classroom Teacher	05/30/2018	Linwood Monroe Arts Upper
Gardner Taylor, A.	Classroom Teacher	06/16/2018	Hazel Park Preparatory
Halvorson-Hallanger, R. M.	Classroom Teacher	06/12/2018	Daytons Bluff Achievement
Herzi, R. M.	Classroom Teacher	06/12/2018	Linwood Monroe Arts Upper
Hinzman, J. T.	Classroom Teacher	06/12/2018	Hazel Park Preparatory
Huhner, B. R.	Classroom Teacher	06/12/2018	Humboldt Secondary
Hull, T. J.	Classroom Teacher	04/25/2018	Jackson Preparatory
Inners, R. B.	Classroom Teacher	06/12/2018	Obama Service Learning
James-Lutter, A. J.	Classroom Teacher	06/12/2018	Obama Service Learning
Johnson, J. W.	Classroom Teacher	06/09/2018	Parkway Montessori
Kluxdal, S. A.	Classroom Teacher	04/25/2018	Frost Lake Elementary
Kunkel, J. D.	Classroom Teacher	04/21/2018	Ramsey Middle School
Landt, M. C.	Classroom Teacher	06/12/2018	Highwood Hills Elementary
Mays, A. A.	Classroom Teacher	06/12/2018	Rondo Education Center
Miller, P. A.	Classroom Teacher	06/12/2018	Obama Service Learning
Mustafa, G. K.	Classroom Teacher	07/01/2018	Rondo Education Center
Olson, M. K.	Classroom Teacher	06/12/2018	Obama Service Learning
Oren, S. J.	Classroom Teacher	06/12/2018	Eastern Heights Elementary
Patton, M. C.	Classroom Teacher	06/12/2018	Humboldt Secondary
Pines, S. T.	Classroom Teacher	06/12/2018	Ramsey Middle School
Potts, E. E.	Classroom Teacher	06/12/2018	Murray Middle School
Radtke, W. F.	Classroom Teacher	06/13/2018	Focus Beyond
Reiffenberger, L.	Classroom Teacher	08/27/2018	St. Paul Music Academy

HUMAN RESOURCE TRANSACTIONS
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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Sivanich, C. A.	Classroom Teacher	08/03/2018	Humboldt Secondary
Stein, M. K.	Classroom Teacher	06/12/2018	Farnsworth Aerospace Up
Strother, M. M.	Classroom Teacher	06/13/2018	Capitol Hill Magnet
Swanson, L. C.	Classroom Teacher	06/12/2018	Cherokee Heights Elem
Tapio, N. W.	Classroom Teacher	06/12/2018	Linwood Monroe Arts Upper
Wencl, J.	Classroom Teacher	06/12/2018	Hazel Park Preparatory
Wilson, C. E.	Classroom Teacher	06/12/2018	Farnsworth Aerospace Up
Villa, L. J.	Classroom Teacher	06/12/2018	Parkway Montessori
Yang, Y. M.	Classroom Teacher	06/12/2018	Phalen Lake Hmong Studies
Kemp, N. L.	School/Community Professional	05/12/2018	Humboldt Secondary
Lorenz, M. M.	School/Community Professional	06/09/2018	Creative Arts Secondary
Xiong, T.	School/Community Professional	06/09/2018	Jackson Preparatory
Brant, A. N.	Education Assistant	06/12/2018	Creative Arts Secondary
Lor, E. P.	Education Assistant	06/02/2018	1780 W 7th Street
Yang, L. P.	Education Assistant	05/11/2018	Capitol Hill Magnet
Chuhel, A. L.	Teaching Assistant	05/21/2018	Nokomis Montessori South
Nicks, K. L.	Teaching Assistant	06/09/2018	Highland Park Senior High
Paddock, M. K.	Teaching Assistant	06/12/2018	Highland Park Senior High
Scott, C. H.	Teaching Assistant	04/14/2018	American Indian Magnet
Silva-Ingersoll, M. M.	Teaching Assistant	07/03/2018	Johnson Achievement Plus
Simon, P. A.	Teaching Assistant	06/09/2018	Highland Park Senior High
Waalén, M.	Teaching Assistant	04/14/2018	Central Senior High
Tjernlund, J. R.	Carpenter	07/28/2018	Como Service Center
Hollis, J. C.	Custodian	05/12/2018	The Heights
Premo, R. W.	Custodian	08/28/2018	Ramsey Middle School

HUMAN RESOURCE TRANSACTIONS
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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Dudley, K. L.	Nutrition Services	05/31/2018	Frost Lake Elementary
Hurumo, R. S.	Nutrition Services	05/10/2018	Mississippi Creative Arts
Kedir, S. A.	Nutrition Services	05/12/2018	Crossroads Science
Vang, P. H.	Nutrition Services	05/31/2018	Harding Senior High
Noren, D. W.	Operations	06/01/2018	Como Service Center
Doane, R. E.	Painter	04/28/2018	Como Service Center
Murray, D. S.	Professional Employee	06/02/2018	Como Service Center
Tuorila, D. R.	Supervisory	05/26/2018	1780 W 7th Street

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
K., J.	School/Community Professional	04/28/2018
W., C. V.	School/Community Professional	05/30/2018
H., K. S.	Education Assistant	04/27/2018
C., S. R.	Teaching Assistant	05/16/2018
E., T. H.	Teaching Assistant	04/28/2018
N., D. P.	Teaching Assistant	05/26/2018
R., M.	Teaching Assistant	05/26/2018
S., D. M.	Teaching Assistant	05/03/2018
K., D. M.	Nutrition Services	05/26/2018

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Brady, R. M.	Classroom Teacher	06/12/2018	Creative Arts Secondary

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

DATE: June 19, 2018

TOPIC: Donation Toward Student Scholarships

A. PERTINENT FACTS:

1. St. Paul Public Schools volunteer Yelva Lynfield donated \$5,000 to Hubbs Center to use as student scholarships for learners working toward their Certified Nursing Assistant (CNA) license.
2. St. Paul Public Schools Adult Basic Education is offering a Certified Nursing Assistant training during Summer 2018 in collaboration with Inver Hills Community College. The class will cost \$1,065.00 per student.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Scott D. Hall, Adult Basic Education Supervisor; Lynn Gallandat, Community Education Director; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: June 19, 2018

TOPIC: Horace Mann School PTA Gift to Horace Mann School 2018

A. PERTINENT FACTS:

1. A Horace Mann School PTA gift in a total amount of \$22,000 has been provided to fund one Teaching Assistant position for the 2018-2019 school year.
2. This gift is designated by the Horace Mann School PTA to keep one Teaching Assistant at Horace Mann School for the 2018-2019 school year. Without the TA position, Horace Mann School will only have one Teaching Assistant to work with three Kindergarten classes, to support two Grade 3 classrooms with class size exceptions, to provide contractually required lunch/breaks for the clerk, to monitor attendance, to maintain the library, and to assist with behavior issues.
3. This project will meet the District strategic plan goal/goals of Achievement and Sustainability.
4. This item is submitted by Jim Litwin, Principal, Horace Mann School and Dr. Efe Agbamu, Assistant Superintendent Grades K-12

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the \$22,000 gift from Horace Mann School PTA and provide a letter expressing appreciation for the gift.

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

DATE: June 19, 2018

TOPIC: Request Permission to Accept a Gift from Minnesota Vikings Football, LLC

A. PERTINENT FACTS:

1. The Minnesota Vikings owns athletic equipment previously used by the team at its Winter Park training facility. The Minnesota Vikings no longer need this equipment.
2. The Minnesota Vikings wish to donate the equipment to Saint Paul Public Schools.
3. Saint Paul Public Schools agrees to accept and manage the equipment.
3. This project will meet the District strategic goal of sustainability.
4. This item is submitted by Tom Parent, Facilities Director and Jackie Turner, Chief Operating Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a gift of athletic equipment from The Minnesota Vikings.

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

DATE: June 19, 2018

TOPIC: Request for Permission to Accept a Grant from the National Education Association Foundation

A. PERTINENT FACTS:

1. The NEA Foundation's Student Achievement grant program supports new ideas and practices to strengthen teaching and learning. The Foundation's goal is to fund and share successful strategies to educate and prepare students for bright and rewarding futures.
2. Staff at Washington Technology Magnet School prepared an application and received a grant for approximately \$5,000 to purchase supplies for the science department to support chemistry and physics classes. Saint Paul Public Schools will serve as fiscal agent for this project.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Mike McCollor, Principal, Washington Technology; Theresa Battle, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the NEA Foundation to fund supplies for the science department at Washington Technology Magnet School; and to implement the project as specified in the award documents.

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

DATE: June 19, 2018

TOPIC: Request for Permission to Accept a Grant from Project Lead the Way

A. PERTINENT FACTS:

1. Project Lead the Way (PLTW) is the nation's leading provider of science, technology, engineering, and math (STEM) programs. Through world-class K-12 curriculum, high-quality teacher professional development, and outstanding partnerships, PLTW is helping students develop the skills needed to succeed in the global economy.
2. Farnsworth Aerospace PreK-8 prepared an application and received a grant for approximately \$15,000 to implement the PLTW Gateway Introduction to App Creators and Computer Science for Innovators and Makers units for middle schools. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Hamilton Bell, Principal; Lisa Sayles-Adams, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept funds from Project Lead the Way to implement the PLTW Gateway Introduction to App Creators and Computer Science for Innovators and Makers units at Farnsworth Aerospace PreK-8; and to implement the project as specified in the award documents.

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

DATE: June 19, 2018

TOPIC: Request for Permission to Accept a Grant from the Saint Paul Youth Programs Fund

A. PERTINENT FACTS:

1. The Saint Paul Youth Programs Fund's Saint Paul Science Fair Support Group provides funds to selected Saint Paul Public Schools that offer an afterschool Science Club program.
2. Humboldt High School prepared an application and received a grant for approximately \$2,000 to fund team participation in the Regional Science Fair and State Science Fair. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Michael Sodomka, Principal; Dr. Theresa Battle, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept funds from the Saint Paul Youth Programs Fund to fund team participation in the Regional Science Fair and State Science fair for Humboldt High School's Science Club; and to implement the project as specified in the award documents.

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

DATE: June 19, 2018

TOPIC: Request for Permission to Submit a Grant to International Game Technology

A. PERTINENT FACTS:

1. International Game Technology's (IGT) global charitable giving program is currently accepting grant applications for projects that align with IGT's Corporate Social Responsibility priorities.
2. Hazel Park Preparatory Academy has prepared an application for funds to support a Maker Space Lab. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$68,600. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement and sustainability.
4. This item is submitted by Tom Parent, Facilities Director; Lisa Sayles-Adams, Assistant Superintendent; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to International Game Technology for funds support a Maker Space Lab; 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: June 19, 2018

TOPIC: Request for Permission to Submit Grant Application to the Minnesota Department of Education's Fresh Fruit and Vegetable Program

A. PERTINENT FACTS:

1. The Minnesota Department of Education's Fresh Fruits and Vegetables Program is currently accepting grant applications for projects that introduce fresh fruits and vegetables as healthy snack options to 9,400 SPPS students.
2. Saint Paul Public Schools Nutrition Services has prepared an application for funds to provide fresh fruits and vegetables to SPPS students. Saint Paul Public Schools will serve as fiscal agents for the project. This grant is for \$484,194. 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 Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent or designee to submit a grant to the Minnesota Department of Education's Fresh Fruit and Vegetable Program for funds to provide fresh fruit and vegetables in the district; 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: June 19, 2018

TOPIC: Request for Permission to Submit Multiple Grant Applications to the National Association for College Admission Counseling

A. PERTINENT FACTS:

1. The National Association for College Admission Counseling is dedicated to serving students as they make choices about pursuing postsecondary education. Each year the NACA solicits applications for their Transportation Grant Program to fund transportation services to the annual Minnesota National College Fair.
2. The following school prepared applications:
 - Central Senior High School
 - Open World Learning Community
 - Johnson Senior High School
 - LEAP High School
 - Como Park Senior High School
 - Humboldt High School

Each application is for approximately \$300.

Saint Paul Public Schools will serve as fiscal agent for the project.

3. These projects will meet the District strategic plan goal of Achievement.
4. This item is submitted by Darren Ginther, Assistant Director, Office of College and Career Readiness; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit multiple grants to the National Association for College Admission Counseling to fund transportation services for students to attend the Minnesota National College Fair; and to implement the projects as specified in the award documents.

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

DATE: June 19, 2018

TOPIC: Request for Permission to Contract with Blackboard Inc. for Software Services

A. PERTINENT FACTS:

1. The Office of Communications, Marketing and Development requests permission to enter into a contract with Blackboard Inc. for continued support of websites, mass communications for robo-calls, text messages and emails and the MySPPS app. The system supports all school and district websites, messaging for crisis communications, weather-related messaging and school messages to families.
2. Through the robo-call, text and email system, the district and schools sent more than 17,700 messages to families during the 2017-18 school year. The district and school websites had more than 11 million page views. More than 66,000 people have downloaded the MySPPS app.
3. The system allows the district and schools to streamline communications to families and staff on various platforms. The continued development includes additional websites for a new school and special projects. The development also includes American Disabilities Act (ADA) compliance tools for websites and an increase in character limits for text messaging.
4. The services are contracted at a cost of \$199,500 for FY 2018-19, and a cost of \$192,550 for FY 2019-20 and FY 2020-21. The \$7,000 cost in FY 2018-19 is a one-time fee for implementation of an ADA tool to provide a high-contrast option for all district and school websites. The cost will be charged to the budget line item that supports districtwide functions.
5. This project meets the District strategic focus area under family and community engagement.
6. This item is submitted by Shawn Hogendorf, Digital Editor in the Office of Communications, Toya Stewart Downey, Interim Director of Communications and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the contract with Blackboard Inc. for the above mentioned services for the period of July 1, 2018 – June 30, 2021 (three years) at an annual cost of \$192,550, not to exceed \$600,000 over the three year contract.

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

DATE: June 19, 2018

TOPIC: Email Filtering

A. PERTINENT FACTS:

1. Email filtering is needed to protect the district from Spam, Phishing, Computer Viruses and other malicious activities. Email is currently the number one exploited technology for hackers to attempt malicious activity.
 - a. Spam – Junk mail or other mail that is irrelevant or inappropriate that is sent to a large number of recipients.
 - b. Phishing – Malicious email sent to a recipient in an attempt to collect sensitive information that could be used for malicious activity.
 - c. Computer Viruses – small programs created to exploit gaining unauthorized access or access to sensitive data on computer related devices.
2. The solution will be bought from Insight, and the purchase will be made off U.S. Communities IT Products, Services and Solutions Contract No. 4400006644.
3. The solution will include hardware/software costs, implementation, training, and three years of maintenance/support.
4. The purchase is over \$100,000 and board approval is required.
5. This purchase has been reviewed by Idrissa Davis, and Jamie Atkins.
6. Funding will be provided by the Technology Services budget.
7. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
8. This is submitted by Idrissa Davis, Deputy Chief, Technology Services.

B. RECOMMENDATION:

That the Board of Education authorize administration to approve the proposal from Insight, for the purchase of Email filtering in the amount not to exceed \$300,000.

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

DATE: June 19, 2018

TOPIC: End Point Protection

A. PERTINENT FACTS:

1. Our current anti-virus software for (desktops, and laptops) needs to be upgraded to address the changing landscape around small programs developed by hackers for malicious activities. Technology Services needs to implement tools that are capable of blocking not only Computer Virus's but also Malware, and Ransomware.
 - a. Computer Viruses – small programs created to exploit gaining unauthorized access or access to sensitive data on computer related devices.
 - b. Malware – Software that is intended to damage computers or computer related systems.
 - c. Ransomware – A Program designed to encrypt or lock a system/systems and as a result hold that system/systems hostage for extortion type activities.
2. The solution will be bought from Insight, and the purchase will be made off U.S. Communities IT Products, Services and Solutions Contract No. 4400006644.
3. The solution will include hardware/software costs, implementation, training, and three years of maintenance/support.
4. The purchase is over \$100,000 and board approval is required.
5. This purchase has been reviewed by Idrissa Davis, and Jamie Atkins.
6. Funding will be provided by the Technology Services budget.
7. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
8. This is submitted by Idrissa Davis, Deputy Chief, Technology Services.

B. RECOMMENDATION:

That the Board of Education authorize administration to approve the proposal from Insight, for the purchase of Email filtering in the amount not to exceed \$220,000.

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

DATE: June 19, 2018

TOPIC: Request for Permission to Contract with Urban Planet Software for Services

A. PERTINENT FACTS:

1. The Office of Operations/Student Placement Center requests permission to enter into a contract with Urban Planet Software for continued management of the Student Enrollment Management System. The system supports both the school choice application process and year-round enrollment.
2. The user-friendly system supports expeditious processing of applications including initial email notification. Continued development includes incorporation of automatic email notification for on-going acceptances and data collection of information for families not currently receiving District enrollment notifications.

The system transformed the previous enrollment process from a multi-layered process to a streamlined system supporting on-line, paper and in-person application submission. Over 70% of on-time applications were submitted on-line during the most recent on-time choice season.

The services are contracted at a cost of \$5,500 per month which has been built into the Student Placement Center budget.

3. This project will meet the District strategic plan goal/goals of alignment and sustainability.
4. This item is submitted by Jayné Williams, Director Student Placement Center; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the contract with Urban Planet Software for the above mentioned services for the period of July 1, 2018 – June 30, 2020 (two years) at an annual cost of \$66,000, not to exceed \$132,000 over the two year contract.

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

DATE: June 19, 2018

TOPIC: Renewal of Contract with Teachers on Call

A. PERTINENT FACTS:

1. The Human Resources Department of Saint Paul Public Schools is recommending that we renew the contract with Teachers on Call to provide substitute teachers to the District.
2. Teachers on Call began providing services to the District at the start of the 2014-2015 school year. Since the last renewal in 2016, Teachers on Call has maintained a 95% daily fill rate over the two school year period. The new contract maintains the existing rates.
3. The amount will be charged to budget code 01-005-271-000-6305-0000.
4. The recommendation meets the District's strategic plan goal of achievement.
5. This item is submitted by Laurin J. Cathey, Executive Director of Human Resources, and Jackie Allen, Assistant Director of Strategic Planning & Policy.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to renew the contract with Teachers on Call to provide substitute teacher services for Independent School District 625. The contract amount will be charged to budget code 01-005-271-000-6305-0000.

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

DATE: June 19, 2018

TOPIC: Request Permission to Enter into an Agreement with Project Bike Tech

A. PERTINENT FACTS:

1. Project Bike Tech and the Saint Paul Independent School District #625 intend to collaborate on a pilot program to provide bicycle maintenance and repair education through Bike Tech in Schools. Instruction will include working on the District bicycle fleet.
2. District contribution to support Project Bike Tech is \$26,385. Funding will come from Allina Health Charitable Contribution, Statewide Health Improvement Partnerships (SHIP), possible new grant awards and Career, and Technical Education funds.
3. Proposed pilot programs will take place at Boys Totem Town, 398 Totem Rd., 55119, and Open World Learning, 640 Humboldt Ave., 55102.
4. Wellness Policy (533.00) promotes improving access to physical activity. Project Bike Tech shares this goal as well as their goal of building sustainable communities.
5. The agreement period is from July 1, 2018, through June 30, 2020.
6. Requested by Mary Yackley, Supervisor, Student Health and Wellness, Dr. Gail Ghery, Interim Director, Office of Specialized Services, Dr. Theresa Battle, Superintendent of High Schools, Dr. Kate Wilcox-Harris, Chief Academic Officer, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to enter into an agreement with Project Bike Tech to collaborate to provide Bike Tech in Schools, teaching bicycle maintenance, and repair.

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

DATE: June 19, 2018

TOPIC: Memorandum of Understanding, Saint Paul Public Schools and Wallin Education Partners Opportunity Pathways

A. PERTINENT FACTS:

1. Wallin Education Partners is piloting an effort to serve students who select a community college as their next step after high school.
2. In 2018 Wallin Education Partners will serve students who plan to attend either Minneapolis College, Saint Paul College or Normandale Community College.
3. The scholarship will support students who enroll in programs in one of four broad areas including Information Technology, Manufacturing/ Engineering Tech and Health Care and Business
4. Saint Paul Public Schools (SPPS) Seniors have received Wallin Education scholarships from the Wallin Education Partners for over 10 years.
5. The attached Memorandum of Understanding (MOU) defines the relationship and responsibilities between the two organizations in the on-going support to provide scholarships to students planning to enroll in the partnering post-secondary institutions.
6. The MOU states the specific scholar recruitment and selection processes.
7. There will be no cost to SPPS for any of the services provided to SPPS students pursuant to this MOU as of this date and going forward.
8. This item is submitted by Dr. Kate Wilcox-Harris, Chief Academic Officer and Darren Ginther, Assistant Director of the Office of Career and College Readiness.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the attached Memorandum of Agreement between Saint Paul Public Schools and the Wallin Education Partners.

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

DATE: June 19, 2018

TOPIC: Renew Agreement between Saint Paul Independent School District #625 and West Side Community Health Services Health Start School-Based Clinics

A. PERTINENT FACTS:

1. Since 1973, Health Start, a program of West Side Community Health Services, has provided school based clinical services in the Saint Paul Public Schools. The district does not provide funding for these services.
2. Health Start desires to continue providing school-based clinic services at the following facilities where such services are currently provided: AGAPE, Central, Como Park Senior, Creative Arts, Gordon Parks, Harding, Highland Park Senior, Humboldt, Johnson Senior, and Washington.
3. This Memorandum of Agreement allows Health Start to continue to use the current space allocated by the district. The term of the agreement is three (3) years commencing July 1, 2018, and terminating June 30, 2021.
4. This agreement includes a change to the parental consent process that has been in place since 1999. The previous process is more restrictive to adolescent access to health care than MN state law. The new language in section #3 aligns with Minnesota Minor's Consent for Health Care, MN Statutes 144.343 and 144.342, and allows increased access to health care for students.
5. The agreement period is from July 1, 2018, through June 30, 2021.
6. Requested by Mary Yackley, Supervisor, Student Health and Wellness, Dr. Gail Ghare, Interim Director, Office of Specialized Services, Dr. Theresa Battle, Superintendent of High Schools, and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to enter into renewed agreement with West Side Community Health Services Health Start Program to provide clinic services from July 1, 2018, and terminating June 30, 2021.

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

DATE: June 19, 2018

TOPIC: Agreement between Saint Paul Independent School District #625 and Young Men's Christian Association (YMCA) of the Greater Twin Cities for Child Care Services at AGAPE

A. PERTINENT FACTS:

1. The YMCA of the Greater Twin Cities and the Saint Paul Independent School District #625 are entering a cooperative agreement to provide child care services to adolescent student parents.
2. This agreement allows the district to reimburse the YMCA of the Greater Twin Cities for direct child care services in the high school center located at AGAPE for a maximum of 64 children.
3. The maximum cost to the district for these services is \$561,896.00. These funds are provided through a separate agreement with Ramsey County Human Services.
4. The district provides in kind support for this program by providing the necessary physical space at AGAPE High School.
5. The agreement period is from August 1, 2018, to July 31, 2019.
6. This project supports the District goal to ensure high academic achievement for all.
7. Requested by Mary Yackley, Supervisor, Student Health and Wellness, and Dr. Gail Ghery, Interim Director, Office of Specialized Services.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to enter into an agreement with the YMCA of the Greater Twin Cities to reimburse the YMCA for providing direct child care services in an amount not to exceed \$561,896.00 from August 1, 2018, to July 31, 2019.

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

DATE: June 19, 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 April 1, 2018 – April 30, 2018.

(a) General Account	#692602-693807	\$54,480,285.17
	#0002933-0002955	
	#7002767-7002809	
	#0002340-00002424	
(b) Debt Service	-0-	
(c) Construction	-0-	<u>\$10,771,314.91</u>
		<u>\$65,251,600.08</u>

Included in the above disbursements are two payrolls in the amount of \$38,207,787.07 and overtime of \$167,793.88 or 0.44% of payroll.

(d) Collateral Changes

Released:
None

Additions:
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 September 30, 2018.

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

DATE: June 19, 2018

TOPIC: 2018-19 Rights and Responsibilities Handbook Summary

A. PERTINENT FACTS:

1. This recommendation reflects updates to the Rights and Responsibilities Handbook Summary.
2. Updated changes to the handbook include:
 - An Introduction letter from Dr. Gothard
 - Updated page 4 to expand on proactive approaches and supports used to create a positive culture
 - Added “Student’s Rights” section regarding Police Interrogations/Interviews
 - Violations have been put in alphabetical order
 - New definitions for assault and threats
 - Changed “Police Notification” on violation list to “Contact Office of Security and Emergency Management”
3. This project will meet the District target area goal of achievement.
4. This item is submitted by Kathy Lombardi, Assistant Director, Department of School Climate and Support, Office of College and Career Readiness, and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the updated 2018-19 Rights and Responsibilities Handbook Summary.

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

DATE: June 19, 2018

TOPIC: Designating Official with Authority to Authorize User Access to MDE
Secure Websites

A. PERTINENT FACTS:

1. The Minnesota Department of Education (MDE) requires that a district official manage access to MDE secure websites. Instead of having MDE manage user access to the sites as they did in the past, MDE changed that structure by having the district designate an authorized person to manage the user access at the district level. This authorization must be renewed annually.
2. The Identified Official with Authority has the responsibility of authorizing user access to MDE secure websites for the district, verifying eligibility and assigning roles based on authority.
3. It is recommended that Cheryl Carlstrom, Director of Title I Federal Programs and School Improvement and LEA representative, continues to be identified as the Saint Paul Public Schools official with authority who has the responsibility of authorizing user access to MDE secure websites for the district and assigning job duties to district staff.
4. Saint Paul Public Schools will resubmit documentation from the school board annually designating the Identified Official with Authority, as well as any time there is a change in the assignment of the Identified Official with Authority. This documentation serves as the annual recertification of the Identified Official with Authority designation in accordance with Minnesota State Access Control Security Standard 1.0.
5. An email will be sent to MDE (mde.school-verify@state.mn.us) with the name of the designated Identified Official with Authority and the associated school board meeting minutes attached.
6. This project will meet the District target area goal of achievement.
7. This item is submitted by Cheryl Carlstrom, Director Title I Federal Programs and Kate Wilcox-Harris, Chief Academic Officer

B. RECOMMENDATION:

The Board of Education authorize the Superintendent or designee to continue to identify Cheryl Carlstrom, Director of Title I Federal Programs and LEA representative as the Official with Authority for authorizing user access to the Minnesota Department of Education (MDE) secure websites.

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

DATE: June 19, 2018

TOPIC: Establishment of the Classified Position of Paralegal for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The Legal Department has a need for a position that will be responsible for providing professional legal support to the department and Human Resources. This position will maintain and organize legal files, prepare written documents, serve as liaison for the department, investigate facts of a case, conduct legal research and related duties.
2. The Human Resource Department was asked to perform a job study to determine the proper job title and bargaining unit for this work. The recommendation from that study is to create a new title, Paralegal. This title would be within the unit jurisdiction of the Professional Employees Association unit that represents professional employees. The appropriate pay rate for this position would be equivalent to Grade 16 within this Agreement. This salary range will remain in place for this title until such time as a successor agreement is reached to the 2018-2019 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be a classified position.
3. The funds for this position are available in the Legal Department budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Laurin Cathey, Executive Director of Human Resources and Nancy Cameron, General Counsel.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the Paralegal job classification effective June 19, 2018; that the Board of Education declare the position of Paralegal as classified; and that the pay rate be Grade 16 of the 2016-2017 Professional Employees Association standard ranges.

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

DATE: June 19, 2018

TOPIC: Facilities Department FY18 Purchases over \$100,000 Adjustment

A. PERTINENT FACTS:

1. In the normal course of work, the Facilities Department must establish purchases with vendors that may incur costs in excess of \$100,000 throughout the fiscal year. On occasion, anticipated expenditure amounts need to be adjusted mid-year to reflect actual costs.
2. The following list indicates said purchases:

Vendor	Description	Amount	State Contract ID Or Bid Number
Iceman's Industries	Snow Plowing, Spring Sweeping	Original blanket PO: \$95,000 (BOE approved 6/20/2017) Increase by \$32,710 New PO Amount: \$127,710	Bid #A207899
Intereum Inc.	Furniture Acquisition	Original blanket PO: \$950,000 (BOE approved 9/19/2017) Decrease by \$840,000 New PO Amount: \$110,000	VS916
Interiors by Innovative	Furniture Acquisition	Original blanket PO: \$2,200,000 (BOE approved 9/19/2017) Increase by \$840,000 New PO Amount: \$3,120,000	O-86(5)

3. The purchases have been approved by Jamie Atkins, Purchasing Manager.
4. Funding will be provided from the approved Facilities Department Fiscal Year 2018 budget.
5. The purchases meet the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: June 19, 2018

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

A. PERTINENT FACTS:

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

Vendor	Description	Amount	State Contract ID Or Bid Number
ARI	Fleet Leasing	\$460,000	F-533
Bredemus Hardware	Building Hardware	\$230,000	Bid #A211172
Dalco	Custodial supplies, equipment repair and a work loading data program.	\$800,000	Bid #A211038
ECIFM	Tririga License Renewal	\$140,000	N/A
Egan Controls	Building Automation Supplies	\$140,000	Bid #A210949
Egan	Inspection and maintenance of fire alarm systems	\$1,250,000	F-547(5)
Flagship	Playground Maintenance	\$150,000	P-949(5)
Grainger	Maintenance and Janitorial Supplies/PPE/Fire Marshal Orders/Emergency Lighting	\$750,000	T-572(5)
Iceman's Industries	Snow Plowing, Spring Sweeping	\$130,000	Bid #A207899
KFI	Assistance with BAS Integration	\$750,000	GS-21F-0094V
Mavo	General services for environmental abatement and remediation	\$1,250,000	A-189
MEI	Annual Inspections Contract 751557	\$118,500	E-120(5)
Nasseff	Fire Suppression systems inspection and repair	\$600,000	Per bid No. A9134-C
RAK	Bathroom Partitions and Lockers/Emergency Light Replacement/Corrections to Kitchen and Fire Code Violations	\$2,550,000	MN02D-121614-RAK
Trane	HVAC Chiller-Boiler Inspect/Chemicals and Services	\$200,000	15-JCP-023
Walters Recycling	Waste, Recycling & Organics	\$900,000	Bid #A202384-K

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

B. RECOMMENDATION:

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

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

DATE: June 19, 2018

TOPIC: Insurance - Excess Liability

A. PERTINENT FACTS:

1. The District is insured for excess liability coverage through Hallmark Specialty. The current policy term is July 1, 2017 through June 30, 2018.
2. A renewal policy for the period of July 1, 2018 through June 30, 2019 has been offered in the amount of \$206,080. The excess liability policy will be over the underlying coverages of general liability, educators legal liability, and auto offered through Wright Specialty/Markel.
3. The terms and conditions of the offered policy are the same as the current policy. Premium is direct billed by Vaaler Insurance, the District's insurance broker.
4. This recommendation has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding is to be provided from the Insurance District-wide budget, 01-005-940-000-6340-0000.
6. This item meets the District Strategic Plan goal of sustainability.
7. This item is submitted by Tom Parent, Facilities Director, and Marie Schrul, Chief Financial Officer (CFO).

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to approve a new 12-month policy for excess liability coverage with Hallmark Specialty for the period of July 1, 2018 through June 30, 2019, at a cost of \$206,080.

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

DATE: June 19, 2018

TOPIC: Insurance - General Liability, Crime, Legal Liability, Auto, Inland Marine

A. PERTINENT FACTS:

1. The District is insured for general liability, crime, educators legal liability, auto, and inland marine coverage through Wright Specialty/Markel. The current policy term is July 1, 2017 through June 30, 2018.
2. A bundled renewal policy for the period of July 1, 2018 through June 30, 2019 has been offered in the amount of \$876,965. MN Auto Theft Prevention Surcharges are included in this amount.
3. The terms and conditions of the offered policy are the same as the current policy. Premium is billed by Vaaler Insurance, the District's insurance broker.
4. This recommendation has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding is to be provided from the Insurance District-wide budget, 01-005-940-000-6340-0000.
6. This item meets the District Strategic Plan goal of sustainability.
7. This item is submitted by Tom Parent, Facilities Director, and Marie Schrul, Chief Financial Officer (CFO).

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to renew a 12-month bundled policy for general liability and crime, educators legal liability, and auto insurance coverage with Wright Specialty/Markel for the period of July 1, 2018 through June 30, 2019, at a cost of \$876,965.

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

DATE: June 19, 2018

TOPIC: Insurance – Property

A. PERTINENT FACTS:

1. The District is insured for property coverage through Affiliated FM. The current policy term is July 1, 2017 through June 30, 2018.
2. A renewal policy for the period of July 1, 2018 through June 30, 2019 has been offered in the amount of \$540,925. Engineering fee and MN State Fire Tax/Surcharges are included in this amount.
3. The terms and conditions of the offered policy are the same as the current policy. Premium is prepaid and billed by Vaaler Insurance, the District's insurance broker.
4. This recommendation has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding is to be provided from the Insurance District-wide budget, 01-005-940-000-6340-0000.
6. This item meets the District Strategic Plan goal of sustainability.
7. This item is submitted by Tom Parent, Facilities Director, and Marie Schrul, Chief Financial Officer (CFO).

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to renew a 12-month policy for property insurance coverage with Affiliated FM for the period of July 1, 2018 through June 30, 2019, at a cost of \$540,925.

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

DATE: June 19, 2018

TOPIC: Lead in Water Safety Program

A. BACKGROUND:

1. Saint Paul Public Schools is subject to the following statutory requirements:
 - a. MN §121A.335, Subdivision 1. Model plan. The commissioners of health and education shall jointly develop a model plan to require school districts to accurately and efficiently test for the presence of lead in water in public school buildings serving students in kindergarten through grade 12. To the extent possible, the commissioners shall base the plan on the standards established by the United States Environmental Protection Agency.
 - b. The plan may be based on the technical guidance in the Department of Health's document, "Reducing Lead in Drinking Water: A Technical Guidance for Minnesota's School and Child Care Facilities."
 - c. MN §121A.335, Subd. 2. School plans. By July 1, 2018, the board of each school district or charter school must adopt the commissioners' model plan or develop and adopt an alternative plan to accurately and efficiently test for the presence of lead in water in school buildings serving prekindergarten students and students in kindergarten through grade 12.
2. The Facilities Department is submitting the attached Lead in Water Safety Program plan for adoption and implementation.
3. The Facilities Department is following the *Reducing Lead in Drinking Water, A Technical Guidance and Model Plan for Minnesota's Public Schools*, published by the Minnesota Department of Health and the Minnesota Department of Education.
4. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
5. Once adopted, the plan shall be submitted to the Minnesota Department of Health and the Minnesota Department of Education.
6. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education adopt the attached Lead in Water Safety Program plan in accordance with Minnesota Statute 121A.335.

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

DATE: June 19, 2018

TOPIC: Approval of a Salary Recommendation for Superintendency Members of Independent School District No. 625 (Saint Paul Public Schools)

A. PERTINENT FACTS:

1. The recommendation is for a two-year period from July 1, 2017 through June 30, 2019.
2. The Human Resources department recommends that members of the Superintendency group receive salary increases as follows:
 - a. Effective July 1, 2017 increase salary for members of this group by 1%.
 - b. Effective July 1, 2018 increase salary for members of this group by 1%.
3. The District currently has 24 regular employees who are part of the Superintendency group.
4. The new total package cost for the agreement are estimated as follows:
 - a. In the 2017-2018 budget year: \$31,547
 - b. In the 2018-2019 budget year: \$32,083
5. This item will meet the District target area goal of alignment.
6. This request is submitted by Laurin Cathey, Executive Director of Human Resources; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the recommended salary increase for members of the Superintendency; duration of said recommendation is for the period of July 1, 2017 through June 30, 2019.

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

DATE: June 19, 2018

TOPIC: Active Employee and Early Retiree Health Insurance

A. PERTINENT FACTS:

1. The School District provides health insurance coverage through HealthPartners for approximately 5000 active employees and 600 early retirees. The District's current cost is approximately \$63,150,000 for active employees and \$6,100,000 for early retirees.
2. The District currently offers active employees and early retirees, who are not yet Medicare eligible, three HealthPartners plan options. The current plan offerings and monthly premiums are shown below

	Single	Single Plus One	Family
Distinctions Plan	\$748.00	\$1684.00	\$1953.00
HRA Deductible Plan	\$641.00	\$1407.00	\$1643.00
HAS High Deductible Plan	\$532.00	\$1196.00	\$1387.00

3. The District last bid its health insurance in 2014. As required by State law, the District must bid its health insurance every five years. A request for Proposal (RFP) was published in March 2018 for the plan year 2019. The RFP included the current plan offerings for the District's consideration. The RFP was responded to by five carriers: BCBS MN, HealthPartners (incumbent), Medica, Preferred One and Public Employee Insurance Program (PEIP). Three bidders were selected to participate in the finalist phase – HealthPartners, Medica and PEIP.
 - a. HealthPartners responded with a proposal to continue the current plan offerings as requested in the RFP. They also added an alternative coverage option in the form of a SmartCare ACO that offers employees the opportunity to reduce premium by selecting a plan with a more narrow provider network. The premium rates for 2019 are equal to the 2018 rates for our current plan with a rate increase guaranteed not to exceed 7% in 2020. For employees who select the ACO option they could see premiums 6% lower than the current plan.
 - b. Medica responded with a proposal that matches our current plan and offers an ACO plan with 3 tiers. The premium rates for 2019 for the plan most like our current plan would increase by 6% for 2019 and proposes a rate increase not to exceed 7% in the second year.
 - c. The PEIP proposal is a plan not identical to ours but similar in care networks. Their program offers 3 tiers where you select based on cost. The premiums for 2019 would be 3.2% lower than our current rates. While PEIP isn't able to offer rate guarantees, their current trend suggests rates for 2020 would increase in the range of 3-4%. The PEIP program does not provide a wellness component.

4. The Benefits Labor Management Committee, with guidance from Aon Hewitt Consulting, spent considerable time reviewing all options and agreed that the HealthPartners proposal should continue to be offered to employees and early retirees for 2019.

	Single	Single Plus One	Family
Co-Pay Plan*	\$751.00	\$1691.00	\$1961.00
HRA Deductible Plan*	\$648.00	\$1423.00	\$1662.00
HAS High Deductible Plan*	\$534.00	\$1200.00	\$1392.00

* Premium rates include the commissions, administrative fees and dollar value of the account

5. The Districts Benefit Labor Management Committee recommends acceptance of this renewal contract at the proposed rates.
6. This agreement supports the District's goal of aligning resource allocation to District priorities.
7. This item is submitted by Laurin Cathey, Executive Director, Human Resources; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve a contract for active employee and early retiree health insurance coverage with HealthPartners, effective January 1, 2019, at the proposed premium renewal rates.

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

DATE: June 19, 2018

TOPIC: Second Amendment to Saint Paul Public Schools 403(B) Retirement Savings Plan

A. PERTINENT FACTS:

1. On September 16, 2008, the Board of Education adopted a written 403(b) Retirement Savings Plan document, entitled the Saint Paul Public Schools 403(B) Retirement Savings Plan. The Board amended the Retirement Savings Plan on September 22, 2009.
2. Current law allows employees who have attained age 59 ½ and have not had a severance from employment to take distributions from a 403(b) plan if the plan permits such distributions. District's Retirement Savings Plan does not currently permit this type of "in-service distribution" at age 59 ½.
3. District occasionally seeks to rehire experienced retirees to fill a specific need temporarily. These retirees are unable to take distributions from the Retirement Savings Plan while reemployed. They must terminate their employment to take distributions that they could otherwise take if they did not continue to work for District.
4. For the convenience of rehired retirees and other employees who have attained age 59 1/2, and as allowed by law, District staff now recommend a second amendment to the Retirement Savings Plan.
5. District staff recommend the Retirement Savings Plan be amended to: (1) amend the definition of "Severance from Employment" and (2) amend the "In Service Distributions" language.
6. There is no cost to the District.
7. The amendment reads as follows:

DATE: June 19, 2018
TOPIC: Second Amendment to Saint Paul Public Schools 403(B) Retirement Savings Plan – Page 2

8.

SECOND AMENDMENT TO
SAINT PAUL PUBLIC SCHOOLS 403(B)
RETIREMENT SAVINGS PLAN

BY THIS AGREEMENT, Saint Paul Public Schools 403(B) Retirement Savings Plan (herein referred to as the "Plan") is hereby amended as follows:

ARTICLE I
DEFINITIONS

- 1.1 Effective date. This Article shall be effective June 19, 2018.
- 1.2 Definition of Severance from Employment. The Plan is amended by replacing Section 1.47 with the following:
- 1.47 **"Severance from Employment"** means an Employee's severance from employment, as defined in Treas. Reg. Section 1.403(b)-2(b)(19), in cases other than death.

ARTICLE II
IN SERVICE DISTRIBUTIONS

- 1.1 Effective date. This Article shall be effective June 19, 2018.
- 2.2 In service distributions. The Plan is amended by replacing Section 5.7 with the following:
- 5.7 **In Service Distributions**

At the election of a Participant who has attained the age of 59 1/2 years, the Administrator shall direct the Funding Vehicle to distribute all or a portion of the Participant's Account Balance to the Participant. A distribution under this Section 5.7 may only be made from an Active Funding Vehicle and shall be available regardless of whether the Participant has experienced a Severance from Employment. In the event that the Administrator makes such a distribution, the Participant shall continue to be eligible to participate in the Plan on the same basis as any other Employee. Any distribution made pursuant to this Section shall be made in a manner consistent with Section 5.3.

DATE: June 19, 2018
TOPIC: Second Amendment to Saint Paul Public Schools 403(B) Retirement Savings Plan – Page 2

8. This item meets the District's Strategic Plan goals by aligning District resource allocation to District priorities.
9. This item is submitted by Laurin Cathey, Executive Director, Human Resources and Labor Relations, Marie Schrul, Chief Financial Officer, and Nancy L. Cameron, General Counsel.

B. RECOMMENDATION:

1. That effective June 19, 2018, the Retirement Savings Plan be amended as set forth above,
2. That the Board of Education adopt the above amendment to the Saint Paul Public Schools 403(B) Retirement Savings Plan, and
3. That the Board of Education authorize and direct the Superintendent or the Superintendent's designee to execute additional agreements and documents necessary to carry out the purposes of the Retirement Savings Plan, including any amendments thereto, and to take all actions necessary or advisable to effectuate the Retirement Savings Plan's purposes and to ensure the Retirement Savings Plan's compliance with law.

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

DATE: June 19, 2018

TOPIC: RFB # A207476-A Renewal Prime Vendor Contract for Dairy and Juice Products

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of dairy and juice products with Agropur, Inc.
2. The original contract was approved for a one-year period, beginning August 1, 2015 through June 30, 2016, for the estimated value of \$1,800,000. The contract was renewed for a one-year period, beginning July 1, 2016 through June 30, 2017 for the estimated value for \$2,000,000. Then the contract was renewed again for a one-year period, beginning July 1, 2017 through June 30, 2018 for the estimated value for \$2,000,000.
3. The Nutrition Services Department requests authorization to renew a contract with Agropur, Inc. for a one-year period, beginning July 1, 2018 through June 30, 2019, for the estimated value of approximately \$2,000,000.
4. This renewal request has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6495-0000 for dairy and 02-005-680-705-6490-0000 for juice.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the renewal of RFB # A207476-A with Agropur, Inc. for furnishing and delivery of dairy and juice products for the period of July 1, 2018 through June 30, 2019, for an estimated value of \$2,000,000.

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

DATE: June 19, 2018

TOPIC: RFB # A207620-A Renewal of RFB for Fresh Bakery Goods

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of fresh bakery goods with Bimbo Bakeries.
2. The original contract was approved for a one-year period, beginning August 1, 2015 through June 30, 2016, for the estimated value of \$245,000. The contract was renewed for the period beginning July 1, 2016 through June 30, 2017, for the estimated value of \$245,000. Then the contract was renewed again for an additional one-year period, beginning July 1, 2018 through June 30, 2019, for the estimated value of \$245,000
3. The Nutrition Services Department requests authorization to renew the contract with Bimbo Bakeries for a one-year period, beginning July 1, 2018 through June 30, 2019, for the estimated value of \$245,000.
4. This renewal request has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the renewal of RFB # A207620-A with Bimbo Bakeries for furnishing and delivery of fresh bakery goods for the period of July 1, 2018 through June 30, 2019, for an estimated value of \$245,000.

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

DATE: June 19, 2018

TOPIC: RFP #A209579-A Renewal of Poultry Contract

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of poultry products for a one-year period with Ferndale Market.
2. The original contract was approved for a one-year period, beginning August 1, 2016 through July 31, 2017, for the estimated value of \$120,000. The contract was renewed for a one-year period, beginning August 1, 2017 through June 30, 2018, for the estimated value of approximately \$150,000.
3. The Nutrition Services Department requests authorization to renew the contract with Ferndale Market for a one-year period, beginning July 1, 2018 through June 30, 2019, for the estimated value of approximately \$150,000.
4. This renewal request has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the renewal of RFP #A209579-A to Ferndale Market for the furnishing and delivery of poultry products for the period of August 1, 2018 through June 30, 2019, for an estimated value of \$120,000.

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

DATE: June 19, 2018

TOPIC: RFB #A209633-A Renewal of Prime Vendor for Non-Food Supplies

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a prime vendor contract for furnishing and delivery of non-food supplies for a one-year period with Trio Supply.
2. The original contract was approved for a one-year period, beginning August 1, 2016 through July 31, 2017, for the estimated value of \$600,000. The contract was renewed for an one-year period, beginning August 1, 2017 through July 31, 2018, for the estimated value of approximately \$600,000.
3. The Nutrition Services Department requests authorization to renew the contract with Trio Supply Company for a one-year period, beginning August 1, 2018 through July 31, 2019, for the estimated value of approximately \$600,000.
4. This renewal request has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-707-6401-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the renewal of RFB # A209633-A to Trio Supply Company for the furnishing and delivery of non-food supplies for the period of August 1, 2018 through July 31, 2019, for an estimated value of \$600,000.

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

DATE: June 19, 2018

TOPIC: RFP #A212562-A Prime Vendor for Produce

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for the furnishing and delivery of produce with Bix Produce Company as primary vendor and Russ Davis Wholesale as secondary vendor.
2. The original contract was approved for an eight-month period, beginning January 1, 2018-August 31, 2018, for the estimated value of \$1,200,000 for Bix and \$800,000 for Russ Davis.
3. The Nutrition Services Department requests authorization to renew the contract with Bix Produce Company as the primary vendor and Russ Davis Wholesale as the secondary vendor for a one-year period, beginning July 1, 2018 through June 30, 2019, for the estimated value of \$1,800,000 and \$1,200,000 respectively.
4. This renewal request has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the award of RFP# A212562-A to Bix Produce Company as a primary vendor and to Russ Davis Wholesale as the secondary vendor for the furnishing and delivery of produce for the period of July 1, 2018 through June 30, 2019, for the estimated value of \$1,800,000 and \$1,200,000 respectively.

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

DATE: June 19, 2018

TOPIC: RFP #A214209-A Petite Bananas

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has received offers to establish a contract for furnishing and delivery of petite bananas for a one-year period beginning July 1, 2018 through June 30, 2019.
2. The following companies were scored based on the proposal they submitted. The total score possible was 100 points.

Bix Produce Co.....	77
Russ Davis Wholesale.....	99

3. The Nutrition Services Department requests authorization to establish the contract with Russ Davis Wholesale, Inc. for a one year period, beginning July 1, 2018 through June 30, 2019, for the estimated value of \$245,000.
4. This contract request has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the award of RFP # A214209-A to Russ Davis Wholesale, Inc. for furnishing and delivery of petite bananas for the period of July 1, 2018 through June 30, 2019, for an estimated value of \$245,000.

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

DATE: June 19, 2018

TOPIC: RFP #A2088827-A Renewal of Prime Vendor Grocery Items and Supplies

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has establish a prime vendor contract for furnishing and delivery of grocery items and supplies for a one-year period with Indianhead Foodservice Distributor.
2. The original contract was approved for a one-year period, beginning August 1, 2016 through July 31, 2017, for the estimated value of \$4,500,000, with an approved amendment added in April to an estimated value of \$5,500,000. The contract was renewed for a one-year period, beginning August 1, 2017 through July 31, 2018, for the estimated value of approximately \$6,500,000.
3. The Nutrition Services Department requests authorization to renew the contract with Indianhead Foodservice Distributor for a one-year period, beginning August 1, 2018 through July 31, 2019, for the estimated value of approximately \$6,500,000.
4. This renewal request has been reviewed by Jamie Atkins, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
4. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the renewal of RFP# A2088827-A to Indianhead Foodservice Distributor for the furnishing and delivery of groceries for the period of August 1, 2018 through July 31, 2019, for an estimated value of \$6,500,000.

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

DATE: June 19, 2018

TOPIC: Request for Yogurt Products

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department is a member of the Minnesota School Food Buying Group (MSFBG). This buying group is managed through the Anoka Hennepin School District. Saint Paul Public Schools has a joint purchasing agreement with the Anoka Hennepin School District. The MSFBG awarded yogurt products to Upstate Niagara Cooperative, Inc. The Nutrition Services Department requests authorization to purchase yogurt through the pricing established by the MSFBG bid process.
2. As a member of MSFBG, the Nutrition Services Department requests authorization to purchase yogurt products with pricing established through the MSFBG bid process. The estimated value of these purchases is \$275,000.
3. This renewal request has been reviewed by Jamie Atkins, Purchasing Manager.
4. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
5. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
4. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize purchases with Upstate Niagara Cooperative, Inc. for the furnishing and delivery of yogurt for the period July 1, 2018 through June 30, 2019, for an estimated value of \$275,000 utilizing pricing established by the MSFBG bid process.

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

DATE: June 19, 2018

TOPIC: Request for Authorization to Award RFB#214343-A
Equipment Purchase, Installation and Service: Heat Seal Machine and
Accumulator Table

A. PERTINENT FACTS:

1. Saint Paul Public Schools' Nutrition Services Department was awarded equipment grant funds in the amount of \$108,044 from the Minnesota Super Bowl Legacy Fund (Item IX.B.6, May 2018 Board of Education Meeting), which included \$50,058.43 for the purchase of a heat seal machine and accumulator table.
2. RFB #A214343-A was issued April 17, 2018 to establish a contract for equipment purchase, installation and service of a heat seal machine and accumulator table.

The following company submitted a bid:

<u>Company</u>	<u>Heat Seal Machine</u>	<u>Accumulator Table</u>	<u>Installation and Crating</u>	<u>Total Bid</u>
Oliver Packaging & Equipment Company	\$89,675	\$5,300	\$7,000	\$101,975

3. The Nutrition Services Department requests authorization to establish a contract with Oliver Packaging & Equipment Company for the purchase.
4. This request has been reviewed by Jamie Atkins Purchasing Manager.
5. Funding will be provided from Nutrition Services budget 02-005-680-707-6530-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer

B. RECOMMENDATION:

That the Board of Education authorizes the award of RFB# A214343-A Equipment Purchase, Installation and Service: Heat Seal Machine and Accumulator Table to Oliver Packaging & Equipment Company for the furnishing, delivery, installation and service of a heat seal machine and accumulator table for the approximate value of \$101,975.

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

DATE: June 19, 2018

TOPIC: Rondo Education Center Hard Surface & Drainage Improvements

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for work related to Hard Surface & Drainage Improvements at the Rondo Education Center.
2. The following bid was received per the terms and conditions of State Contract #123720

	<u>Lump Sum Base Bid</u>
Bituminous Roadways.....	\$112,000.00
FPI.....	\$324,475.00
LS Black.....	\$371,900.00

3. The bid was reviewed by Jamie Atkins, Purchasing Manager.
4. Funding will be provided from Long-Term Facilities Maintenance.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of the Hard Surface & Drainage Improvements at the Rondo Education Center work to Bituminous Roadways for the lump sum bid for \$112,000.00.

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

DATE: June 19, 2018

TOPIC: Construction Change Directive #120 for Corval Constructors at the Humboldt High School Addition

A. PERTINENT FACTS:

1. This change order provides all labor, material, equipment and services necessary for the following items:
 - a. Minnesota Department of Labor & Industry and City Revisions
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. Total change to the original contract amount of \$4,409,040 is 3.5%. New total contract amount with total change orders to date is in the amount of \$4,644,068. The total amount of change with all project contracts combined to date is 1.81%. The items on these change orders have been reviewed and validated by Cuningham Group Architects and Wenck Construction.
5. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to sign Construction Change Directive #120 for Corval Constructors at the Humboldt High School Addition for the lump sum of \$155,669.00.



Saint Paul Public Schools Proposed FY19 Budget

Marie Schrul
Chief Financial Officer
June 19, 2018



Purpose

To present the final proposed FY19 Budget to the Board of Education for adoption.



FY19 Proposed Budget (Expenditures)

Total FY19 Proposed Budget
\$750.0

General
Fund
\$534.7

General
Fund Fully
Financed
\$44.1

Food
Service
\$29.0

Community
Service
\$23.3

Community
Service
Fully
Financed
\$8.7

Building
Construction
\$51.0

Debt
Service
\$59.2

FY19 Proposed Budget numbers reflected in millions

FY 19 Proposed Budget

Revenue and Expenditure Summary

Fund	Estimated Beginning Fund Balance	Revenues	Expenditures	Revenues Over/(under) Expenditures	Revenue Transfer LTFM	Expenditure Transfer LTFM	Estimated Ending Fund Balance
General Fund	\$89,870,331	\$534,731,107	\$534,731,107	\$0	\$22,382,590	\$22,382,590	\$89,870,331
General Fully Financed Fund	135,083	44,099,990	44,099,990	0	0	0	135,083
Food Service	6,639,325	28,938,889	28,938,889	0	0	0	6,639,325
Community Service	2,988,077	23,187,476	23,332,956	(145,480)	0	0	2,842,597
Community Service Fully Financed	1,141,689	8,671,763	8,671,763	0	0	0	1,141,689
Building Construction	44,317,549	37,382,590	51,003,599	(13,621,009)	(22,382,590)	(22,382,590)	30,696,540
Debt Service	63,242,628	40,455,800	59,190,396	(18,734,596)	0	0	44,508,032
Total All Funds	\$208,334,682	\$717,467,615	\$749,968,700	(32,501,085)	0	0	\$175,833,597

FY19 Proposed General Fund

Big Picture – Expenditures

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Area	FY18 Adopted	FY19 Proposed	Change	Percent Change
Schools	\$247,365,968	\$247,054,701	(\$311,267)	(0.1%)
School Service Support	\$180,513,043	\$188,012,225	\$7,499,182	4.2%
District-wide Support	\$90,033,697	\$96,088,310	\$6,054,613	6.7%
Central Administration	\$3,533,366	\$3,575,871	\$42,505	1.2%
Total	\$521,446,074	\$534,731,107		

6/19/18

Budget Engagement Information

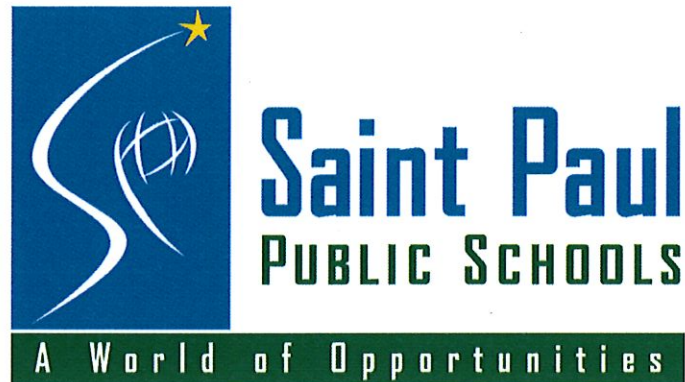
- Principal toolkit includes:
 - Budget worksheet with supporting documentation
- School Budget Presentations (April 16-26)
 - Budget Video & Talking Points
 - Powerpoint draft that can be tailored to site to use with staff and community
 - Communications will have a survey for parents & community who attend
- Budget Finance & Advisory (BFAC) Meetings
- Business Office Website
(<https://www.spps.org/business>)

Recommendation:

That the Board of Education adopt the FY19
Proposed Budget of \$749,968,700 as presented.



Questions



Proposed 2018-19 Budget

INDEPENDENT SCHOOL DISTRICT 625 • ST PAUL, MN • RAMSEY COUNTY

SAINT PAUL PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT 625
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Executive Summary

Strong Schools, Strong Communities

Dear Friends of Saint Paul Public Schools,

In my first year as Superintendent I have learned a great deal about this large and vibrant school district. We have tremendous resources in our students, families and staff -- and we owe them all a strong, strategic plan of action for the future, informed and created **in partnership with our community**.

We will unveil that new strategic plan in the 2018-19 school year. It zeroes in on achievement with its Long-term Student Outcomes, which call our district to:

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

The Strategic Focus Areas, through which SPPS will achieve its Long-term Student Outcomes, are:

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

We are eager to work with our many stakeholders to propose actions in each of these Focus Areas, and to unveil the fully-formed plan later in 2018.

This important work comes at yet another time of budget cuts for SPPS and many other districts across the state and nation. We must reduce expenses by \$17.2 million for 2018-19. Most district-wide programs have been cut by at least five percent. While several positions have been eliminated, many of those whose jobs were originally cut are finding positions elsewhere in the district.

However, in a few vital areas SPPS will increase spending: to teach English language learners and special education students; to bolster programming for the Indian Education program; to pay for substitute teachers; and to support other areas of district operations.

In other good news, we anticipate an increase in enrollment next fall, in what I hope is the beginning of a trend.

Efforts to advocate for our schools must continue and strengthen. Showing our partners the reality of our classrooms is a big priority for me. I appreciated the dozens of community leaders who participate annually in events like School Leader for a Day and who volunteer regularly. We have brought many elected officials, including dozens of state house and senate members, into our schools to see the great work of our staff and meet our amazing students. We must continue to demonstrate the need to fully support our schools.

Building even stronger relationships with business and community organizations will also be essential if we are to offer our students greater opportunities, from birth to workplace. Our new strategic plan will focus on just such relationships, and much more.

In partnership,

Joe Gothard

Superintendent

SAINT PAUL PUBLIC SCHOOLS - STRONG SCHOOLS, STRONG COMMUNITIES

Saint Paul Public Schools (SPPS) long range goals are:



SPPS provides an outstanding education for some students. We can provide an outstanding education for all students.

Goal 1 creates the conditions for every school to transform learning by giving teachers not only a well-rounded curriculum, but the training, direction and support they need to deliver quality instruction to every student.



The Strong Schools, Strong Communities Plan assures that all students have quality choices in their own community.

Goal 2 recognizes that our current choice system does not do enough to address the achievement gap. In fact, ***data shows that students of color and /ow-income students perform as well or better in their community schools.***



Our traditional methods of balancing the budget that cut people and programs undermine our ability to implement our academic plan. The budget is our financial plan that must sustain our academic plan.

Goal 3 looks at the long-term success of our core functions -teaching and learning - and guides decisions based upon what we know will deliver results for students.

SAINT PAUL PUBLIC SCHOOLS AT A GLANCE

Saint Paul Public Schools, Minnesota's second-largest school district, offers a world of opportunities for a multi-cultural student population of more than 38,000 pre-kindergarten through grade 12 students. The District promotes lifelong learning, serving "students" from birth to age five and adults learning English, earning their diploma or their GED.

	ACTUAL 2017-2018	PROJECTED 2018-2019	STAFF BY FTE (2017-2018)	
STUDENT ENROLLMENT				
Early Childhood Special Education	870	870	K-12 Teachers	3,236
Voluntary PreK (State Funded)	271	N/A	Paraprofessionals	1,128
Kindergarten through 5 th Grade	17,750	17,408	Support Staff	1,169
Grade 6 to Grade 8	7,346	7,445		
Secondary (9-12) and Area Learning Centers	<u>10,949</u>	<u>11,056</u>	Principals and other district leaders	287
<i>Total reported to State</i>	37,186	36,779	Total number of Staff (10/1/17)	5,820
Pre-Kindergarten (No State Funding)	<u>1,269</u>	N/A		
<i>Total Enrollment (10/1/17)</i>	38,455			

Source: SPPS REA

STUDENT DEMOGRAPHICS

African American	31%
Asian American	33%
Caucasian American	21%
Latino American	13%
American Indian	2%
Special Education Students	15%
English Language Learner (ELL) Students	30%

Eligible for Free or Reduced-Priced Meals	66%
---	-----

Source SPPS REA

NUMBER OF SCHOOLS AND PROGRAM SITES (2017-2018)*

Elementary Schools	41
Junior High/Middle Schools	7
Senior High Schools	12
Alternative Programs	8
Total School Sites	68

Source SPPS 2018 Bond Book

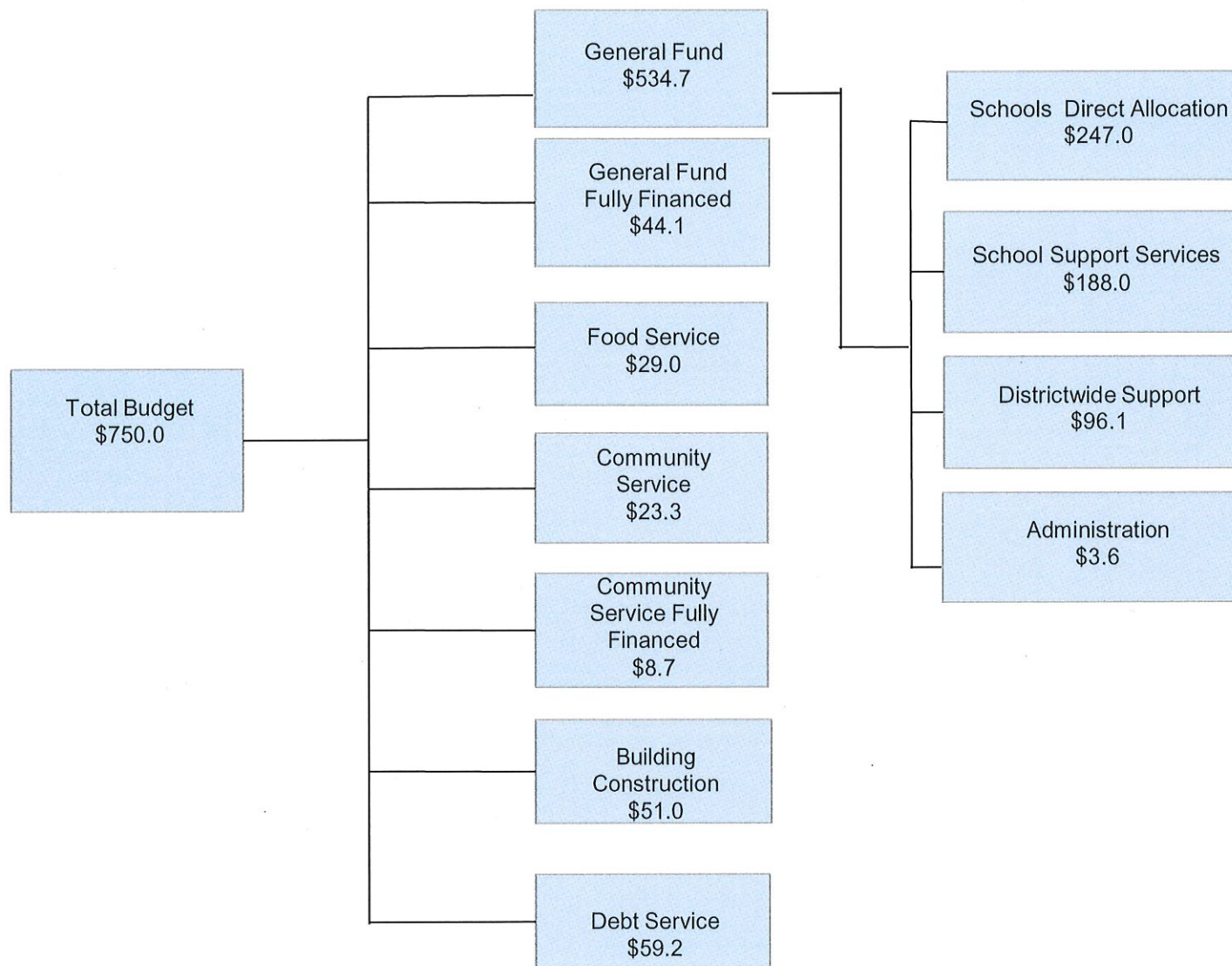
* Grades vary by site; This list does not include charter schools

REPORT ON REFERENDUM

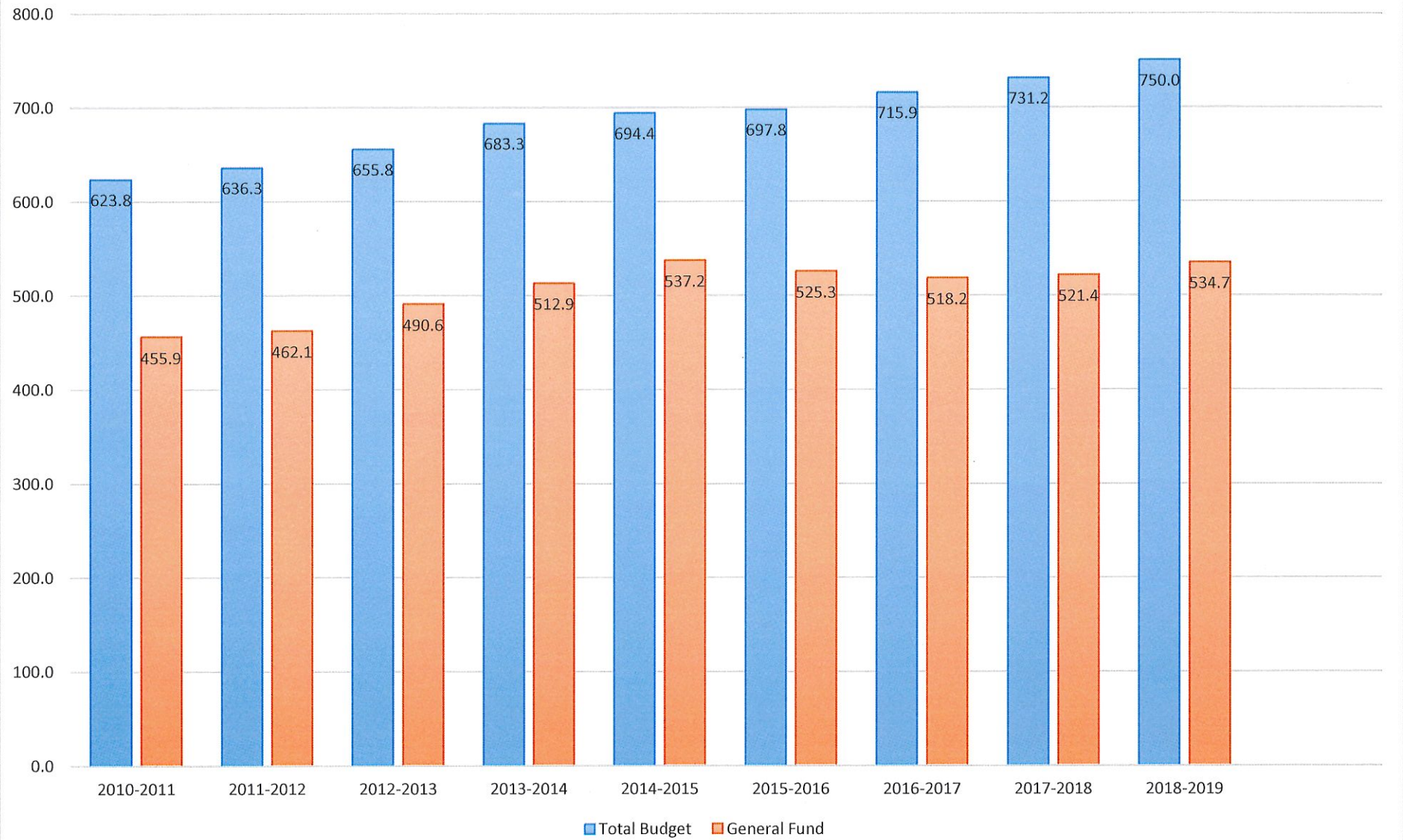
In fiscal year 2007-08, \$29.7 million was available through the Referendum for Continued Excellence. This referendum expired at the end of fiscal year 2012-13. It was renewed by the voters of Saint Paul in November 2012, with an additional \$9 million for Personalized Learning and will continue through FY21.

	2016-2017 Actual (in millions)	2017-2018 Plan (in millions)	2018-2019 Plan (in millions)
All Day Kindergarten	\$2.0	\$1.8	\$2.2
Early Childhood Family Education	\$1.8	\$1.8	\$1.7
Pre-Kindergarten	\$6.0	\$6.1	\$6.1
Secondary Math & Science	\$10.1	\$12.0	\$12.4
Other Secondary Programs	\$0.7	\$0.0	\$0.0
PLTT	\$9.0	\$9.0	\$9.0
Technology	\$0.9	\$0.8	\$0.8
MLL	\$1.0	\$1.1	\$1.0
Special Education	\$2.3	\$3.0	\$3.4
Elementary Support	\$8.1	\$7.0	\$6.9
Pre-K Admin/Transportation	\$1.1	\$0.8	\$0.5
Total	\$43.0	\$43.4	\$44.0

**Saint Paul Public Schools
Total Budget Overview
Fiscal Year 2018-19 (in millions)**



Saint Paul Public Schools
History of Adopted Budget (in millions)

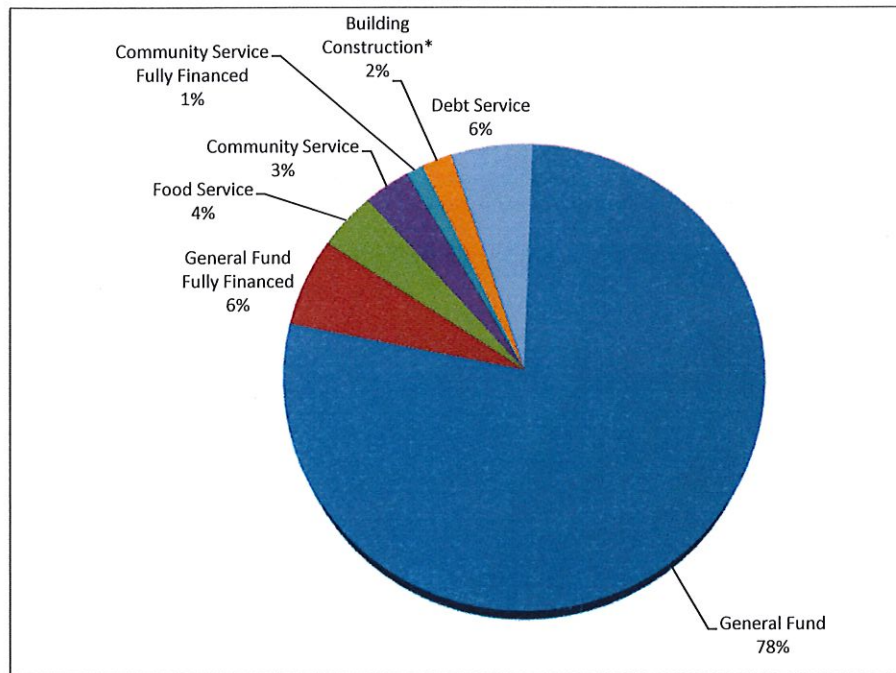


Saint Paul Public Schools
Proposed Revenue and Expenditures Summary
Fiscal Year 2018-19

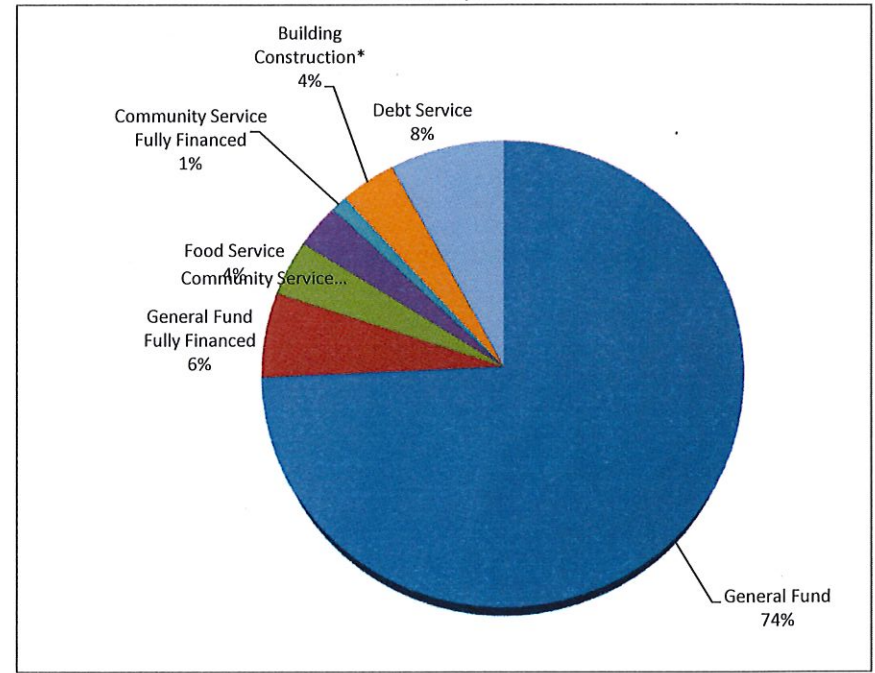
	Estimated Beginning Fund Balance	Revenue	Expenditures	Revenues Over/(Under) Expenditures	Revenue Transfer *LTFM	Expenditure Transfer *LTFM	Estimated Ending Fund Balance
General Fund	\$89,870,331	\$534,731,107	\$534,731,107	0	\$22,382,590	\$22,382,590	\$89,870,331
General Fund Fully Financed	135,083	44,099,990	44,099,990	0	0	0	135,083
Food Service	6,639,325	28,938,889	28,938,889	0	0	0	6,639,325
Community Service	2,988,077	23,187,476	23,332,956	(145,480)	0	0	2,842,597
Community Service Fully Financed	1,141,689	8,671,763	8,671,763	0	0	0	1,141,689
Building Construction*	44,317,549	37,382,590	51,003,599	(13,621,009)	(22,382,590)	(22,382,590)	\$30,696,540
Debt Service	63,242,628	40,455,800	59,190,396	(18,734,596)	0	0	44,508,032
Total All Funds	208,334,682	717,467,615	749,968,700	(32,501,085)	0	0	175,833,597

*The General Fund & Building Construction Transfer Between Funds is due to a reclass of Long Term Facilities Maintenance (LTFM) expenditures being budgeted according to recent UFARS changes at the State level.

Percent of Total Revenue



Percent of Total Expenditures



Estimated beginning Fund Balance is based on the March 31, 2018 Quarterly Report

**Saint Paul Public Schools
Proposed General Fund Budget
Fiscal Year 2018-19**

The General Fund consists of all activities that are not accounted for in a special purpose fund. The activities include all regular and special education classroom activities, student and district support services, as well as building and grounds operations and maintenance and transportation.

	Adopted Budget Final 2017-18	Mar Projection Final 2017-18	Proposed Budget Final 2018-19
Estimated Beginning Fund Balance	\$92,514,781	\$92,514,781	\$89,870,331
Revenue	\$521,446,074	\$530,225,800	\$534,731,107
Expenditures	\$521,446,074	\$532,870,250	\$534,731,107
Estimated Ending Fund Balance	\$92,514,781	\$89,870,331	\$89,870,331

**Analysis of General Fund
Fiscal Year 2019 Compared to Fiscal Year 2018**

FY19 General Fund revenue is projected to increase by \$13.3 million or 2.5 %. Changes in specific categories of revenue include: a State aid General Education increase of \$7.4 million, an increase of \$1.0 million in Special Education revenue, an increase of \$0.7 million in State LEP (ELL) revenue, and an increase in property tax levy revenue of \$5.3 million for Long Term Facilities Maintenance (LTFM) and Other Post Employment Benefits (OPEB). The increases in revenue are offset by a decrease of \$0.8 million in Compensatory Education and a \$0.3 m decrease in miscellaneous Federal and State aids.

FY19 General Fund expenditures will increase by \$13.3 million or 2.5 %. Changes in specific categories of expenditures include: Schools will decrease by \$0.3 million or 0.1% (mainly due to expenditures tied to projected enrollment changes or loss of Compensatory Education revenue by site); Specific program budgets will increase by \$13.6 million, due to the following factors: *inflationary costs for programs to operate the school district* such as Transportation, Utilities & Custodial (for building expansions), Insurance, Substitutes, Benefits and Other Post Employment Benefits (OPEB); *funding received is categorical* such as: Long Term Facilities Maintenance (LTFM) from the property tax levy for the Facilities Master Plan; and *funding for the following investments in programs that support sites* : Special Education, Multilingual Learning (MLL), Indian Education, Office of Leadership Development, SUTR Program, Safety & Security and Communications.

The General Fund Unassigned Fund Balance on June 30, 2019 is projected to be \$31.4 million which is within the 5.0% Board of Education policy.

**Saint Paul Public Schools
Proposed General Fund Fully Financed Budget
Fiscal Year 2018-19**

General Fund Fully Financed contains budgets with an outside funding source and specific use. An outside funding source is either a private, state or federal grant or contract for services. Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions. Fully financed funds are in a separate budget, apart from regular district funds, to facilitate this reporting requirement.

	Adopted Budget Final 2017-18	Mar Projection Final 2017-18	Proposed Budget Final 2018-19
Estimated Beginning Fund Balance	<u>\$135,083</u>	<u>\$135,083</u>	<u>\$135,083</u>
Revenue	<u>\$39,944,369</u>	<u>\$44,733,987</u>	<u>\$44,099,990</u>
Expenditures	<u>\$39,944,369</u>	<u>\$44,733,987</u>	<u>\$44,099,990</u>
Estimated Ending Fund Balance	<u>\$135,083</u>	<u>\$135,083</u>	<u>\$135,083</u>

**Analysis of General Fund Fully Financed Fund 29
Fiscal Year 2019 Compared to Fiscal Year 2018**

The Proposed FY19 budget will be \$4.2 million more than the Adopted FY18 budget. Fully financed budgets that are contributing to this increase include: Title I, Carl Perkins, Juvenile Justice Re-Entry Program and Federal Carryover funding.

Due to the nature of Fully Financed budgets, revenues should always equal expenditures. This will usually result in no change to fund balance, however some smaller programs (less than \$500,000 each) may use carried forward funds from fund balance. Those budgets are not part of this projection, so there is no change in fund balance for the purpose of this projection.

The proposed budget is only grants that are \$500,000 or more that are new or are carrying over to the next fiscal year. The General Fund Fully Financed budget on June 30, 2019 will be much larger and year end expenditures will be more than the current proposed budget of \$44.1 million.

**Saint Paul Public Schools
Proposed Food Service Fund Budget
Fiscal Year 2018-19**

A Food Service Fund must be established in a district that maintains a food service program for students. Food Services are those activities which have as their purpose the preparation and serving of regular and incidental meals, lunches, and snacks in connection with school activities.

Every student will receive a healthy breakfast at no cost through the Breakfast to Go program. Students in 40 schools will receive a nutritious lunch at no cost through the Community Eligibility Provision. Participants in after-school programs receive supper and snacks at over 80 locations throughout Saint Paul. Children and teens receive summer meals at more than 75 parks, recreation, community, school, and mobile café sites.

	Adopted Budget Final 2017-18	Mar Projection Final 2017-18	Proposed Budget Final 2018-19
Estimated Beginning Fund Balance	<u>\$5,711,180</u>	<u>\$5,711,180</u>	<u>\$6,639,325</u>
Revenue	<u>\$29,366,500</u>	<u>\$28,253,739</u>	<u>\$28,938,889</u>
Expenditures	<u>\$29,366,500</u>	<u>\$27,325,594</u>	<u>\$28,938,889</u>
Estimated Ending Fund Balance	<u>\$5,711,180</u>	<u>\$6,639,325</u>	<u>\$6,639,325</u>

**Analysis of Food Service Fund 02
Fiscal Year 2019 Compared to Fiscal Year 2018**

Revenue and expenditures are projected to decrease by \$ 0.4 million or 1.5% next fiscal year, due to a projected decrease in meals served.

The projected FY19 ending fund balance is \$6.6 million.

Inventory accounts for approximately \$1.4 million of fund balance

Retiree health insurance accounts for approximately \$0.3 million of fund balance

Federal statute permits a total fund balance of up to three months of operating expense, or \$7.8 million

**Saint Paul Public Schools
Proposed Community Service Fund Budget
Fiscal Year 2018-19**

The Community Service Fund must be established in a district that provides services to residents in the areas of: Adult Basic Education, Early Childhood Family Education, School Readiness, School Age Care, Adults with Disabilities, general enrichment, youth and senior programs, recreation and other similar services.

	Adopted Budget Final 2017-18	Mar Projection Final 2017-18	Proposed Budget Final 2018-19
Estimated Beginning Fund Balance	<u>\$2,846,753</u>	<u>\$2,846,753</u>	<u>\$2,988,077</u>
Revenue	<u>\$23,563,001</u>	<u>\$23,595,015</u>	<u>\$23,187,476</u>
Expenditures	<u>\$23,878,458</u>	<u>\$23,453,691</u>	<u>\$23,332,956</u>
Estimated Ending Fund Balance	<u>\$2,531,296</u>	<u>\$2,988,077</u>	<u>\$2,842,597</u>

**Analysis of Community Service Fund 04
Fiscal Year 2019 Compared to Fiscal Year 2018**

Based upon current law, revenue is projected to decrease by \$ 0.4 million or 1.6 % from the Adopted FY18 budget. The projected decrease is mainly due to a decrease in School Age Care fees and miscellaneous revenue for Adult Basic Education.

Total expenditures are projected to decrease by \$0.5 million, or 2.3 % from the Adopted FY18 budget. This is due to the net change of decreases in tuition fees and instructional materials and an increase in retiree health insurance.

The projected FY19 ending fund balance is \$2.8 million, or a \$0.1 million decrease. Fund Balance is reserved in the Community Service Fund by program.

**Saint Paul Public Schools
Proposed Community Service Fund Fully Financed Budget
Fiscal Year 2018-19**

The Community Service Fully Financed Fund contains budgets with an outside funding source and specific use. An outside funding source is either a private, state or federal grant, or contract for services. Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions. Fully financed funds are put in a separate budget, apart from regular district funds, to facilitate their reporting requirement.

	Adopted Budget Final 2017-18	Mar Projection Final 2017-18	Proposed Budget Final 2018-19
Estimated Beginning Fund Balance	<u>\$1,008,464</u>	<u>\$1,008,464</u>	<u>\$1,141,689</u>
Revenue	<u>\$7,409,063</u>	<u>\$6,329,068</u>	<u>\$8,671,763</u>
Expenditures	<u>\$7,409,063</u>	<u>\$6,195,844</u>	<u>\$8,671,763</u>
Estimated Ending Fund Balance	<u>\$1,008,464</u>	<u>\$1,141,689</u>	<u>\$1,141,689</u>

**Analysis of Community Service Fully Financed Funds 30 & 33
Fiscal Year 2019 Compared to Fiscal Year 2018**

The budget for the Community Service Fully Financed Fund represents grants that exceed \$500,000 in total expenditures.

FY19 revenue is projected to increase by \$1.3 million, or 17 %, from the FY18 Adopted Budget. This includes funding from 21st Century Cohorts VI and VII, Daycare, Early Learning Scholarships, Project Early K grants along with the inclusion of Non public textbook aid and Non public guidance in this proposed budget.

Projected expenditures in Fully Financed funds usually follow the revenue. The projected increase will be \$1.3 million or 17 %, as noted above.

Due to the nature of Fully Financed budgets, revenue should equal expenditures. This will usually result in no change to fund balance, however, some smaller programs (less than \$500,000 each) may use carried forward funds from fund balance. These smaller programs are not a part of this projection, so no change in fund balance is recognized as part of this projection.

**Saint Paul Public Schools
Proposed Building Construction Fund Budget
Fiscal Year 2018-19**

The Building Construction Fund records financial activity relating to a building construction program resulting from the sale of general obligation bonds or certificates of participation by a School District. Minnesota statutes and federal arbitrage regulations govern use of the funds. Building Construction funds are held in trust and expended only for authorized projects. Resources may be used for general construction, building additions, architectural and engineering costs, equipment, and costs of floating a bond issue.

	Adopted Budget Final 2017-18	Mar Projection Final 2017-18	Proposed Budget Final 2018-19
Estimated Beginning Fund Balance	\$30,520,932	\$30,520,932	\$44,317,549
Revenue	\$30,994,856	\$160,698,052	\$15,000,000
Expenditures	\$57,618,661	\$146,901,435	\$28,621,009
Estimated Ending Fund Balance	\$3,897,127	\$44,317,549	\$30,696,540

**Analysis of Building Construction Funds 06 & 26
Fiscal Year 2019 Compared to Fiscal Year 2018**

In FY 2017-18, four issuances occurred during the year. The first was \$60.2 million Certificates of Participation in December 2017, the first Facilities Master Plan (FMP) specific Certificates of Participation authorized by the Commissioner of Education to not exceed \$137 million. The next three issuances occurred in June 2018 and included \$15 million General Obligation Capital bonds, \$52.5 million Certificates of Participation and \$18.1 million Certificates of Participation for Crosswinds School. In FY 2018-19, the District will issue \$15 million General Obligation Capital bonds prior to June 30, 2019.

Long Term Facilities Maintenance (LTFM) funding has replaced Alternative Facilities (Pay As You Go) funding and the District is reflecting some of the changes in reporting required in the FY19 budget summary. The Pay 18 Levy includes LTFM funding that will initially be budgeted in the General Fund and then transferred to the Building Construction Fund for single LTFM projects that are greater than \$2 million at a site. This is required as per the Minnesota Department of Education's UFARS reporting requirements.

FY19 Revenue is projected to decrease by \$16.0 million as related to only one Capital bond issue in FY19.

FY19 Expenditures are projected to decrease by \$29 million as related to the project timing of most of the December 2017 & June 2018 COPs being near completion in the upcoming fiscal year.

The FY19 Ending Fund balance is projected to decrease by \$13.6 million as a result from spending the FMP Certificates of Participation and General Obligation Capital bond issues.

**Saint Paul Public Schools
Proposed Debt Service Fund Budget
Fiscal Year 2018-19**

The Debt Service Fund must be established in a District that has outstanding bonded indebtedness, for the building construction or operating capital. The fund must record activity for initial or refunded bonds. The School Board may authorize the investment of debt funds in certain types of securities as specified by law. The earnings accrued become a part of the Debt Service Fund.

	Adopted Budget Final 2017-18	Mar Projection Final 2017-18	Proposed Budget Final 2018-19
Estimated Beginning Fund Balance	<u>\$59,097,509</u>	<u>\$59,097,509</u>	<u>\$63,242,628</u>
Revenue	<u>\$37,860,000</u>	<u>\$55,854,388</u>	<u>\$40,455,800</u>
Expenditures	<u>\$51,592,123</u>	<u>\$51,709,269</u>	<u>\$59,190,396</u>
Estimated Ending Fund Balance	<u>\$45,365,386</u>	<u>\$63,242,628</u>	<u>\$44,508,032</u>

**Analysis of the Debt Service Fund 07
Fiscal Year 2019 Compared to Fiscal Year 2018**

In FY18, the 2017D General Obligation School Building Refunding Bonds were issued with proceeds placed in escrow as required by covenants. The 2017D Refunding issue escrow payments will begin in FY21.

FY19 revenue is projected to increase by approximately \$2.6 million or 6.9 %. The increase is driven by scheduled payments of debt as provided to and approved by the Minnesota Department of Education.

FY19 expenditures are projected to increase by \$7.6 million, or 14.7 %. The amount is driven by scheduled debt redemption as approved by the Minnesota Department of Education.

The FY19 Ending Fund balance is projected to decrease by \$18.7 million as a result of scheduled debt payment activity.

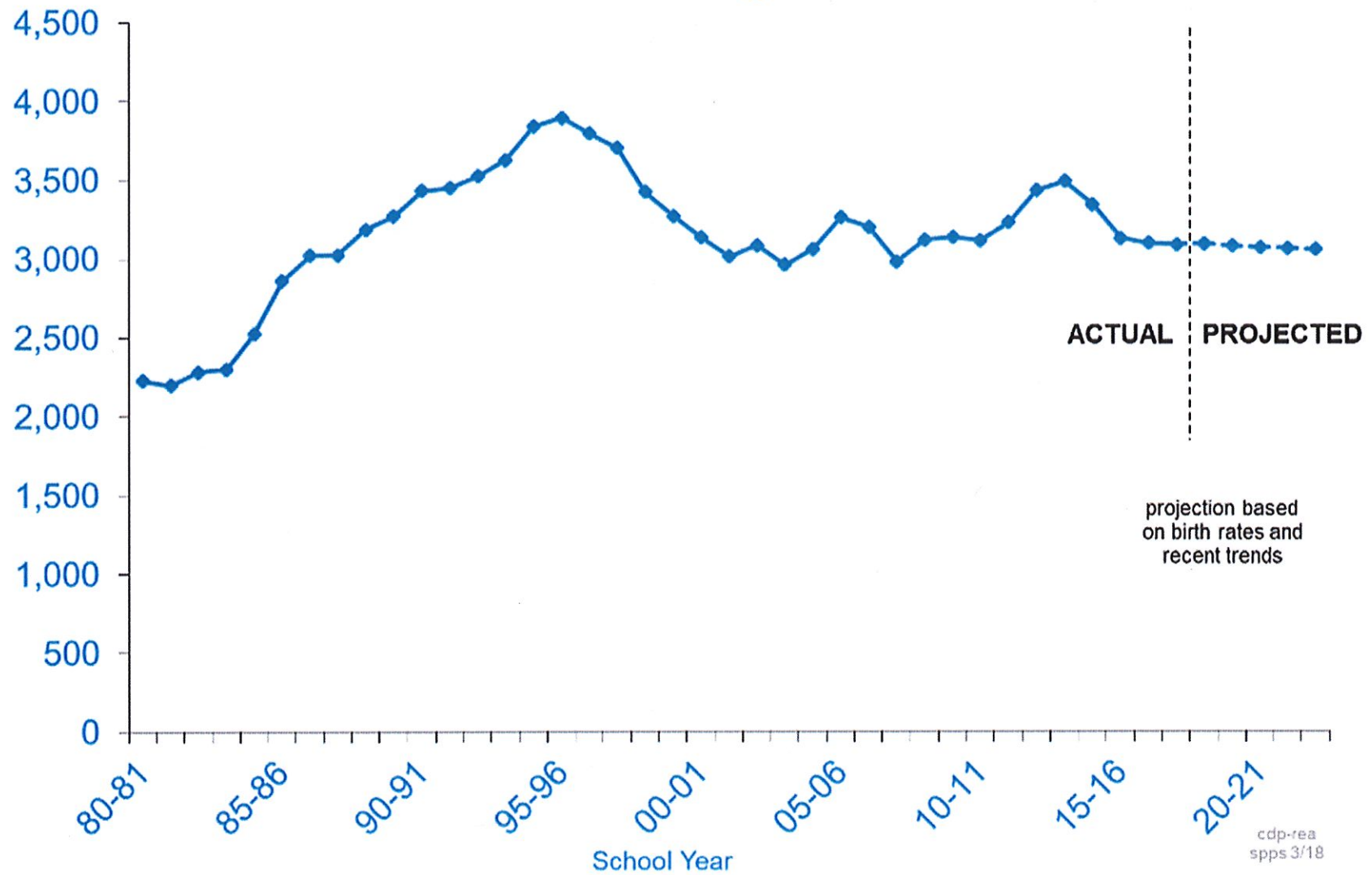


General Fund Supplemental Information

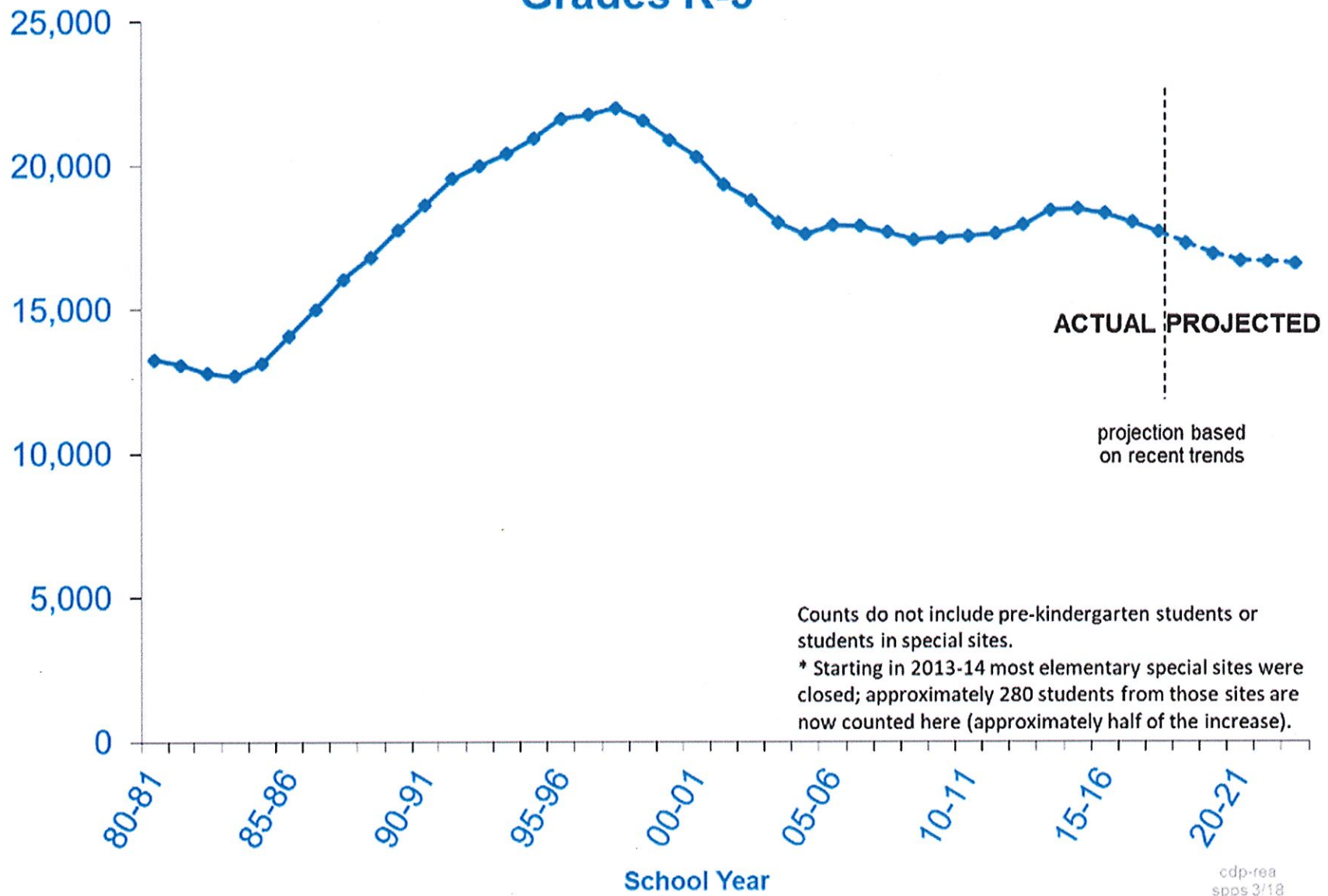
Saint Paul Public Schools
Summary of Enrollment Trends

- Kindergarten enrollment is expected to continue a slow decline for several more years.
- Enrollment in grades 1-5 is expected to continue a slow decline for a few more years, then start to level off.
- Middle school enrollment is expected to increase moderately for three years, then decline as the current K-5 population enters middle school.
- High school enrollment is expected to continue a modest increase.
- Enrollment shifts are not distributed uniformly among the schools in the District. Some schools will always have as many students as we can allow, while others have experienced significant enrollment decline.
- Overall, the District is anticipating very stable enrollment with slight declines.

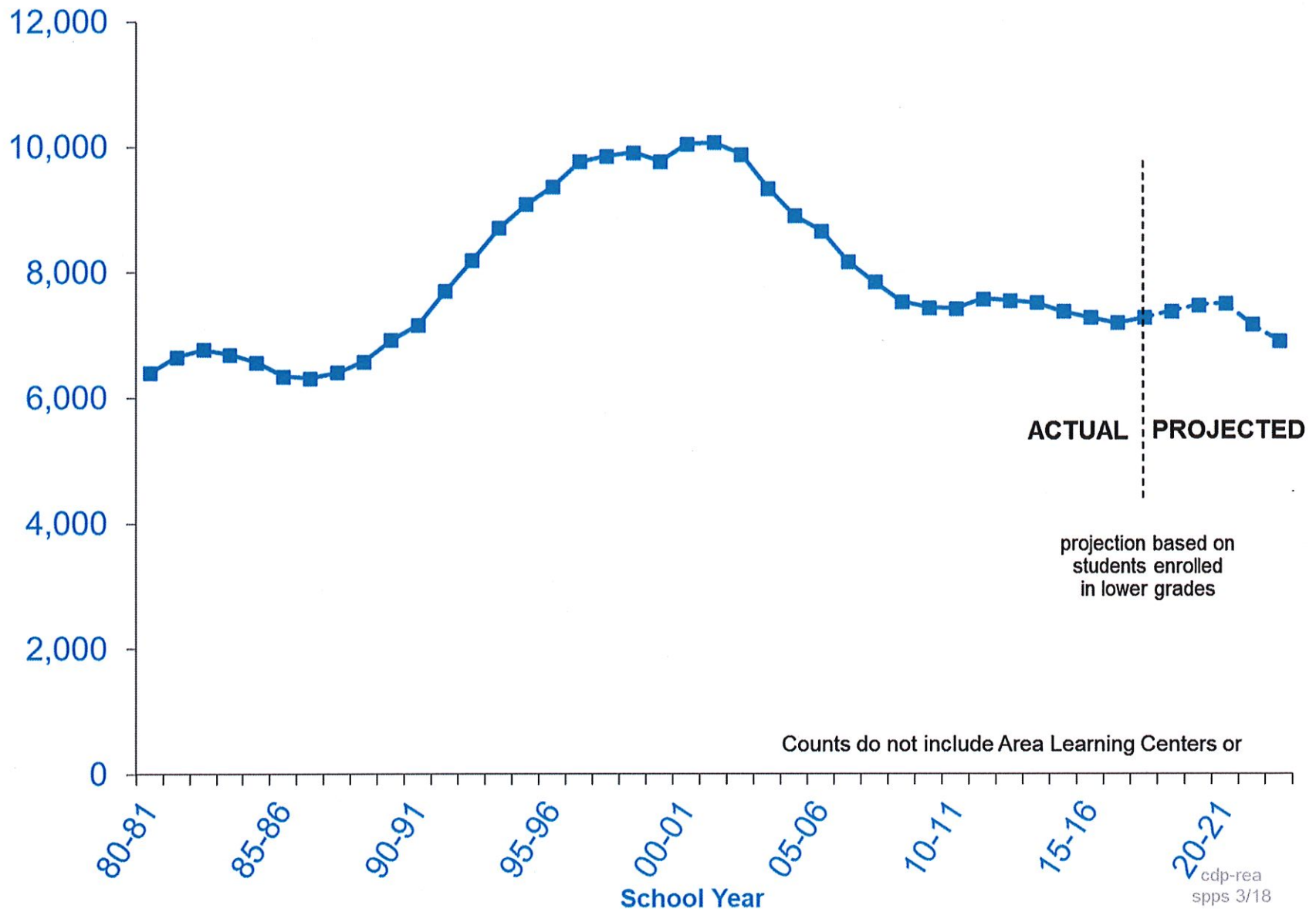
Kindergarten

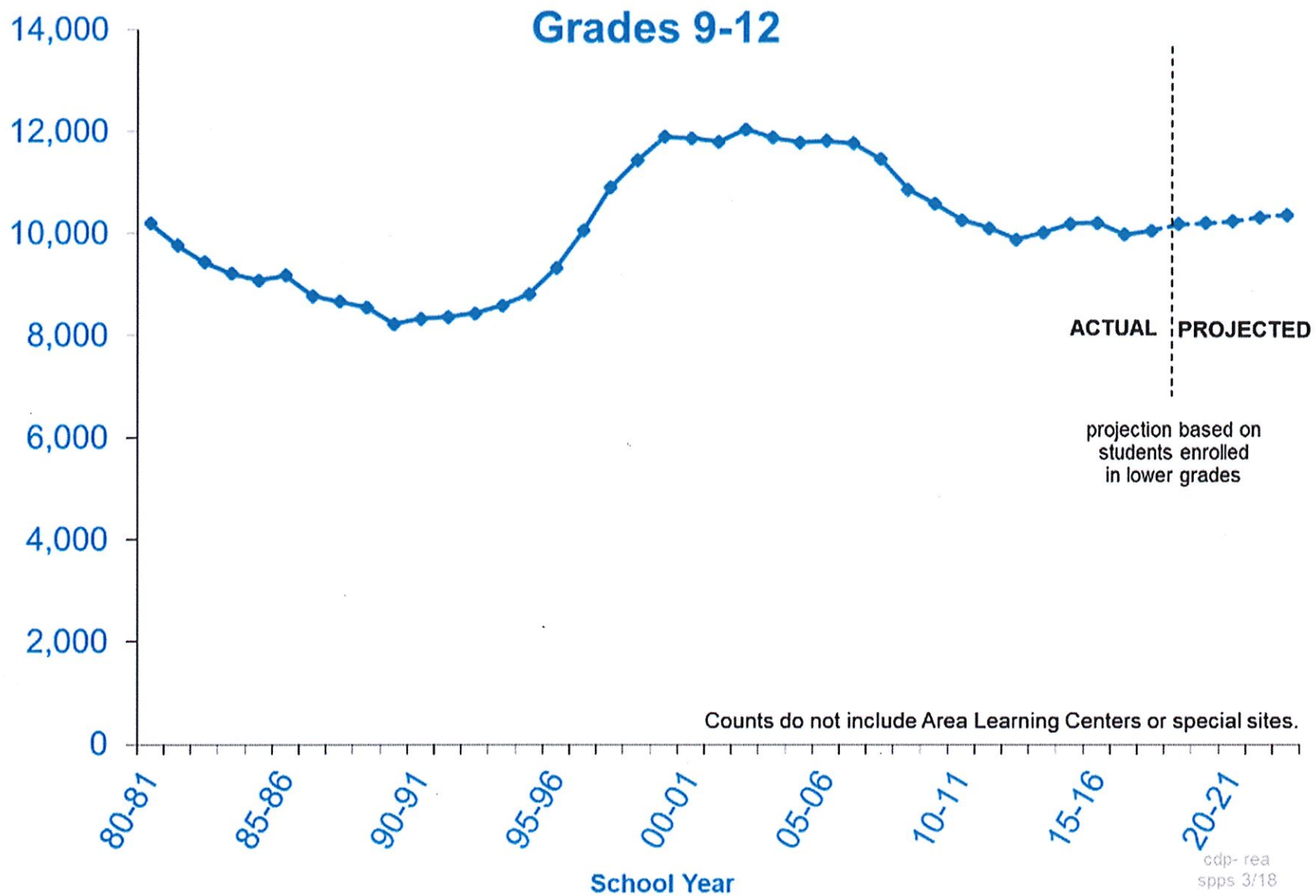


Grades K-5



Grades 6-8





**Saint Paul Public Schools
Analysis of the School Staffing Allocations
Fiscal Year 2019 as Compared to Fiscal Year 2018**

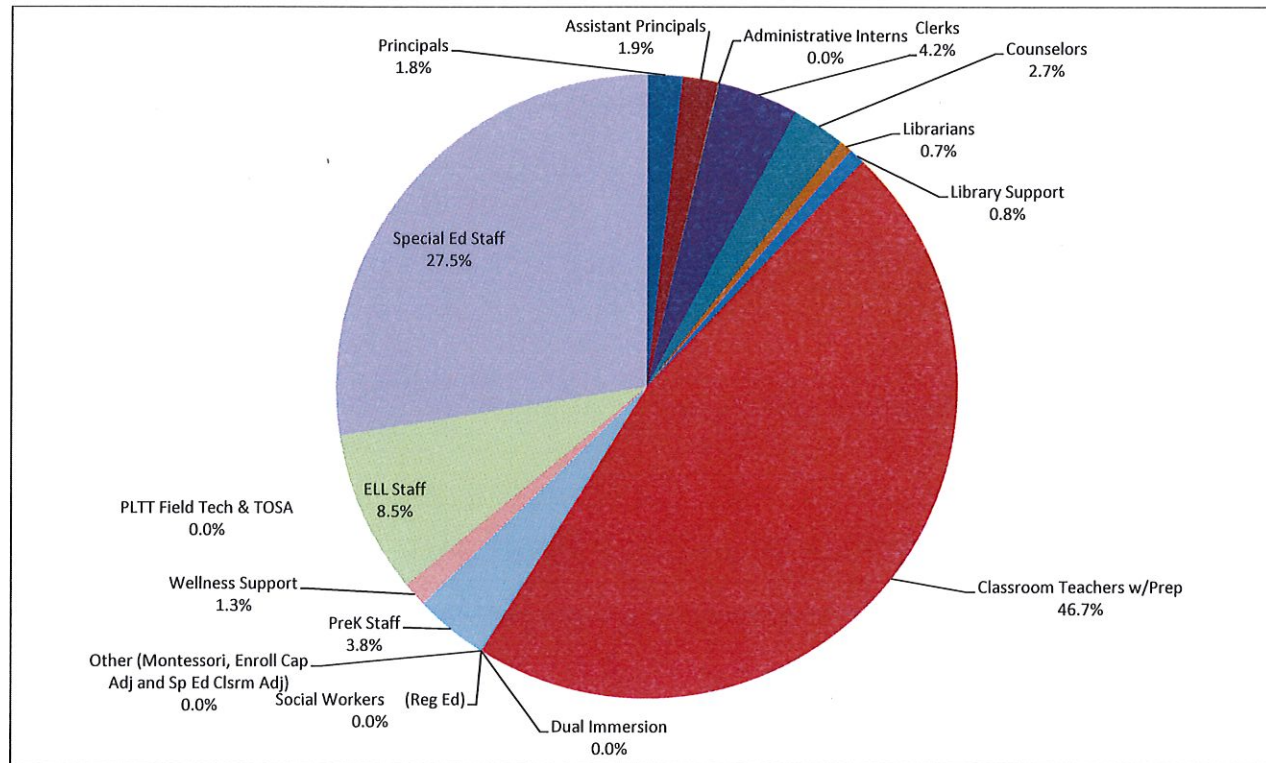
- For FY19, a central allocation method was utilized in support of the Strong Schools Strong Communities (SSSC) 2.0 Plan following the statutory requirements for federal and state funding. Differentiation criteria was used to allocate resources in a way that targeted the needs in each school.
- In addition, staffing allocations were based on class size caps that met the terms of the 7/1/17 – 6/30/19 contract signed by leaders of both Saint Paul Public Schools and Saint Paul Federation of Teachers. The class size caps are as follows:

<u>Grade Level</u>	<u>High Poverty</u>	<u>Low Poverty</u>
Pre-K	20	20
Kindergarten	25	27
Grades 1 - 3	26	28
Grades 4 - 5	30	31
Grades 6 - 8	36	38
Grades 9 - 12	38	40

- High Poverty was determined by taking 30 traditional schools with the highest levels of poverty concentration per free and reduced lunch applications. This meets the terms of a Memorandum of Agreement (MOA) signed by leaders of both Saint Paul Public Schools and Saint Paul Federation of Teachers.
- In addition to class size commitments, funding is allocated for Nurses, Counselors, Librarians, and Social Workers. For FY19, the District will add 15 additional MLL Teacher FTEs over its baseline FY18 FTE total. In addition, the District also made additional Special Education staffing commitments for FY19 that will be allocated to sites.
- Sites also receive SSSC 2.0 allocations for specific program articulation. Program articulations include: Dual Immersion, Aerospace, Year Round, Middle School Support, AP/IB/MYP/PYP, iPad Accessories, PLTT Field Technicians, and PLTT Technician TOSAs.
- Additional resources that are allocated to sites include FTE adjustments for Montessori, Special Education, and Enrollment. These adjustments are determined by the Assistant Superintendent and administration as projected enrollment and allocations for sites are finalized.
- The next four pages provide detail of the initial school staffing allocations as of April 9, 2018, when each principal received a budget toolkit with their FY19 site budget allocations. Principals then utilize the funding they receive to prepare their site budgets within budgetary, contractual and staffing guidelines.

Saint Paul Public Schools
School Staffing Allocation Summary
Fiscal Year 2018-19

	Principals	Assistant Principals	Administrative Interns	Clerks	Counselors	Librarians	Library Support	Classroom Teachers w/Prep	Dual Immersion	PLTT Field Tech & TOSA	Social Workers (Reg Ed)	Other (Montessori, Enroll Cap Adj and Sp Ed Clsrn Adj)	PreK Staff	Wellness Support	ELL Staff	Special Ed Staff	Total FTEs
PreK-5 Sites	33.00	14.00	1.00	59.50	25.60	3.00	15.50	637.29	6.50	4.50	9.80	18.00	88.25	24.35	126.50	376.92	1,443.71
Dual Campus Sites	3.00	3.00	0.00	9.00	2.90	2.00	2.28	75.88	0.00	0.50	0.00	-0.80	20.28	2.24	11.32	30.47	162.07
6-8 Sites	6.00	10.00	0.00	13.00	12.00	6.00	4.13	131.34	5.50	5.00	2.60	0.00	0.00	3.23	20.76	116.16	335.72
6-12 Sites	4.00	7.00	0.00	14.00	12.50	4.00	0.00	166.19	0.00	3.50	3.00	1.00	0.00	2.50	34.61	96.64	348.94
9-12 Sites	5.00	17.00	0.00	22.00	24.50	5.00	0.00	281.70	7.00	5.00	4.80	0.00	0.00	2.66	45.25	150.73	570.64
K-8 Sites	4.00	6.00	0.00	12.00	6.50	1.00	3.38	134.91	0.00	2.75	2.60	0.00	8.82	4.44	20.20	70.06	276.66
Total Regular Sites	55.00	57.00	1.00	129.50	84.00	21.00	25.29	1,427.31	19.00	21.25	22.80	18.20	117.35	39.42	258.64	840.98	3,137.74



Saint Paul Public Schools
School Staffing Allocation Summary
Fiscal Year 2018 - 19

	Principals	Assistant Principals	Administrative Interns	Clerks	Counselors	Librarians	Library Support	Classroom Teachers w/Prep	Dual Immersion	PLTT Field Tech & TOSA	Social Workers (Reg Ed)	Other (Montessori, Enroll Cap Adj and Sp Ed Clsrsm Adj)	PreK Staff	Wellness Support	ELL Staff	Special Ed Staff	Total FTEs
D410 - Adams Elem	1.00	1.00	0.00	1.50	1.00	0.00	0.75	25.30	0.00	0.25	0.10	0.00	0.00	0.79	2.50	3.91	38.10
D422 - Battle Creek Elem	1.00	0.00	0.00	2.00	0.50	0.00	0.38	20.48	0.00	0.25	0.00	0.00	1.80	0.94	4.94	18.89	51.18
D424 - Benjamin E Mays Magnet	1.00	0.00	0.00	2.00	1.00	0.00	0.38	20.48	0.00	0.00	0.00	0.00	1.92	0.52	2.94	23.10	53.34
D449 - Vento, Bruce F Elem	1.00	1.00	0.00	2.00	1.00	0.00	0.38	21.69	0.00	0.00	1.50	1.00	8.67	0.35	6.38	17.86	62.83
D425 - Chelsea Hgts Elem	1.00	0.00	0.00	2.00	0.50	0.00	0.38	20.48	0.00	0.25	0.50	1.00	0.00	1.18	1.47	7.71	36.47
D428 - Cherokee Hgts Elem	1.00	0.00	0.00	2.00	1.00	0.00	0.38	10.84	0.00	0.00	0.50	1.70	7.00	0.36	1.94	7.44	34.16
D431 - Como Park Elem	1.00	1.00	0.00	2.00	1.00	0.00	0.38	22.89	0.00	0.25	0.00	0.00	3.99	0.32	6.88	29.51	69.22
D433 - Daytons Bluff Elem	1.00	1.00	0.00	2.00	1.00	0.00	0.38	13.25	0.00	0.25	0.00	1.00	3.80	0.58	1.50	14.26	40.02
D452 - Eastern Hgts Elem	1.00	0.00	0.00	2.00	0.50	0.00	0.38	16.86	0.00	0.25	0.00	0.00	1.80	1.06	3.94	15.48	43.27
D435 - Expo/Harriet Bishop	1.00	1.00	0.00	1.50	1.00	0.00	0.75	28.91	0.00	0.25	0.20	0.34	1.75	0.84	1.75	13.33	52.62
D458 - Farnsworth Aerospace Lower	1.00	0.00	0.00	1.50	0.50	0.00	0.38	24.09	0.00	0.00	0.50	0.00	1.80	0.63	6.91	4.02	41.33
D460 - Four Seasons Elem	1.00	0.00	0.00	2.00	0.50	0.00	0.38	21.69	0.00	0.25	0.00	0.00	1.75	1.06	6.35	20.18	55.16
D464 - Frost Lake Elem	1.00	1.00	0.00	2.00	0.50	0.00	0.75	25.30	0.00	0.25	1.00	1.00	1.80	0.75	7.32	18.89	61.56
D467 - Galtier Elem	1.00	0.00	0.00	2.00	0.50	0.00	0.38	9.64	0.00	0.00	0.20	1.00	0.88	1.05	0.50	3.79	20.94
D476 - Groveland Park Elem	1.00	0.00	0.00	1.50	0.50	0.00	0.38	18.07	0.00	0.25	0.50	0.00	1.75	0.39	1.47	10.06	35.87
D482 - Hancock Elem	1.00	1.00	0.00	1.50	1.00	0.00	0.38	12.05	0.00	0.00	0.00	1.00	1.75	0.25	1.00	10.67	31.60
D491 - Highland Park Elem	1.00	0.00	0.00	2.00	0.50	0.00	0.38	18.07	0.00	0.25	0.20	0.00	0.00	1.35	1.97	8.18	33.90
D496 - Highwood Hills Elem	1.00	0.00	0.00	2.00	0.50	0.00	0.38	12.05	0.00	0.00	0.00	1.00	1.80	1.08	3.94	4.85	28.60
D518 - Mann Elem	1.00	0.00	0.00	1.50	0.50	0.00	0.38	19.27	0.00	0.25	0.00	0.00	0.00	0.94	0.97	4.00	28.81
D493 - Hill Montessori	1.00	0.00	0.00	1.50	0.50	0.00	0.38	18.07	0.00	0.25	0.50	0.00	8.32	1.04	1.47	4.50	37.53
D500 - Jackson Elem	1.00	0.00	0.00	2.00	0.50	0.00	0.38	14.45	2.50	0.00	0.00	0.00	3.74	0.62	5.38	2.93	33.50
D415 - John A Johnson Elementary	1.00	0.00	1.00	2.00	1.00	0.00	0.38	16.86	0.00	0.25	0.10	1.23	1.94	0.94	2.00	14.51	43.21
D483 - Jie Ming	1.00	0.00	0.00	1.00	0.50	0.00	0.38	14.46	2.00	0.00	0.60	0.00	0.00	1.34	1.00	1.15	23.43
D524 - Maxfield Elem	1.00	1.00	0.00	2.00	0.60	1.00	0.38	12.05	0.00	0.00	0.30	2.00	4.35	0.62	0.97	14.52	40.79
D527 - Mississippi Elem	1.00	1.00	0.00	2.00	1.00	0.00	0.75	25.30	0.00	0.00	0.00	0.00	2.63	0.68	7.35	19.47	61.18
D578 - Obama	1.00	1.00	0.00	2.00	2.00	1.00	0.38	13.25	0.00	0.25	0.50	1.00	6.43	0.60	0.97	13.94	44.32
D541 - Phalen Lake Elem	1.00	1.00	0.00	1.50	1.00	0.00	0.75	30.12	0.00	0.25	0.00	0.00	2.82	0.76	12.26	7.06	58.52
D545 - Randolph Hgts Elem	1.00	0.00	0.00	1.50	0.50	0.00	0.38	19.27	0.00	0.25	0.00	1.73	0.00	0.53	1.00	2.52	28.68
D551 - Riverview Elem	1.00	0.00	0.00	2.00	0.50	0.00	0.38	16.86	2.00	0.00	0.60	0.00	1.80	0.78	4.94	4.88	35.74
D557 - St. Anthony Park Elem	1.00	0.00	0.00	1.50	1.00	0.00	0.75	22.89	0.00	0.00	0.00	1.00	0.00	0.40	1.47	2.85	32.86
D558 - St Paul Music Academy	1.00	1.00	0.00	2.00	1.00	1.00	0.75	26.51	0.00	0.00	0.60	1.00	4.25	0.59	9.20	18.21	67.11
D488 - The Heights Community School	1.00	1.00	0.00	2.00	1.00	0.00	0.38	21.69	0.00	0.25	0.00	0.00	2.68	0.56	5.50	19.95	56.01
D552 - Wellstone, Paul & Sheila Elem	1.00	1.00	0.00	1.50	1.00	0.00	0.75	24.10	0.00	0.00	1.40	1.00	7.03	0.45	8.32	14.30	61.85
PreK-5 Sites	33.00	14.00	1.00	59.50	25.60	3.00	15.50	637.29	6.50	4.50	9.80	18.00	88.25	24.35	126.50	376.92	1,443.71
D465 - Crossroads Elementary	0.50	0.50	0.00	1.50	0.50	0.50	0.38	12.04	0.00	0.25	0.00	0.00	6.01	0.30	1.47	3.63	27.58
D466 - Crossroads Science	0.50	0.50	0.00	1.50	0.50	0.50	0.38	14.45	0.00	0.00	0.00	0.00	1.80	0.47	2.47	7.20	30.27
D462 - L'Etoile du Nord French Imm	0.50	0.50	0.00	1.50	0.40	0.50	0.38	13.25	0.00	0.25	0.00	0.00	0.00	0.30	1.94	2.50	22.02
D463 - L'Etoile du Nord Lower	0.50	0.50	0.00	1.50	0.50	0.50	0.38	9.64	0.00	0.00	0.00	-2.00	2.05	0.64	0.50	0.50	15.21
D533 - Nokomis Elem	0.50	0.50	0.00	1.50	0.50	0.00	0.38	15.66	0.00	0.00	0.00	0.00	6.01	0.47	3.44	7.45	36.41
D534 - Nokomis South	0.50	0.50	0.00	1.50	0.50	0.00	0.38	10.84	0.00	0.00	0.00	1.20	4.41	0.06	1.50	9.19	30.58
Dual Campus Sites	3.00	3.00	0.00	9.00	2.90	2.00	2.28	75.88	0.00	0.50	0.00	-0.80	20.28	2.24	11.32	30.47	162.07
D310 - Battle Creek Middle	1.00	2.00	0.00	2.00	2.00	1.00	0.75	24.10	0.00	0.75	1.00	0.00	0.00	0.22	7.00	29.04	70.86
D315 - Farnsworth Aerospace Upper	1.00	1.00	0.00	2.00	2.00	1.00	0.75	22.89	0.00	0.50	0.30	0.00	0.00	0.20	4.91	17.85	54.40
D330 - Highland Park Middle School	1.00	2.00	0.00	3.00	2.00	1.00	0.75	26.51	3.50	1.00	0.00	0.00	0.00	0.51	2.00	16.12	59.39
D342 - Murray Jr.	1.00	2.00	0.00	2.00	2.00	1.00	0.75	24.10	0.00	1.00	0.00	0.00	0.00	0.70	3.38	22.72	60.65
D344 - Parkway Montessori & Community	1.00	1.00	0.00	2.00	2.00	1.00	0.38	16.87	0.00	0.75	1.10	0.00	0.00	0.74	2.00	17.06	45.90
D345 - Ramsey Jr.	1.00	2.00	0.00	2.00	2.00	1.00	0.75	16.87	2.00	1.00	0.20	0.00	0.00	0.86	1.47	13.37	44.52
6-8 Sites	6.00	10.00	0.00	13.00	12.00	6.00	4.13	131.34	5.50	5.00	2.60	0.00	0.00	3.23	20.76	116.16	335.72
D211 - Creative Arts Secondary School	1.00	1.00	0.00	2.00	2.00	1.00	0.00	16.90	0.00	0.50	0.00	3.00	0.00	0.62	2.00	7.28	37.30
D225 - Humboldt H.S.	1.00	2.00	0.00	4.00	3.00	1.00	0.00	50.70	0.00	1.25	1.00	-2.00	0.00	0.48	14.35	39.58	116.36
D250 - Open World Community Scndry	1.00	0.00	0.00	2.00	1.00	1.00	0.00	16.90	0.00	1.00	0.00	0.00	0.00	0.62	1.00	7.93	32.45
D252 - Washington Technology Magnet	1.00	4.00	0.00	6.00	6.50	1.00	0.00	81.69	0.00	0.75	2.00	0.00	0.00	0.78	17.26	41.85	162.83
6-12 Sites	4.00	7.00	0.00	14.00	12.50	4.00	0.00	166.19	0.00	3.50	3.00	1.00	0.00	2.50	34.61	96.64	348.94

Saint Paul Public Schools
School Staffing Allocation Summary
Fiscal Year 2018 - 19

	Principals	Assistant Principals	Administrative Interns	Clerks	Counselors	Librarians	Library Support	Classroom Teachers w/Prep	Dual Immersion	PLTT Field Tech & TOSA	Social Workers (Reg Ed)	Other (Montessori, Enroll Cap Adj and Sp Ed Clsrn Adj)	PreK Staff	Wellness Support	ELL Staff	Special Ed Staff	Total FTEs
D210 - Central H.S.	1.00	4.00	0.00	5.00	5.00	1.00	0.00	64.79	2.50	1.00	0.50	0.00	0.00	0.73	5.88	30.28	121.68
D212 - Como Park H.S.	1.00	3.00	0.00	4.00	4.00	1.00	0.00	46.48	0.00	1.00	1.00	0.00	0.00	0.57	13.76	30.00	105.81
D215 - Harding H.S.	1.00	4.00	0.00	5.00	6.00	1.00	0.00	73.24	0.00	1.00	2.30	0.00	0.00	0.00	14.29	35.11	142.94
D220 - Highland Park H.S.	1.00	3.00	0.00	4.00	4.50	1.00	0.00	47.89	4.50	1.00	0.00	0.00	0.00	0.75	4.44	18.94	91.02
D230 - Johnson H.S.	1.00	3.00	0.00	4.00	5.00	1.00	0.00	49.30	0.00	1.00	1.00	0.00	0.00	0.61	6.88	36.40	109.19
9-12 Sites	5.00	17.00	0.00	22.00	24.50	5.00	0.00	281.70	7.00	5.00	4.80	0.00	0.00	2.66	45.25	150.73	570.64
D579 - American Indian	1.00	1.00	0.00	2.00	1.00	1.00	0.75	26.50	0.00	0.75	1.00	0.00	4.25	0.40	4.41	18.49	62.55
D494 - Capitol Hill School	1.00	2.00	0.00	4.00	2.50	0.00	0.75	48.19	0.00	0.50	0.50	0.00	0.00	0.86	2.50	5.14	67.94
D489 - Hazel Park Preparatory Academy	1.00	1.00	0.00	2.00	1.00	0.00	0.75	25.29	0.00	0.75	1.00	0.00	1.75	2.08	3.44	9.85	49.91
D510 - Linwood Elem	0.50	0.50	0.00	2.00	1.00	0.00	0.38	14.45	0.00	0.00	0.00	0.00	2.82	1.10	4.41	15.78	42.94
D528 - Monroe Community School	0.50	1.50	0.00	2.00	1.00	0.00	0.75	20.48	0.00	0.75	0.10	0.00	0.00	0.00	5.44	20.80	53.32
K-8 Sites	4.00	6.00	0.00	12.00	6.50	1.00	3.38	134.91	0.00	2.75	2.60	0.00	8.82	4.44	20.20	70.06	276.66
Total Regular Sites	55.00	57.00	1.00	129.50	84.00	21.00	25.29	1,427.31	19.00	21.25	22.80	18.20	117.35	39.42	258.64	840.98	3,137.74

**Saint Paul Public Schools
Analysis of School Allocations by Major Funding Sources
Fiscal Year 2019 as Compared to Fiscal Year 2018**

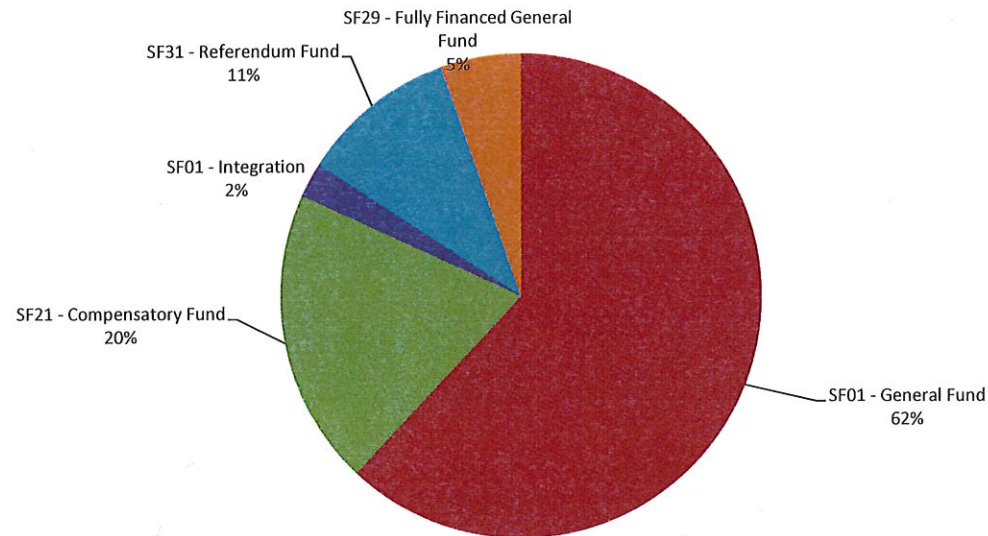
- The schools will receive \$261,041,459 in total allocations for FY19. The percent received from each source is as follows:

General Revenue	62%
Compensatory Education Revenue	20%
Referendum Revenue	11%
Integration Revenue	2%
Title I Revenue	5%

- School allocations have decreased overall by approximately \$0.4 million, or 0.1%. This is mainly due to the decrease in Compensatory Education revenue. Compensatory Education revenue is based upon the previous year's Oct 1 free and reduced lunch count. Not all schools receive the same amount of funding per pupil because some school funding is categorical and has specific criteria on its spending, such as Title I, Compensatory Education and Integration revenue. In addition, sites are funded for staffing FTE allocations based on projected enrollment with criteria. Different class size caps by grade level determine the teacher FTEs depending on the site's poverty level (see Analysis of the School Staffing Allocations section for more information).
- The next four pages provide detail of the school allocations by site, by major funding source.

Saint Paul Public Schools
Summary of School Allocations by Major Funding Sources
Fiscal Year 2018 - 19

	Enrollment w/o Pre-K	General Fund with Adjustments	Compensatory Ed	Integration	Referendum	Title I	Total
PreK-5 Sites	13,839	63,162,032	21,138,381	2,439,045	10,754,479	5,804,629	103,298,565
Dual Campus Sites	1,626	7,123,344	2,000,169	357,192	2,127,154	421,260	12,029,119
6-8 Sites	3,877	14,629,927	5,184,423	503,426	2,601,705	1,500,622	24,420,103
6-12 Sites	4,357	14,904,481	8,090,757	855,824	2,963,165	2,269,899	29,084,126
9-12 Sites	7,745	26,398,718	9,224,302	1,711,648	5,267,848	2,644,764	45,247,281
K-8 Sites	3,376	11,531,923	4,705,232	253,083	3,667,260	1,031,973	21,189,471
Other Sites		19,217,053	1,376,131	-	-	313,611	20,906,795
Reallocation of Spec Ed Site Funding to Spec Ed Program		(1,400,000)					(1,400,000)
Intraschool		4,000,000					4,000,000
Restorative Practices		1,900,000					1,900,000
APTT - Parent Engagement		306,000					306,000
School Climate		60,000					60,000
Total Regular Sites	34,820	161,833,479	51,719,395	6,120,218	27,381,610	13,986,757	261,041,459



Fiscal Year 2018 - 2019
Allocation by Major Funding Sources

Saint Paul Public Schools
Summary of School Allocations by Major Funding Sources
Fiscal Year 2018 - 19

	Enrollment w/o Pre-K	General Fund	Additional Adjustments	Compensatory Ed	Integration- Achievement Funding	Integration - Incentive Funding	Referendum	Title I	Total Allocation
D410 - Adams Elem	590	2,202,791	-	645,805	153,082	-	264,635	147,373	3,413,687
D422 - Battle Creek Elem	460	1,811,269	-	537,731	-	-	319,422	201,784	2,870,207
D424 - Benjamin E Mays Magnet	433	1,763,106	154,013	887,661	102,055	-	340,249	255,678	3,502,762
D449 - Vento, Bruce F Elem	448	2,562,766	-	895,095	-	-	597,347	309,255	4,364,463
D425 - Chelsea Hgts Elem	474	1,964,316	-	537,731	-	-	208,685	111,134	2,821,865
D428 - Cherokee Hgts Elem	207	1,342,688	-	415,117	-	-	558,800	122,752	2,439,357
D431 - Como Park Elem	480	2,140,965	-	651,197	-	-	508,163	221,029	3,521,354
D433 - Daytons Bluff Elem	272	1,510,573	-	569,236	-	-	388,359	169,548	2,637,715
D452 - Eastern Hgts Elem	345	1,536,266	-	464,251	-	-	280,641	159,211	2,440,370
D435 - Expo/Harriet Bishop	657	2,668,010	51,028	719,015	-	-	416,500	-	3,854,553
D458 - Farnsworth Aerospace Lower	482	2,128,464	-	554,935	102,055	-	358,875	225,111	3,369,441
D460 - Four Seasons Elem	456	1,791,369	-	839,465	102,055	-	332,984	263,138	3,329,010
D464 - Frost Lake Elem	547	2,651,607	-	1,053,433	-	-	249,327	336,382	4,290,750
D467 - Galtier Elem	210	1,147,480	-	336,440	-	-	160,021	85,729	1,729,669
D476 - Groveland Park Elem	421	1,703,317	30,000	433,009	-	-	304,588	136,466	2,607,380
D482 - Hancock Elem	276	1,221,651	-	421,057	153,082	-	239,453	123,053	2,158,296
D491 - Highland Park Elem	406	1,729,373	-	488,745	-	-	185,212	156,295	2,559,624
D496 - Highwood Hills Elem	243	1,173,987	-	568,441	304,110	-	113,953	175,651	2,336,142
D518 - Mann Elem	438	1,743,878	15,000	457,502	-	-	196,438	-	2,412,818
D493 - Hill Montessori	392	1,690,768	-	432,739	-	-	733,776	-	2,857,283
D500 - Jackson Elem	321	1,382,342	-	415,265	204,110	-	419,987	158,628	2,580,332
D415 - John A Johnson Elementary	348	1,983,078	-	792,321	-	-	165,821	242,792	3,184,012
D483 - Jie Ming	307	1,577,923	7,557	359,260	-	-	167,683	-	2,112,422
D524 - Maxfield Elem	252	1,953,556	-	686,331	-	-	117,015	179,042	2,935,944
D527 - Mississippi Elem	546	2,102,330	-	991,961	304,110	-	420,893	320,106	4,139,400
D578 - Obama	272	1,782,533	-	897,377	217,363	188,802	140,308	233,976	3,460,358
D541 - Phalen Lake Elem	652	2,507,891	-	915,250	100,000	204,110	504,989	376,395	4,608,636
D545 - Randolph Hgts Elem	443	1,919,167	-	457,502	-	-	198,479	-	2,575,148
D551 - Riverview Elem	367	1,583,443	-	464,251	304,110	-	287,785	170,291	2,809,881
D557 - St. Anthony Park Elem	511	2,092,206	-	596,819	-	-	237,080	-	2,926,105
D558 - St Paul Music Academy	584	2,943,444	-	1,188,152	-	-	262,594	390,637	4,784,827
D488 - The Heights Community School	475	2,044,258	-	641,656	-	-	397,968	215,780	3,299,663
D552 - Wellstone, Paul & Sheila Elem	524	2,547,619	-	823,631	-	-	676,449	317,393	4,365,093
PreK-5 Sites	13,839	62,904,434	257,598	21,138,381	2,046,133	392,912	10,754,479	5,804,629	103,298,565
D465 - Crossroads Elementary	252	1,149,285	-	310,543	102,055	-	536,052	92,144	2,190,079
D466 - Crossroads Science	290	1,319,605	-	433,054	102,055	-	262,272	136,466	2,253,452
D462 - L'Etoile du Nord French Imm	304	1,269,675	-	324,944	102,055	-	324,076	-	1,799,749
D463 - L'Etoile du Nord Lower	179	756,927	-	261,287	51,027	-	258,598	-	1,327,839
D533 - Nokomis Elem	361	1,436,786	-	384,023	-	-	572,792	125,969	2,519,569
D534 - Nokomis South	240	1,191,065	-	286,319	-	-	394,365	66,680	1,938,430
Dual Campus Sites	1,626	7,123,344	-	2,000,169	357,192	-	2,127,154	421,260	12,029,119

Saint Paul Public Schools
Summary of School Allocations by Major Funding Sources
Fiscal Year 2018 - 19

	Enrollment w/o Pre-K	General Fund	Additional Adjustments	Compensatory Ed	Integration- Achievement Funding	Integration - Incentive Funding	Referendum	Title I	Total Allocation
D310 - Battle Creek Middle	715	2,411,533	275,955	1,064,342	-	-	486,309	311,423	4,549,562
D315 - Farnsworth Aerospace Upper	629	2,101,577	-	932,582	151,028	-	392,672	285,180	3,863,039
D330 - Highland Park Middle School	814	2,821,233	251,713	828,898	151,028	-	553,768	188,444	4,795,084
D342 - Murray Jr.	733	2,413,536	251,713	780,569	-	-	498,392	253,688	4,197,897
D344 - Parkway Montessori & Community	475	1,821,260	-	873,044	100,685	-	323,199	262,436	3,380,625
D345 - Ramsey Jr.	511	2,281,407	-	704,988	100,685	-	347,364	199,451	3,633,895
6-8 Sites	3,877	13,850,546	779,381	5,184,423	503,426	-	2,601,705	1,500,622	24,420,103
D211 - Creative Arts Secondary School	453	2,156,618	-	599,560	-	-	308,097	179,039	3,243,314
D225 - Humboldt H.S.	1,315	4,152,070	-	2,585,306	302,056	-	894,084	807,046	8,740,562
D250 - Open World Community Scndry	457	1,660,392	151,028	557,528	-	-	311,117	-	2,680,064
D252 - Washington Technology Magnet	2,132	6,731,978	52,396	4,348,363	553,768	-	1,449,866	1,283,814	14,420,185
6-12 Sites	4,357	14,701,057	203,424	8,090,757	855,824	-	2,963,165	2,269,899	29,084,126
D210 - Central H.S.	1,808	6,057,270	-	1,706,172	453,083	-	1,229,366	416,027	9,861,918
D212 - Como Park H.S.	1,310	4,218,509	-	1,337,557	251,713	-	891,064	498,627	7,197,470
D215 - Harding H.S.	1,973	6,529,775	104,791	2,880,083	402,741	-	1,342,133	867,787	12,127,309
D220 - Highland Park H.S.	1,325	4,888,573	140,959	1,361,690	302,056	-	901,132	288,464	7,882,874
D230 - Johnson H.S.	1,329	4,458,843	-	1,938,800	302,056	-	904,153	573,859	8,177,710
9-12 Sites	7,745	26,152,968	245,750	9,224,302	1,711,648	-	5,267,848	2,644,764	45,247,281
D579 - American Indian	602	2,579,328	-	1,272,716	102,055	-	589,747	369,614	4,913,460
D494 - Capitol Hill School	1,300	3,523,267	210,759	1,270,038	151,028	-	1,277,208	-	6,432,300
D489 - Hazel Park Preparatory Academy	617	2,277,379	-	1,093,646	-	-	797,267	344,521	4,512,813
D510 - Linwood Elem	301	1,321,035	20,000	469,774	-	-	354,296	121,887	2,286,992
D528 - Monroe Community School	556	1,580,018	20,137	599,058	-	-	648,741	195,952	3,043,906
K-8 Sites	3,376	11,281,027	250,896	4,705,232	253,083	-	3,667,260	1,031,973	21,189,471
Total Regular Sites	34,820	136,013,377	1,737,049	50,343,264	5,727,306	392,912	27,381,610	13,673,146	235,268,664
Other Sites & Other School Funding:									
D006 - AGAPE	83	847,990		192,102				40,013	1,080,105
D710 - Gordon Parks ALC		2,283,565		364,064				78,147	2,725,776
D712 - Secondary ALC		1,708,593							1,708,593
D712-9200 - Secondary Summer ALC		1,954,045							1,954,045
D718 - Gateway to College ALC		677,531		171,250				40,823	889,604
D721 - Evening High School ALC		210,120		72,408					282,528
D723 - LEAP High School ALC		2,316,885		576,307				123,431	3,016,623
D726 - Elementary ALC		1,893,012							1,893,012
D726-9200 - Elementary Summer ALC		2,252,633							2,252,633
D728 - ALC On Track		909,509							909,509
D005 - Prog 038 - ALC Chargeback		2,368,170							2,368,170
D005 - Prog 039 - ALC Admin		395,000							395,000

Saint Paul Public Schools
Summary of School Allocations by Major Funding Sources
Fiscal Year 2018 - 19

	Enrollment w/o Pre-K	General Fund	Additional Adjustments	Compensatory Ed	Integration- Achievement Funding	Integration - Incentive Funding	Referendum	Title I	Total Allocation
DXXX - Special Education Site Funding		1,400,000							1,400,000
Reallocation of Spec Ed Site Funding to Spec Ed Prog budget		(1,400,000)							(1,400,000)
SF01, Class 9115 - Restorative Practices		1,900,000							1,900,000
SF01, Prog 717 - APTT - Parent Engagement		306,000							306,000
SF01, Prog 718 - School Climate		60,000							60,000
Intraschool		4,000,000							4,000,000
D841 - GAP Title I								31,197	31,197
Total Other Sites & Other School Funding:		24,083,053	-	1,376,131	-	-	-	313,611	25,772,795
Total Allocations		160,096,430	1,737,049	51,719,395	5,727,306	392,912	27,381,610	13,986,757	261,041,459

**Saint Paul Public Schools
Analysis of General Fund Program Budgets
Fiscal Year 2019 Compared to Fiscal Year 2018**

- The following pages provide an analysis of changes to the General Fund programs from the Adopted Fiscal Year 2018 budgets to the Proposed Fiscal Year 2019 budgets.
- The Allocation Summary of General Fund Programs provides major category information for the three categories that have been established to represent the distribution of General Fund resources. Those categories are as follows:

Administration - refers to programs necessary to support governance, policy & procedures, and staff support to the Superintendent.

Districtwide Support Services - refers to programs that provide support to all areas of the district.

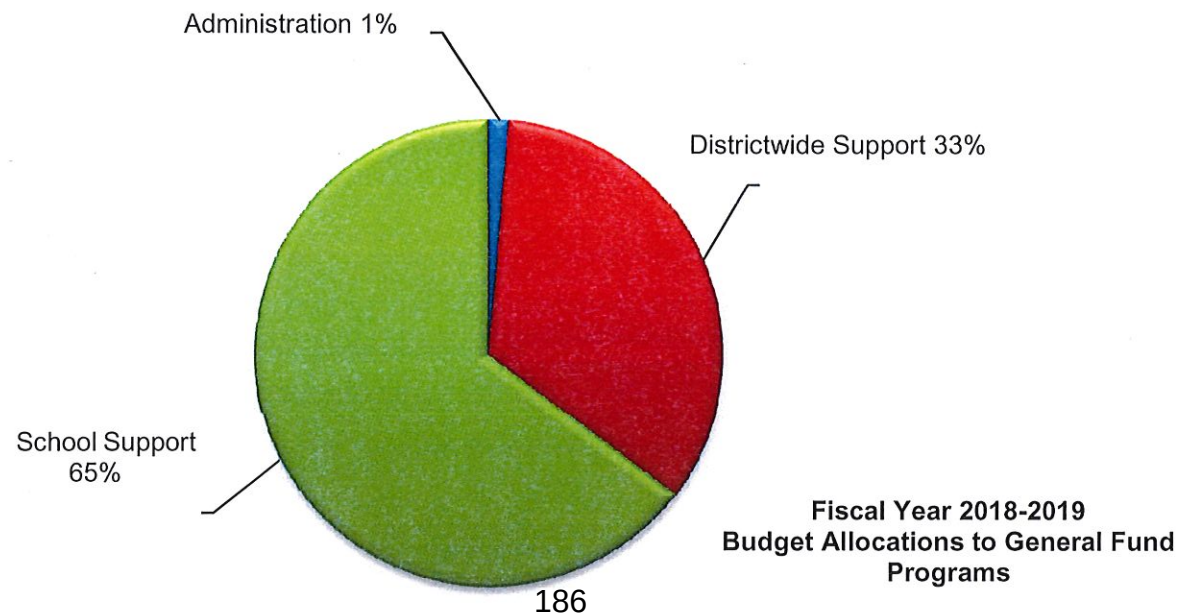
School Support Services - refers to programs that provide support services to schools.

- The Proposed FY19 General Fund Program Budget includes:
 - The FY18 Adopted Budget representing the initial allocation for programs.
 - The FY19 Allocation with Inflation column reflects increases specific to the anticipated inflationary increases for transportation, utilities, employee benefits as related to FICA, pension (PERA & TRA), insurance and other post employee benefits (OPEB).
 - The FY19 Reallocations column documents internal realignment of funding with a net change of \$0. Transfers between Funds will be included and noted in this section.
 - The FY 19 Adjustments and Reductions column reflects additional budgetary decisions determined during the budgeting process resulting in an increase of \$3.7m. It includes the sum of the Program Adjustments, Inflation Reductions, Additional 5% Reductions and Targeted Reduction columns.
 - The FY18 vs FY19 Proposed Budget column reflects an overall increase of \$13.6m (not including the LTFM transfer to the General Fund).

**Saint Paul Public Schools
Allocation Summary of General Fund Programs
Fiscal Year 2018-2019**

Category	FY18 Adopted Budget	FY19 Allocation w/Inflation	FY19 Adjustments & Reductions	FY19 Reallocations	FY19 Proposed Budget	FY19 Proposed Budget w/LTFM Txfr
Administration	\$3,533,368	\$3,662,639	(\$86,767)	\$0	\$3,575,871	\$3,575,871
Districtwide Support*	90,033,697	91,866,008	4,522,302	11,316,862	96,088,310	107,705,172*
School Support	180,513,043	190,428,909	(716,683)	(1,700,000)	188,012,225	188,012,225
Schools				(1,400,000)		
Other Funds				(8,216,862)		
Grand Total	\$274,080,108	\$285,957,555	\$3,718,852	\$0	\$287,676,406	\$299,293,269

*The FY19 Proposed Budget for Districtwide Support includes an \$11,616,862 transfer into the General Fund from the Building Construction Fund for Long Term Facilities Maintenance (LTFM) funding. Districts are required by the MN Department of Education to report specific LTFM activity within the General Fund (see the Proposed Building Construction Budget for more detail).



FY19 Proposed Program Allocation Summary

Program	FY 2017-18 Adopted Budget	FY 2018-19 Allocation w/Inflation	FY 2018-19 Program Reallocations	FY 2018-19 Program Adjustments	FY 2018-19 Inflation Reduction	FY 2018-19 Addl 5% Reduction	FY 2018-19 Targeted Reduction	FY 2018-19 Proposed Budget	FY18 vs FY19 Proposed	FY18 vs FY19 % Change
SPR010 - Board of Education	828,283	843,888	31,000		(15,605)		(20,000)	839,283	11,000	1.3%
SPR020 - Superintendent's Office	505,700	523,909	(31,000)		(18,209)	(25,285)		449,415	(56,285)	-11.1%
SPR022 - Chief of Staff	0	0		200,000				200,000	200,000	
SPR024 - Office of Fund Development	0	0						0	0	0.0%
SPR031 - Academics Office	304,336	317,349			(15,255)	(15,217)		286,877	(17,459)	-5.7%
SPR034 - Elementary Ed Administration	930,809	970,228			(39,419)	(46,540)		884,269	(46,540)	-5.0%
SPR043 - Chief of Operations	429,776	448,410			(18,634)	(21,489)		408,287	(21,489)	-5.0%
SPR150 - General Counsel's Office	534,464	558,855			(24,391)	(26,723)		507,741	(26,723)	-5.0%
Administration	3,533,368	3,662,639	0	200,000	(131,513)	(135,254)	(20,000)	3,575,871	42,505	1.2%
SPR110 - Business and Financial Affairs	3,317,242	3,465,993			(148,751)	(165,862)		3,151,380	(165,862)	-5.0%
SPR112 - Enterprise Resource Planning	2,202,871	2,235,714			(32,843)		(75,000)	2,127,871	(75,000)	-3.4%
SPR131 - Office of Racial Equity	1,055,353	1,077,841			(22,487)	(52,768)		1,002,586	(52,767)	-5.0%
SPR132 - Out for Equity	187,680	195,287			(7,607)	(9,384)		178,296	(9,384)	-5.0%
SPR133 - Multicultural Resource Center	186,722	194,026			(7,304)	(9,336)		177,386	(9,336)	-5.0%
SPR134 - Family and Community Engagement	1,406,546	1,458,407	(300,000)		(51,861)	(70,327)		1,036,219	(370,327)	-8.7%
SPR135 - Communications	1,425,666	1,483,459		140,000	(57,793)	(71,283)		1,494,383	68,717	4.8%
SPR141 - Management Information Systems	1,419,495	1,464,014			(44,519)	(70,975)		1,348,520	(70,975)	-5.0%
SPR160 - Human Resources	3,319,129	3,489,416			(170,287)	(165,956)		3,153,173	(165,956)	-5.0%
SPR190 - Research Eval and Assessment	1,483,835	1,530,321			(46,486)	(74,192)		1,409,643	(74,192)	-5.0%
SPR630 - Technology Infrastructure	4,819,668	4,951,861			(132,193)	(240,983)		4,578,684	(240,984)	-5.0%
SPR631 - Referendum Technology	831,514	831,514						831,514	0	0.0%
SPR810 - Operations and Maintenance	3,296,892	3,575,043			(278,151)		(500,000)	2,796,892	(500,000)	-15.2%
SPR812 - Custodial	14,839,467	15,561,947		400,000	(825,691)		(100,000)	15,036,256	196,789	1.3%
SPR813 - Utilities	8,141,410	8,141,410		325,656				8,467,066	325,656	4.0%
SPR815 - Safety and Security	2,740,000	2,782,050		39,334				2,821,384	81,384	3.0%
SPR850 - Operating Capital & Lease Levy	14,390,627	14,390,627	(4,131,311)					10,259,316	(4,131,311)	-28.7%
SPR865- LTFM - New in Gen Fund	0	0	11,616,862	5,120,311				16,737,173	16,737,173	
SPR866 - LTFM - New in Gen Fund	0	0	4,131,311	868,689				5,000,000	5,000,000	
SPR930 - Employee Benefits	23,469,579	23,537,079		2,479,421	(1,867,069)		(500,000)	23,649,431	179,852	0.8%
SPR940 - Insurance	1,500,000	1,500,000		300,000				1,800,000	300,000	20.0%
NEW - SUTR Program	0	0		648,000				648,000	648,000	
Districtwide Support Services	90,033,697	91,866,008	11,316,862	10,321,411	(3,693,042)	(931,067)	(1,175,000)	107,705,172	6,054,614	6.7%
SPR030 - Office of Leadership Development	173,550	178,460		138,901		(16,609)		300,753	127,203	73.3%
SPR106 - Student Placement Center	1,549,661	1,609,887			(60,226)	(77,483)		1,472,178	(77,483)	-5.0%
SPR118 - Talent Development and Acceleration	437,587	449,154		135,400		(21,879)		562,675	125,088	28.6%
SPR170 - Graphic Services	0	0						-	0	0.0%
SPR192/292 - Athletics	4,023,342	4,065,694		27,000	(83,076)		(100,000)	3,909,618	(113,724)	-2.8%
SPR196 - Indian Education	227,401	236,510		102,055	(4,545)	(11,370)		322,650	95,249	41.9%
SPR198 - American Indian Studies	808,600	838,516			(29,916)	(40,430)		768,170	(40,430)	-5.0%
SPR261 - Belwin	301,502	313,585			(12,083)	(15,075)		286,427	(15,075)	-5.0%
SPR271 - Substitute Teachers	4,270,065	4,319,498		800,000	(49,433)			5,070,065	800,000	18.7%
SPR399 - School to Work	502,419	516,623			(14,204)			502,419	(0)	0.0%
SPR421 - Third Party Reimbursement	845,533	861,287			(15,754)		(30,000)	815,533	(30,000)	-3.5%
SPR610 - Instructional Services	3,306,299	3,350,562		(40,649)	(3,614)		(200,000)	3,106,299	(200,000)	-6.0%
SPR640 - Staff Development	777,365	799,497	(500,000)	(22,132)			(277,365)	(0)	(777,365)	-100.0%
SPR642 - Achievement Plus	337,000	337,000		(87,000)				250,000	(87,000)	-25.8%
SPR643 - Peer Assistance and Review	1,419,662	1,475,970			(56,308)	(70,983)		1,348,679	(70,983)	-5.0%
SPR715 - Counseling and Guidance	1,818,215	1,875,698		187,053	(57,483)		(248,605)	1,490,557	(327,658)	-18.0%

FY19 Proposed Program Allocation Summary

Program	FY 2017-18 Adopted Budget	FY 2018-19 Allocation w/Inflation	FY 2018-19 Program Reallocations	FY 2018-19 Program Adjustments	FY 2018-19 Inflation Reduction	FY 2018-19 Addl 5% Reduction	FY 2018-19 Targeted Reduction	FY 2018-19 Proposed Budget	FY18 vs FY19 Proposed	FY18 vs FY19 % Change
SPR741 - Alternatives to Suspension	803,185	828,793			(25,608)	(40,159)		763,025	(40,160)	-5.0%
SPR760 - Pupil Transportation	29,652,568	31,260,148	(2,600,000)		(49,723)		(500,000)	28,110,425	(1,542,143)	-5.2%
SPR102 - Pre-K Support Administration	790,202	825,097			(34,895)	(39,510)	(300,000)	450,692	(339,510)	-43.0%
SPR182 - PLTT Administration	9,000,000	9,036,163		(36,163)				9,000,000	(0)	0.0%
SPR790 - Other Pupil Support Services	1,807,286	1,885,587			(78,301)	(90,364)		1,716,922	(90,364)	-5.0%
SPR120 - Special Education Administration	90,798,898	7,732,172	(590,517)	(2,031,646)			(102,200)	5,007,809	6,093,886	6.7%
SPR400 - General Special Education	0	0	1,400,000					1,400,000		0.0%
SPR380 - School to Work Disabled	0	1,396,280		39,094			(28,707)	1,406,667		
SPR401 - Speech	0	9,259,724		(3,388,247)			(117,430)	5,754,047		
SPR402 - Mild Mod	0	4,593,637		1,069,601			(113,265)	5,549,973		
SPR403 - Mod Sev	0	9,003,330		782,939			(195,725)	9,590,544		
SPR404 - Physical Imp	0	429,725		106,814			(10,731)	525,808		
SPR405 - Hearing Imp	0	3,637,720		18,830			(73,131)	3,583,419		
SPR406 - Visually Imp	0	1,065,907		(96,917)			(19,380)	949,610		
SPR407 - Specific Learning Disability	0	11,560,720		354,626			(238,307)	11,677,039		
SPR408 - Emot Bev Dis	0	20,615,503		1,406,764			(440,445)	21,581,822		
SPR410 - Other Hearing Impaired	0	0						-		
SPR411 - Autism	0	7,062,644		2,076,827			(182,789)	8,956,682		
SPR412 - Dev Delayed	0	7,568,443		6,378,411			(278,937)	13,667,917		
SPR414 - Traumatic Brain Inj	0	0						-		
SPR420 - Special Education - General	0	13,197,287	(123,020)	(5,705,762)			(127,057)	7,241,448		
SPR721 - Student Wellness Administration	4,675,537	4,675,537	203,262	664,662			(100,000)	5,443,461	767,924	16.4%
SPR119/219 - Multilingual Learners - MLL	22,007,165	23,566,552	0	1,266,927			(400,000)	24,433,479	2,426,314	11.0%
SPR422 ADSIS	0	0	510,275	485,141				995,416	995,416	
Dual Immersion	180,000	0						-	(180,000)	
School Support Services	180,513,043	190,428,909	(1,700,000)	4,366,423	(575,169)	(423,863)	(4,084,075)	188,012,225	7,499,183	4.2%
TOTAL PROGRAMS	274,080,108	285,957,555	9,616,862	14,887,834	(4,399,724)	(1,490,184)	(5,279,075)	299,293,269	13,596,303	



Adjustments and Reallocations

Saint Paul Public Schools
General Fund Budget Adjustments/Reallocations
Fiscal Year 2018 - 19

Adjustments/Reallocations:

Program Number	Program Name	Description	Amount
010	Board of Education	Reallocations from Program 020 Superintendent	31,000
010	Board of Education	Inflation Reduction	(15,605)
010	Board of Education	Targeted Reduction	(20,000)
020	Superintendent's Office	Reallocation to Program 010 Board of Education	(31,000)
020	Superintendent's Office	Inflation Reduction	(18,209)
020	Superintendent's Office	Additional 5% Reduction	(25,285)
022	Chief of Staff	1.0 FTE Chief of Staff position, supplies	200,000
031	Academics Office	Inflation Reduction	(15,255)
031	Academics Office	Additional 5% Reduction	(15,217)
034	Elementary Ed Administration	Inflation Reduction	(39,419)
034	Elementary Ed Administration	Additional 5% Reduction	(46,540)
043	Chief of Operations	Inflation Reduction	(18,634)
043	Chief of Operations	Additional 5% Reduction	(21,489)
150	General Counsel's Office	Inflation Reduction	(24,391)
150	General Counsel's Office	Additional 5% Reduction	(26,723)
Total Administration Adjustments & Reallocations			(86,767)
110	Business and Financial Affairs	Inflation Reduction	(148,751)
110	Business and Financial Affairs	Additional 5% Reduction	(165,862)
112	Enterprise Resource Planning	Inflation Reduction	(32,843)
112	Enterprise Resource Planning	Targeted Reduction	(75,000)
131	Office of Racial Equity	Inflation Reduction	(22,487)
131	Office of Racial Equity	Additional 5% Reduction	(52,768)
132	Out for Equity	Inflation Reduction	(7,607)
132	Out for Equity	Additional 5% Reduction	(9,384)
133	Multicultural Resource Center	Inflation Reduction	(7,304)
133	Multicultural Resource Center	Additional 5% Reduction	(9,336)
134	Family and Community Engagement	Reallocation to Fully Financed Funds	(300,000)
134	Family and Community Engagement	Inflation Reduction	(51,861)
134	Family and Community Engagement	Additional 5% Reduction	(70,327)
135	Communications	Restored Assistant Director Position	140,000
135	Communications	Inflation Reduction	(57,793)
135	Communications	Additional 5% Reduction	(71,283)
141	Management Information Systems	Inflation Reduction	(44,519)
141	Management Information Systems	Additional 5% Reduction	(70,975)
160	Human Resources	Inflation Reduction	(170,287)
160	Human Resources	Additional 5% Reduction	(165,956)
190	Research Evaluation and Assessment	Inflation Reduction	(46,486)
190	Research Evaluation and Assessment	Additional 5% Reduction	(74,192)
630	Technology Infrastructure	Inflation Reduction	(132,193)
630	Technology Infrastructure	Additional 5% Reduction	(240,983)
810	Operations and Maintenance	Inflation Reduction	(278,151)
810	Operations and Maintenance	Targeted to Facilities due to restricted funding	(500,000)

Saint Paul Public Schools
General Fund Budget Adjustments/Reallocations
Fiscal Year 2018 - 19

Adjustments/Reallocations:

Program Number	Program Name	Description	Amount
812	Custodial	Program Adjusted for Rivereast and Crosswinds Facility Expansions	400,000
812	Custodial	Inflation Reduction	(825,691)
812	Custodial	Targeted Reduction	(100,000)
813	Utilities	Program Adjusted for Rivereast and Crosswinds Facility Expansions	325,656
815	Safety and Security	Inflation Adjustment	39,334
850	Operating Capital and Lease Levy	Reallocation to correct program LTFM Leases Levy	(4,131,311)
865	LTFM	Reallocation to New LTFM Program in General Fund	11,616,862
865	LTFM	New LTFM Program in General Fund	5,120,311
866	LTFM	Reallocation from Operating Capital and Lease Levy	4,131,311
866	LTFM	New LTFM Program in General Fund	868,689
930	Employee Benefits	Inflations for Districtwide Benefits	2,479,421
930	Employee Benefits	Inflation Reduction	(1,867,069)
930	Employee Benefits	Reduction in OPEB Trust Contribution	(500,000)
940	Insurance	Increase Insurance Coverage and Additions	300,000
New	SUTR	New General Fund Funding of SUTR Program	648,000
Districtwide Support Services			15,839,165
030	Office of Leadership Development	Increase for Training Support, Not filling 1.0 Director Position	138,901
030	Office of Leadership Development	5% Reductions	(16,609)
106	Student Placement Center	Inflation Reduction	(60,226)
106	Student Placement Center	Additional 5% reduction	(77,483)
118	Talent Development and Acceleration	AP/IB Costs for Sites at District Level	135,400
118	Talent Development and Acceleration	Additional 5% reduction	(21,879)
192/292	Athletics	Program Adjustment for High School Stipends	27,000
192/292	Athletics	Inflation Reduction	(83,076)
192/292	Athletics	Targeted Reduction	(100,000)
196	Indian Education	Program Adjustment for TOSA	102,055
196	Indian Education	Inflation Reduction	(4,545)
196	Indian Education	Additional 5% reduction	(11,370)
198	American Indian Studies	Inflation Reduction	(29,916)
198	American Indian Studies	Additional 5% reduction	(40,430)
261	Belwin	Inflation Reduction	(12,083)
261	Belwin	Additional 5% reduction	(15,075)
271	Substitute Teachers	Program Adjustment for Increase in Substitute Teacher Costs	800,000
271	Substitute Teachers	Inflation Reduction	(49,433)
399	School to Work	Inflation Reduction	(14,204)
421	Third Party Reimbursement	Inflation Reduction	(15,754)
421	Third Party Reimbursement	Targeted Reduction	(30,000)
610	Instructional Services	Program Adjustment	(40,649)
610	Instructional Services	Inflation Reduction	(3,614)
610	Instructional Services	Targeted Reduction	(200,000)
640	Staff Development	Reallocated to Fully Financed Funds	(500,000)
640	Staff Development	Program reduction	(22,132)

Saint Paul Public Schools
General Fund Budget Adjustments/Reallocations
Fiscal Year 2018 - 19

Adjustments/Reallocations:

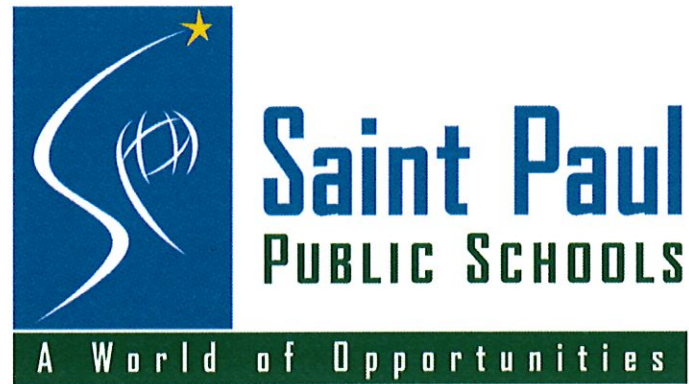
Program Number	Program Name	Description	Amount
640	Staff Development	Targeted Reduction	(277,365)
642	Achievement Plus	Reduced budget to cost of FY19 Contract	(87,000)
643	Peer Assistance and Review	Inflation Reduction	(56,308)
643	Peer Assistance and Review	Additional 5% reduction	(70,983)
715	Counseling and Guidance	Reduced .5 FTE Ex Dir School Climate	(79,053)
715	Counseling and Guidance	Additional 5% reduction	(57,483)
715	Counseling and Guidance	Targeted Reduction	(248,605)
741	Alternatives to Suspension	Inflation Reduction	(25,608)
741	Alternatives to Suspension	Additional 5% reduction	(40,159)
760	Pupil Transportation	Reallocation of Transportation Costs to other Funding Sources	(2,600,000)
760	Pupil Transportation	Inflation Reduction	(49,723)
760	Pupil Transportation	Targeted Reduction	(500,000)
102	PreK Support Administration	Inflation Reduction	(34,895)
102	PreK Support Administration	Additional 5% reduction	(39,510)
102	PreK Support Administration	Targeted Reduction	(300,000)
182	PLTT Administration	Program Adjustment	(36,163)
790	Other Pupil Services	Inflation Reduction	(78,301)
790	Other Pupil Services	Additional 5% reduction	(90,364)
120	Special Education Administration	Reallocation of 5 FTE's to Prog 422 for ADSIS and .8 FTE to Prog 721 Wellness	(590,517)
120	Special Education Administration	Transition to program budgeting	(2,031,646)
120	Special Education Administration	Target Reduction	(102,200)
400	General Special Education	Reallocation from Site Allocations for Journeys, Rivereast, BTT, JDC	1,400,000
380	School to Work Disabled	Transition to Program Budgeting	39,094
380	School to Work Disabled	Targeted Reduction	(28,707)
401	Speech	Transition to Program Budgeting	(3,388,247)
401	Speech	Targeted Reduction	(117,430)
402	Mild Mod	Transition to Program Budgeting	1,069,601
402	Mild Mod	Targeted Reduction	(113,265)
403	Mod Sev	Transition to Program Budgeting	782,939
403	Mod Sev	Targeted Reduction	(195,725)
404	Physical Imp	Transition to Program Budgeting	106,814
404	Physical Imp	Targeted Reduction	(10,731)
405	Hearing Impaired	Transition to Program Budgeting	18,830
405	Hearing Impaired	Targeted Reduction	(73,131)
406	Visually Impaired	Transition to Program Budgeting	(96,917)
406	Visually Impaired	Targeted Reduction	(19,380)
407	Specific Learning Disability	Transition to Program Budgeting	354,626
407	Specific Learning Disability	Targeted Reduction	(238,307)
408	Emotional Behavior Dis	Transition to Program Budgeting	1,406,764
408	Emotional Behavior Dis	Targeted Reduction	(440,445)
411	Autism	Transition to Program Budgeting	2,076,827
411	Autism	Targeted Reduction	(182,789)
412	Dev Delayed	Transition to Program Budgeting	6,378,411

Saint Paul Public Schools
General Fund Budget Adjustments/Reallocations
Fiscal Year 2018 - 19

Adjustments/Reallocations:

Program Number	Program Name	Description	Amount
412	Dev Delayed	Targeted Reduction	(278,937)
420	Special Education General	Reallocated to Program 721 for 1.94 wellness EAs for D430	(123,020)
420	Special Education General	Transition to Program Budgeting	(5,705,762)
420	Special Education General	Targeted Reduction	(127,057)
721	Student Wellness Administration	Reallocations from Prog 120 and Prog 420	203,262
721	Student Wellness Administration	Additional 7 Nurse FTEs, Maternal Childcare Fund 29 transfer of \$10,000	664,662
721	Student Wellness Administration	Targeted Reduction	(100,000)
119/219	Multilingual Learners MLL	Additional 15 MLL Teachers FTEs	1,266,927
119/219	Multilingual Learners MLL	Targeted Reduction	(400,000)
422	ADSiS	5FTEs Reallocated from Program 120	510,275
422	ADSiS	4 FTEs Transferred to General Fund	485,141
School Support Services			(2,416,682)
Total Programs			13,335,716

* Totals Subject to Rounding



Appendices



STRONG SCHOOLS, STRONG COMMUNITIES 2.0 2014-2019

A Premier Education for All

The end of the 2013-2014 school year marks the completion of the first phase of the *Strong Schools, Strong Communities* strategic plan for improving the education of all students—without exception or excuse. We thank our families, students, staff, partners and the entire community for your support during this transition.

Four years ago, we began an ambitious journey to increase student achievement and improve the effectiveness and efficiency of our schools. Building on this work, Saint Paul Public Schools is starting the second phase of its strategic plan called *Strong Schools, Strong Communities 2.0* (SSSC 2.0), a five-year plan from 2014 to 2019. With the foundation in place, we will refine our focus and dig deeper to accelerate learning for all students through our three strategic goals:

 ACHIEVEMENT: Provide an outstanding and equitable education for all students through strong leadership, well-rounded curriculum and data-driven decisions.	 ALIGNMENT: Coordinate school programs and supports to reinforce student learning.	 SUSTAINABILITY: Continue to be efficient and effective with our budget decisions to maximize classroom resources and create an academic plan focused on results.
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The following five focus areas have been identified as our top priorities for improvement through 2019:

Goal 1: Achievement

Racial Equity Transformation

The achievement gap, or rather the "opportunity gap," between students of color and white students in Saint Paul Public Schools is unacceptable. Racial inequity is a strong contributor to this educational disparity and must be directly addressed for all students to succeed academically. Under SSSC 2.0 we will continue to:

- **Change practices and systems** by identifying the barriers that make it harder for students of color to succeed and for their families to support their learning.
- **Value and invest in all students** by distributing school funds equitably to meet the needs of each school's student population.
- **Examine our personal racial beliefs** to better understand how they affect our students and families of color.

Personalized Learning

Personalized learning is a way of teaching that responds to the unique needs and abilities of each student. Personalized Learning provides students different ways to explore school subjects, express themselves, and show what they have learned. Students' voices and choices are supported in a technology-enriched environment. Under SSSC 2.0 we will continue to:

- **Establish personalized learning** as a key strategy to accelerate student achievement.
- **Provide technology tools** to more schools, teachers, and students.

- **Use more technology** to better meet students' digital learning styles.
- **Support and develop teacher capacity** around personalized learning.

Ready for College and Career

Creating a K-12 culture focused on college and career throughout all SPPS schools results in providing all students with the academics, resources and experiences to prepare them to be successful in college and their careers. Under SSSC 2.0 we will continue to:

- **Ensure middle school students start planning for high school and beyond** by providing effective programs and resources.
- **Increase the opportunities for students to earn post-secondary credit** by improving high school programs, ensuring students meet college entrance requirements and succeed in college.
- **Expand existing and develop new career and technical education (CTE) programs** that prepare students for competitive careers that are in high demand.
- **Make grading, scheduling and graduation requirements consistent** across all schools.

Goal 2: Alignment

Excellent PK-12 Programs with Connected Pathways

Providing students with the best community schools and magnet programs possible is a top priority for the district. Those programs will continue from elementary to high school and provide students with the consistent education families expect. Under SSSC 2.0 we will continue to:

- **Create and expand** cultural, language, and specialized programs.
- **Ensure programs have clear pathways** from elementary through high school.
- **Provide all students opportunities to enroll in challenging classes** that develop their talent no matter which school they attend.
- **Increase pre-kindergarten opportunities** for more children.

Goal 3: Sustainability

Systems that Support a Premier Education

In order to provide a premier education to our students, we must maintain a stable financial system and effective operational practices, so that our students and staff have the resources they need to succeed in and outside the classroom. Under SSSC 2.0 we will continue to:

- **Attract and retain students and families** by offering excellent programs and improved customer service.
- **Build and retain an exceptional workforce** by better supporting and valuing our employees.
- **Ensure our school buildings are equipped** to meet the learning needs of students.
- **Adopt financial and operational practices** that are more efficient and effective.
- **Use and refine a system to hold ourselves accountable** to our strategic goals and our community.

Fiscal Year 2018-19 Budget Planning Timeline

Appendix B

Date	Description
December 19, 2017	SPPS Board of Education Certifies Pay 18 Levy for FY 2018-19
December 2017 - January 2018	FY 2018-19 Revenue & Expenditure Projections (utilizing FY19 enrollment by grade projections and preliminary 10/1/17 by school by grade enrollment numbers)
February 13, 2018	Presentation of FY19 Budget Guidelines & Preliminary FY19 General Fund budget summary at the Committee of the Board meeting
February 20, 2018	FY19 General Fund budget summary presentation at BOE meeting
February 26, 2018	REA Office & Asst Supts provide final FY19 enrollment by school by grade projections to Finance Dept
February 27-March 29, 2018	Finance prepares FY19 budget allocations & system testing (pending Feb 26 vs. March enrollment & planning criteria are received by the Finance Dept)
April 9, 2018	Distribute school allocations
April 9-20, 2018	Joint FY19 Budget, Staffing, Enrollment meetings (Principals, Asst Supts, Human Resources, Finance, Title I, Student Placement)
April 16, 2018	Distribute General Fund program allocations
April 16-26, 2018	Districtwide School Budget Presentation timeline for all principals to present budget information at their sites
May 4, 2018	School budgets returned Program budgets returned HR Staffing worksheets due
June 19, 2018	FY 2018-19 Budget adopted by the Board of Education

2018-2019 Budget Guidelines

Philosophy

The Proposed Budget will reflect a transition period from the District's Strong Schools, Strong Communities 2.0 (SSSC 2.0) strategic plan as the District's new strategic plan develops over the next year. The budget is the District's financial plan that must sustain the academic plan. The District must maintain a stable financial system and effective operational practices, so that students and staff have the resources they need to succeed inside and outside the classroom. School and Program budgets will use the five focus areas in their budget preparations: Racial Equity, Personalized Learning, Program Articulations and Alignment, Post-Secondary Preparation, and Infrastructure and Systems.

Preparing Budget Calculations

Budget Model: A modified roll-over budget method will be used.

Revenue Projections: Revenue will be calculated using current law.

Expenditure Projections: The Finance Office will project salary and fringe benefits using actual salary and benefit amounts if labor contracts have been negotiated and all non-personnel budget items will reflect no more than two percent (2%) inflation except for items related to contractual commitments.

Enrollment: The Office of Research, Evaluation, and Assessment (REA) will prepare District enrollment projections for 2018-2019.

Average Salary and Benefits Calculation Data: A table detailing the average salary and benefits will be provided for budget preparations at the site level.

Fund Balance: In accordance with BOE policy, the budget will maintain an unassigned fund balance of five percent (5%) of annual General Fund expenditures. District administration will inform the Board of Education (BOE) on potential use of unassigned fund balance during the initial budget planning presentation to the BOE. The District will continue to increase its future unassigned fund balance level to six percent (6%) or greater.

Creating the Budget

Schools:

- Continuation of a refined blended Site-Based and Centralized funding method will be used for schools in 2018-2019.
- Most staffing allocations are criteria based and determined by enrollment and type of school.

Non-School Programs:

- Non-School programs will be reported into three (3) categories: Administration, District-wide Support Services, and School Support Services.

Compiling and Presenting the FY19 Budget

Presentation Format: Summary information will be presented for schools and programs in the preliminary budget document. Each summary page will include an analysis of the changes to the current year budget that are impacting the schools and programs.

Fully Financed Budgets: Fully Financed budgets with anticipated revenues and expenditures that are \$500,000 or greater for the 2018-19 school year will be included in the Adopted budget.

Other Resources Allocated to Schools: The Adopted budget document will include a school by school detail of resources allocated to schools such as grants, special education, operations, and student activities, to name a few.

The Adopted Budget: Administration will present a balanced budget to the BOE. The budget for 2018-19 must be approved by the Board of Education by June 30, 2018. The Adopted budget will be published on the Business Office website (<http://businessoffice.spps.org>).

**Saint Paul Public Schools
Certified Pay 18 Levy Factors**

Levy information is submitted to the Minnesota Department of Education to calculate the maximum levy authorized in law. The Pay 18 calculation provided a maximum levy of \$155,464,946, a 4.99% increase from the Certified Pay 17 Levy. Board of Education action in September 2017 affirmed the maximum levy amount. In December 2017, the Board of Education held the Public hearing required by State law, reviewed the proposed Pay 18 Levy during a Committee of the Board meeting, and certified the Final Pay 18 Levy of \$155,464,946 at the December Board meeting.

Relevant Levy items:

- **General Fund Levy** - For the Pay18 Levy, Long Term Facilities Maintenance (LTFM), Other Post Employment Benefits (OPEB) and Referendum account for most of the General Fund Levy increase of \$5.3 million, or 4.9%. This is mainly due to the implementation of the Facilities Master Plan in which LTFM funding is dedicated from the levy to fund specific projects within facilities. An increase in the District's current Referendum is a result of an increase in projected overall enrollment and any funding formula changes for inflation.
- **Community Education Levy** - For the Pay18 Levy, Early Childhood Family Education (ECFE) and School Age Care account for most of the Community Education Levy increase of \$0.2 million, or 6.5%.
- **Debt Service Levy** - Scheduled debt payments and federal credits on qualified bonds resulted in the certified Pay18 Debt Service Levy of \$ 38,671,095.

Certified Pay 18 Levy Summary

	Pay 17 Certified Levy	Pay 18 Certified Levy	\$ Change	% Change
General Fund Levy	\$107,838,495	\$113,167,088	\$5,328,593	4.9%
Community Education Levy	3,406,163	3,626,763	220,600	6.5%
Debt Service Levy	<u>36,824,998</u>	<u>38,671,095</u>	<u>1,846,097</u>	<u>5.0%</u>
Total Levies	\$148,069,656	\$155,464,946	\$7,395,290	4.99%

Saint Paul Public Schools
Certified Levy Pay 2018 compared to Certified Levy Pay 2017

Appendix D

GENERAL FUND	Certified Pay 17	Certified Pay 18	Difference
REFERENDUM 1ST TIER	5,287,115	5,527,411	240,296
REFERENDUM 2ND TIER	11,760,589	12,860,357	1,099,767
EQUITY LEVY	1,520,478	13,479,658	11,959,181
LOCATION EQUITY	12,893,649	1,589,582	-11,304,067
TRANSITION LEVY	7,213,145	7,540,979	327,833
STUDENT ACHIVEMENT	365,952	0	-365,952
OPERATING CAPITAL	3,059,368	2,810,250	-249,119
INTEGRATION LEVY	4,867,540	4,870,692	3,152
REEMPLOYMENT LEVY	689,826	770,684	80,858
SAFE SCHOOLS	1,421,067	1,410,318	-10,749
CAREER TECHNICAL	893,900	1,079,257	185,358
OTHER POST EMPLOYMENT BENEFITS (OPEB)	19,267,914	19,705,375	437,461
LT FACILITIES EQUALIZED	7,793,857	11,154,113	3,360,256
LT FACILITIES UNEQUALIZED	10,575,170	11,228,477	653,307
BUILDING/LAND LEASE LEVY	778,183	1,939,300	1,161,117
HEALTH BENEFIT LEVY	600,000	600,000	0
TRA LEVY	17,336,502	17,578,205	241,703
SEVERANCE LEVY	941,020	1,046,631	105,611
1ST TIER REFERENDUM ADJUSTMENT	-280,127	-136,281	143,846
2ND TIER REFERENDUM ADJUSTMENT	598,883	-24,882	-623,765
LOCATION EQUITY ADJUSTMENT	-683,143	-332,348	350,795
EQUITY ADJUSTMENT	-80,559	-39,192	41,367
TRANSITION ADJUSTMENT	-371,411	-185,368	186,043
OPERATING CAPITAL ADJUSTMENT	-234,335	-73,333	161,002
ACHIEVEMENT & INTEGRATION ADJUSTMENTS	65,643	-273,076	
REEMPLOYMENT ADJUSTMENT	161,322	-17,889	-179,211
SAFE SCHOOL ADJUSTMENT	90,852	-53,238	-144,090
CAREER TECHNICAL LEVY ADJUSTMENT	-51,234	-36,859	14,376
ANNUAL OPEB ADJUSTMENT	-600,001	0	600,000
HEALTH & SAFETY LEVY ADJUSTMENT	4,078,616	-310,433	-4,389,049
LEASE LEVY ADJUSTMENT	-67,648	-24,984	42,664
TIF ADJUSTMENTS	-2,803,185	-1,482,874	1,320,310
OTHER GENERAL ADJUSTMENT	-316	0	316
ABATEMENT LEVY ADJUSTMENT	1,629,247	595,406	-1,033,841
ADVANCE ABATEMENT ADJUSTMENT	-879,387	371,149	1,250,536
TOTAL GENERAL FUND	107,838,495	113,167,088	5,328,593

Saint Paul Public Schools
Certified Levy Pay 2018 compared to Certified Levy Pay 2017

Appendix D

COMMUNITY SERVICE FUND	Certified Pay 17	Certified Pay 18	Difference
			-
BASIC COMMUNITY ED. LEVY	2,075,029	2,075,029	0
EARLY CHILDHOOD FAMILY	856,344	907,132	50,788
HOME VISITING LEVY	28,292	31,362	3,069
DISABLED ADULT LEVY	30,000	30,000	0
SCHOOL AGE CARE	500,000	550,000	50,000
EARLY CHILDHOOD FAMILY ADJUSTMENT	0	-800	-800
HOME VISITING ADJUSTMENT	-27	0	27
SCHOOL AGE CARE ADJUSTMENT	-110,827	-320	110,507
ABATEMENT LEVY ADJUSTMENT	62,778	21,525	-41,253
ADVANCE ABATEMENT ADJUSTMENT	-35,427	12,835	48,262
TOTAL COMMUNITY SERVICE	3,406,163	3,626,763	220,600
			0
DEBT SERVICE FUND	Certified Pay 17	Certified Pay 18	Difference
			0
DEBT SERVICE LEVY	36,479,069	39,840,814	3,361,745
REDUCTION FOR DEBT EXCESS	-103,367	-1,591,365	-1,487,998
ABATEMENT LEVY ADJUSTMENT	906,084	292,211	-613,873
ADVANCE ABATEMENT ADJUSTMENT	-456,788	129,435	586,223
TOTAL DEBT SERVICE	36,824,998	38,671,095	1,846,097
			0
TOTAL (ALL FUNDS)	148,069,656	155,464,946	7,395,290

Policy Update

Jackie Statum Allen

Assistant Director, Strategic Planning and Policy

Board of Education Meeting

June 19, 2018



Sweatshop Free Purchasing – Policy 713.00

- Second reading
- Minor amendment of the policy
- Adjust purchase value from \$1,000 to \$5,000 or greater
- Rationale:
 - Current \$1,000 limit is too cumbersome for schools making small purchases
 - At \$5,000 the district Purchasing department manages the process

Unpaid Meals Charges – Policy 534.00

- Second reading
- New policy that is required to meet updated USDA requirements
- Policy covers:
 - Payment of meals
 - Free/Reduced price lunch applications
 - Notification of negative balances and responses
 - Communication of policy

Holiday Observances – 603.02

- Second reading
- Rescind Holiday Observances policy
 - Our district values the diverse cultures of the students in our district
 - Holidays and celebrations are learning opportunities
- Other policies support our commitment to multicultural and non-discriminatory programming
 - Racial Equity policy – 101.00
 - Religion policy – 609.00
 - Multicultural, Intercultural, Non-racist, Non-sex biased, Gender and Disability Fair Education policy – 602.01

Access for PSEO Students – Policy 535.00

- First reading
- New policy required by state statute
- Ensures PSEO students have access to their school and technology resources

Intellectual Property Rights – Policy 402.00

- First reading
- New policy that was developed through collaboration of District and St. 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

Questions?

Full policy and procedure manual can be found here:

<https://www.spps.org/Domain/13187>



Adopted: 4/25/2006
Revised: 6/17/2008

DRAFT 5/8/18 - Saint Paul Public Schools Policy 713.01

713.01 SWEATSHOP FREE PURCHASING POLICY

SCOPE

This policy applies to School District purchases and leases in excess of ~~\$1,000~~ \$5,000 of all apparel, footwear and sports and athletic gear and related equipment.

DEFINITIONS

1. "Production" or "produced" means the manufacture (including cutting and/or assembly by weaving, sewing, knitting, felting or other means), finishing and warehouse distribution of apparel, footwear and sports and athletic gear and related equipment.
2. A "non-poverty wage" is a nationwide wage and benefit level, adjusted to reflect that country's level of economic development using the World Bank's most recent Gross National Income Per capita Purchasing Power Parity, which is comparable to the level of wages required for a full-time worker in the United States to produce an annual income equal to or greater than the United States Department of Health and Human Services' most recent poverty guideline for a family of three plus an additional 20 percent of the wage level paid either as hourly wages or health benefits.
3. "Responsible manufacturer" means an establishment engaged in production that can demonstrate all of the following:
 - Compliance with all applicable local and international laws and workplace regulations regarding wages and benefits, workplace health and safety and the fundamental conventions of the International Labor organization, including those regarding forced and child labor and freedom of association;
 - Wages that meet the higher standard of (1) the legal minimum wage; (2) the prevailing wage in the industry in the country of production; or (3) a non-poverty wage as defined in Definitions, item 2.
 - Required working hours for hourly and quota-based production workers cannot exceed the less of (1) 48 hours per week or (2) the limits on regular hours allowed by the law of the country of manufacture with a least one day off in every seven-day period, as well as holidays and vacations and all overtime hours must be worked voluntarily;
 - No discrimination in employment – including in hiring, salary, benefits, advancement, discipline, termination or retirement – on the basis of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, or disability.
 - No sexual, psychological or verbal harassment or abuse and no corporal punishment;
 - No forced use of contraceptives or forced pregnancy tests;
 - No termination of workers without just cause and the provision of a mediation or grievance process to resolve workplace disputes;
 - Respect for workers' rights to freedom of association and collective bargaining with no harassment, intimidation or retaliation against workers for exercising the above rights; and

- Agreement to (1) adopt a neutrality position with respect to employee attempts to organize a union, meaning that management will not communicate with workers to discourage them from organizing a union; and (2) agreement to voluntarily recognize a union when a majority of workers have signed cards authorizing union representation.

REQUIREMENTS

1. The School District shall award contracts for products covered by this policy to bidders which act as, or contract with, responsible manufacturers as defined in “Definitions,” item 3.
2. With every bid and quotation for products covered by this policy, prior to award, the vendor must submit the following information:
 - The names, addresses, contact person and telephone numbers of each facility involved in the production of products proposed to be provided by the vendor;
 - The manufacturer’s signed statement that each of such production facilities, including that of any subcontractor, is a responsible manufacturer as defined in “Definitions,” item 3.
 - Any other information deemed necessary by the purchasing agent for the enforcement of this policy.
3. In the even that any information provided by the vendor pursuant to this section changes during the specified time period of the contract, the vendor shall submit updated information to the School District.

VERIFICATION AND DISCLOSURE

Vendors shall report the name and location of every facility engaged in the production and distribution of applicable products for the School District, along with a signed statement from each manufacturer declaring compliance with the District’s standards listed above. It is understood by the vendors and manufacturers that to verify compliance, the School District will make this information public by posting the information on the School District Purchasing website. Interested parties will have access to the posted information and can conduct their own research to verify compliance with the policy. If a violation is reported, the District will follow up as indicated in Violations and Enforcement.

VIOLATIONS AND ENFORCEMENT

Upon determination by the School District of a violation of the standards of a responsible manufacturer, the School District and the vendor shall consult. The intention is for the situation to be corrected by working in partnership with the vendor to influence the vendor to change its practices or to use its bargaining position with the offending manufacturer to change its practices, rather than to cease doing business with the vendor or manufacturer.

EXCEPTION

The School District may accept and award a bid to a supplier or vendor who has not met the requirements herein if, after reasonable investigation, it appears that the required item or brand of item is procurable by the School District from only that supplier or vendor.

LEGAL REFERENCES:

CROSS REFERENCES:

534.00 UNPAID MEAL CHARGES

I. PURPOSE

Saint Paul Public Schools (SPPS) believes that well-nourished students are better equipped to learn. The purpose of this policy is to ensure that students receive healthy and nutritious meals through the SPPS Child Nutrition Program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy seeks to eliminate stigmatization of students who are unable to pay for school meals, as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

- A. Each year, all families should complete an Application for Education Benefits/Free or Reduced Priced Meals.
 - 1. Families that receive a letter prior to September 1st confirming that they are directly certified to receive free meal benefits do not need to complete an application.
 - 2. The application will be made available to families in multiple ways such as by mail and/or electronic distribution prior to the start of the school year, at the school's main office, Nutrition Services' website, and by request to Nutrition Services.
 - 3. Families seeking assistance in completing the application may contact Nutrition Services or the school's main office.
- B. Funds can be added to a student's meal account using cash, check, credit card, or debit card. The process for making payments can be found on the SPPS Nutrition Services website or by inquiring at the school's main office.
- C. All students will be provided a meal regardless of meal account status.
 - 1. The district is not legally required to serve meals to students who do not qualify for free or reduced-price meals when their meal account has a negative balance. However, SPPS believes it is in the best interest of the entire school community when every student receives a nutritious meal.
 - 2. Students approved for free or reduced-price meals, including students enrolled in the Community Eligibility Provision, will be provided a meal even if the student has a negative account balance.
 - 3. Full pay students who have money "in hand" to pay for the current meal will be provided a meal even if the student has a negative account balance.
 - 4. If a student has a negative account balance, the response process as described in Section IV below will be carried out. If

the parent/guardian fails to pay the unpaid meal charges after reasonable attempts have been made through this process, the student may receive an alternative meal.

5. Alternative meals must be served in a discrete and respectful manner.
6. No ala carte items will be sold to students unless there is sufficient funds in the student's meal account to cover the costs of the items.
7. Under no circumstances may a meal be taken away from a student after the student has received it.

III. NOTIFICATION OF LOW OR NEGATIVE ACCOUNT BALANCES

- A. The following steps are taken to notify parents/guardians when a student's account balance is low or negative:
 1. For elementary school students, when the account has reached a negative balance of approximately two lunch meal charges, a notice will be given to the student's teacher to be sent home in the student's backpack.
 2. For all SPPS students,
 - i. When the account has reached a low balance of approximately five lunch charges, an automated phone call will be sent to the parent or guardian.
 - ii. When the account has reached a negative balance of approximately five lunch meal charges, the Office of Nutrition Services will mail a letter to the parent or guardian in a discrete, non-identifiable manner.
 - iii. When the account balance has reached approximately ten lunch meal charges, the school's principal will be notified. School staff will then engage with the parent or guardian to evaluate their needs, provide assistance, and request payment.

IV. UNPAID MEAL CHARGES

- A. Efforts for payment of negative student meal account balances will not demean or stigmatize any student.
- B. The district will make reasonable efforts to communicate with families to resolve unpaid charges. Families will be encouraged to apply for free and reduced-price meals for their children. Families who have previously completed an application, but have since faced significant changes, such as birth of a child, income changes, etc. may reapply. Families who are experiencing difficulty paying for lunch may contact Nutrition Services to set up a payment plan.
- C. The school district will make reasonable efforts to collect unpaid meal charges; however, when efforts do not result in payment, the unpaid meal charges will be charged back to the school to cover the unpaid charges from the school's budget.

- D. The district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

V. **COMMUNICATION OF POLICY**

- A. This policy and supporting information will be provided in writing (i.e. mail, email, back-to-school packet, student handbook, staff training, etc.) to:
 - 1. All families at or before the start of each school year;
 - 2. Students and families who transfer into the school district, at the time of enrollment; and
 - 3. All school district personnel who are responsible for enforcing this policy.
- B. The policy will also be posted on the District's website.

LEGAL REFERENCES

Minn. Stat. § 124D.111, Subd. 4

42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)

7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)

7 C.F.R. § 220.8 (School Breakfast Program Regulations)

USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)

USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)

USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

CROSS REFERENCES:

Policy 533.00 – Wellness

Adopted: 1974

Revised: 9/7/1982; 12/4/1984; 6/17/2008

DRAFT 5/4/18 Saint Paul Public Schools Policy 603.02

~~603.02~~ ~~HOLIDAY OBSERVANCES~~

~~Schools shall discourage programs and festivities arranged to celebrate holidays and other special days, and shall strive to eliminate them, except where such observances are required by law. On Martin Luther King's birthday, Washington's birthday, Lincoln's birthday, and Veterans' Day at least one hour of the school program shall be devoted to a patriotic observance of the day. Required programs for observances shall be simple in nature and the natural outgrowth of the instructional program.~~

LEGAL REFERENCES:

Minn. Stat. § 120A.42

CROSS REFERENCES:

503.00, Attendance: Absences and Excuses for Religious Holidays and Observances

609.00, Religion

Adopted:
Revised:

DRAFT 6/7/18 Saint Paul Public Schools Policy 535.00

535.00 ACCESS FOR POST-SECONDARY ENROLLMENT OPTIONS STUDENTS

I. PURPOSE

Saint Paul Public Schools (“District”) supports the academic pursuits of all students, including those enrolled in courses as part of the Post-secondary Enrollment Options (PSEO) program. The purpose of this policy is to ensure PSEO students have reasonable access to school buildings and resources.

II. GENERAL STATEMENT OF POLICY

- A. A student enrolled in a PSEO course may remain at their school site during regular school hours.
- B. A student enrolled in a PSEO course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for a PSEO course.
- C. As is the expectation for all students, PSEO students must comply with school rules and district policies, procedures, and regulations, such as the *Student Behavior Handbook: Rights and Responsibilities*.

LEGAL REFERENCES

Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Program)

CROSS REFERENCES:

506.00 Student Discipline

402.00 INTELLECTUAL PROPERTY RIGHTS

I. PURPOSE

Saint Paul Public Schools (“District”) encourages innovation from District employees. The purpose of this policy is to inform employees of the law regarding the ownership rights of intellectual property and the resulting proprietary rights of the District to certain publications, instructional materials, inventions, and creations, which employees may develop or create, or assist in developing or creating, during work hours, using District resources and/or data, or within the scope of their employment.

II. DEFINITIONS

For the purpose of the policy, the following terms are defined as follows:

- A. Intellectual Property: Includes, but is not limited to, patents, copyrights, and trademarks.
- B. Employee: For the purpose of this policy, any staff person of the District, as well as any agent, independent contractor, or other person engaging in work for the District.
- C. Work: Includes curriculum, instructional materials, publications, inventions, multimedia, digital media, and other products of creative effort.

III. GENERAL STATEMENT OF POLICY

The Copyright Act (title 17 of U.S. Code established in 1976) states that materials created by employees in the scope of their employment are considered “work for hire” and owned by the employer. Furthermore, employees are compensated for their work. Therefore, the intellectual property rights for work produced by employees during work time, using District resources or data, and/or within the scope of their employment belong to the District.

IV. OWNERSHIP

- A. The District owns the intellectual property rights of any work created by any employee within the scope of their employment, unless such work is:
 - 1. Created entirely on the employee’s own time, outside of work hours;
 - 2. Created without using District resources and/or data;
 - 3. Not created to assist in the instruction of District students, development of staff and community, or the various systems supporting the District.

- B. An employee retains the intellectual property rights to work that is:
1. Outside the scope of their employment with the District;
 2. Created outside of work hours;
 3. Developed without using District resources and/or data;
 4. Not created to assist the instruction of students, development of staff and community, or the development and improvement of various systems supporting the District.

V. EXCEPTIONS

The District seeks to promote a culture of innovation. Therefore, exceptions to the law have been developed to encourage creativity from District employees while assuring the District's interests and the interests of the employee are protected. Details of such exceptions are available in the supporting District guidelines and procedure.

LEGAL REFERENCES

U.S. Copyright Act (title 17 of U.S. Code established in 1976)

CROSS REFERENCES:

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* (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.

JUNE 15, 2018

4:00 pm

SPECIAL (CLOSED) MEETING OF THE BOARD OF EDUCATION

Litigation

JUNE 19, 2018

4:00 pm

SPECIAL (CLOSED) MEETING OF THE BOARD OF EDUCATION

Negotiations

JUNE 19, 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

-

August 14

September 11

October 9

Board of Education

July 17

August 21

September 18

October 23

OTHER EVENTS BOARD MEMBERS ARE SCHEDULED TO ATTEND

June 25, 2018

JPTAC Meeting

8:30 am | City Hall

August 30, 2018

Board and SEAB Onboarding

9:00 am | TBD

* 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.