



Saint Paul Public Schools

Regular Meeting

Tuesday, May 22, 2018 6:05 PM

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

BOARD OF EDUCATION



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Vice Chair



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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

May 22, 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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- V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
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XIV. ADJOURNMENT

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

DATE: May 22, 2018

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

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.

DATE: May 22, 2018
TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

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.
5. 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**

April 24, 2018

I. CALL TO ORDER

The meeting was called to order at 6:11 p.m.

II. ROLL CALL

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

SEAB Member(s): A. Jibicho, M. Omar

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Ms. Ellis moved approval of the Order of the Main Agenda as published. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31256 Acknowledgement of Good Work Provided by Outstanding District Employees

Becky Pedersen, principal of Groveland Park Elementary School, was recognized with the Leadership Achievement Award by the Minnesota Elementary School Principals' Association. The award honors principals whose exemplary leadership and sustained efforts have "made noteworthy contributions to the operation of effective school learning programs." Becky was recognized by colleagues statewide on Feb. 8 during the annual statewide convention of Minnesota's elementary principals.

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 item C1 – Renewal of Innocent Classroom Contract 2018, which was pulled for separate consideration. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

Ms. Foster	Yes
Mr. Brodrick	Yes

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of March 20, 2018

MOTION: Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of March 20, 2018 as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of April 10, 2018

At the April 10th Committee of the Board meeting, Superintendent Gothard began with a thank you to students and staff for sharing their experiences and work over Spring Break. He went on to note that it was wonderful to join in the celebration for Director Xiong at her campaign party. Finally, he also stated that Nancy Cameron, General Counsel, will be retiring this summer, and the transition process is currently underway.

The report from SEAB stated that they are continuing their work of analyzing the lack of diversity in advanced classes. They are meeting with students, teachers, and counselors, as well as sending a survey to school leaders to gain their input on this subject. They also introduced a proposal to move to the Latin Honors system for students at graduation, similar to colleges and universities. Board members welcomed this idea to allow students to celebrate multiple levels of student success.

The Mathematics Overview was then presented to the Board. The results of 8th grade math achievement data were shown for SPPS overall, as well as by student groups. School Continuous Improvement Plans were also reviewed, and focused on professional development and pilot sites, as well as math benchmarks for students to build upon each year. This sparked discussion with the Board on linking math with other subjects, real world experiences, and career pathway options for our students, as well as the different math classes available. The importance of benchmarks and curriculum were also points of conversation, as well as data and experience sharing amongst our teachers. The changes in math achievement are in the innovation phase, with the goal to align to the District's strategic plan.

Next, the Board led a discussion on a recap of the Integration Task Force Update from the February 13, 2018 COB Meeting and the next steps. Board members shared their appreciation for the report and the work of the task force, as well as their challenges, in this important work. The need to continue to be inclusive of all our students and families was addressed, as well as vetting this report to a larger group or enhanced task force. Many of the action items are great steps to be included

in the strategic plan. Superintendent Gothard responded that the recommendations from the task force can be divided into four categories, and the next step will be to prioritize the recommendations.

The Chief Financial Officer provided the Board with the fiscal year 2019 budget update, including school staffing criteria with site configurations and staffing categories for each site, as well as teacher class size caps. The current budget timeline was also reviewed with the fiscal year 2018-19 budget to be adopted by the Board at the June 19, 2018 regular meeting. Budget engagement materials and options for parents, families, and staff to learn more were also discussed. This presentation sparked questions from the Board including data on personnel for the four staff category areas, as well as information on the budget engagement survey.

Finally, the Board led a work session on policies involving holidays and celebrations, with the recommendation to bring these policies before the Policy Work Group for further review. A facilitated session for input on the Strategic Plan with the Board of Education was also conducted. Board members also coordinated participation in the upcoming graduation ceremonies during the work session.

MOTION: Mr. Marchese and Ms. Foster moved the Board accept the report on the April 10, 2018 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. Advanced Course Success

Superintendent Gothard introduced Hans Ott, Assistant Superintendent, Office of Teaching and Learning, to lead this presentation.

The goals of the presentation include understanding of advanced coursework offerings, reviewing student participation and success in advanced coursework, and to highlight AVID supports in schools. Students having the opportunity to take rigorous classes is paramount to their success. AVID Teacher Kristen Butler, Principal Doug Revsbeck, student Abigail Vang, and SPPS graduate Jesus Flores will share their experiences and stories during this presentation.

Advanced Courses Include:

- 6-12
 - Accelerated level courses
 - Honors
- 9-12
 - Career and Technical Education
 - Concurrent Enrollment
 - College in the Schools
 - Advanced Placement (AP)
 - International Baccalaureate (IB) Diploma Program
 - Post-secondary Educational Options

Advanced Course Participation

- In SY 2016-17, nearly half of all students in grades 6-12 completed at least one advanced course. The 48% of students in advanced courses is not the final goal; our goal is to have every student take at least one class by graduation, and for many students 12 credits by 12th grade.
- A graph was shown that represented the trends of student racial and ethnic groups in grades 6-12, as well as SPPS overall. This is challenging data as the gaps are clearly visible between white students and students of color. We are striving to interrupt these patterns in order to do better for all our students.
- Data on all advanced course participation, credits, and grades/scores was also shown. Over 71,000 advanced courses have been taken in SPPS. Data was also shown on Advanced Placement specifically, with 7,772 AP grades, and over 2,000 AP exams taken. For IB courses, there have been over 14,000 IB courses taken.

Kristen Butler, District Director for AVID from the Office of Teaching and Learning, has been involved in AVID since 2007. AVID has been in SPPS since 2005, and is currently in 16 of middle and high schools, and serving over 1600 students. AVID students are students in academic middle, can take advanced courses with support, typically have average to high test scores, many are first generation to go to college, low income background, or underrepresented populations at colleges. Student apply for the AVID elective and are accepted.

Increasing Advanced Coursework Participation

- AVID Courses
 - AVID Elective
 - African-American
 - American Indian
 - Hmong
 - AVID Co-Taught
 - Specialized Services
 - English Language Learners
 - Schoolwide AVID – every school has an AVID site team, which determine schoolwide strategies to increase participation in advanced courses and be college and career ready.
- Outcomes
 - Outcomes for Middle and High School include organization, gaining confidence, connecting with families, study skills, tutoring, attendance, visiting college, exploring future careers, and advanced coursework
 - Outcomes for juniors and seniors include college applications, college life preparation, FAFSA, applying for jobs, resumes, ACT preparation, scholarships and grants
 - Scholarships: Last year, over \$5M in scholarships were earned by AVID students; 11 AVID students received Dell scholarship (\$20,000 over four years and laptop, and textbook credits); one AVID site has earned over \$2M in scholarships
 - Abigail Vang, senior at Harding, shared her AVID story and IB story
- Our AVID students are:
 - Black: 38%; Asian: 37%; Hispanic: 14%; White: 9%; American Indian: 2%
 - Eligible for FRL: 81%
 - Receiving Special Ed Services: 11%
 - English Learners: 27%

Tara Dobbelaere then presented more information on advanced courses. She also introduced Lauren Reckinen, AVID coordinator, AVID Teacher, and College in the Schools teacher at Humboldt to share her story as an AVID leader at Humboldt.

Participation and Success

- 73% of AVID Students in grades 6-12 are enrolled in at least one advanced course, with 98% of those students passing at least one advanced course. There are two Department of Education

grants that will allow SPPS to increase the number of courses and support for students. The Focus on Freshman also allows staff to monitor the progress of freshman students. The work of SEAB is also important in expanding the diversity and amount of students in advanced courses.

Next, Theresa Campbell, TDAS Program Manager, then presented the outcomes of AVID. She also introduced a SPPS graduate, Jesus, to share his experience as an AVID scholar at Washington Tech.

AVID Outcomes

- 90% of students receiving special education services are passing AVID electives
- AVID students have an average GPA higher than non-AVID students.
- In Fall 2017, college enrollment rates for AVID students were 78% compared to the SPPS overall rate of 63%.

Next Steps

- Celebrate advanced coursework articulation and participation; by celebrating we are empowering the current youth to encourage the next generation of advanced learners; AVID graduates are recognized at graduation ceremonies, as well as honors students
- Interrupting inequity in student participation
- Build additional connections to career pathways
- Capitalize on AVID supports; how we can come together to do more to support this work

QUESTIONS/DISCUSSION:

- Within the different groups, we are starting to disaggregate those groups, when will we start to see the disaggregation in our research? Answer: That is a big process; we are part of the pilot group to investigate this. It is forthcoming with the support of the state. We can send information on the exact timeline. The pilot study has raised more questions than answers at times, and we are working on how to effectively and respectfully work with families. It's important to share those results and hold integrity to the process. The definitive on the timeline can be sent.
- SEAB members stated that AVID tends to accept students who are determined and motivated. In looking at the data that says AVID students have higher GPAs and graduation rates, it seems like those results are expected. Is there research that shows that AVID works for students? Answer: There is a body of research from the national conference of districts that shows data with similar student bodies to SPPS, as well as different and even more diverse. We are able to take the students who are able to meet the criteria and move them on through the program. Specific research can be sent to SEAB. It's impressive to see different districts across the nation having similar or greater success.
- Who is in our current student body that is enrolled in AVID? What are the criteria to be accepted into AVID? Answer: (the previous slide with AVID student data was reviewed) It is targeted to students who are new to looking at post-secondary options. There are 1600 students in AVID elective. Students must apply, be interviewed, and accepted into the program. The criteria is vague to allow schools to manipulate the criteria depending on the student body. They must be in the academic middle of 2.0 to 3.5. Students with average to high test scores, and participate in advanced courses with support. Schools often look at their student population and their academic middle, and base it on those GPAs. It is advertised to all students, and targeted to those academic middle students who would best fit into the program. It also applies to students with special circumstances. There is an application, and teachers reach back out to students to recommend the program and to encourage them to submit their application. Next is the interview, where staff listen to the student's story and is good practice for them to speak and advocate for themselves.
- Gail Ghare, Interim Director of Specialized Services, also spoke about students in special education and their involvement in AVID. The capacity of special ed. teachers was increased and they attended AVID conferences to learn more. Co-taught classes were also implemented. They also apply and go through similar requirements. There are currently 180 students with disabilities in AVID. The diversity of students in special ed. and in AVID is similar to the diversity across the district. Next year, we will be doing recruiting to be up to 14-17 co-taught classes. Depending on the grade level and course, we have between 15-24% students within those classes in grade levels.

- To Superintendent Gothard, how does our AVID program compare to other districts? How will it be included in our strategic plan? Answer: It was visible in our student speakers tonight who were confident speaking in front of a large audience. The self-advocacy piece is really important, as well as developing the desire and access to skills to be excellent. Retention in AVID is important. Students that begin in 6th grade and stick with it over time are important to the success of AVID and the resources. Within the strategic plan, there is a college and career focus, and the exposure to these resources and expectations of their future are important. AVID and AVID learnings are used across schools in positive schools and district culture ways and in new ways that our students need to excel.
- What about the students below the 2.5 GPA? Answer: We offer a variety of programs that support students below the 2.5 mark. We have acceleration classes in the middle schools that are behind in different areas. We partner with different teams to support students. AVID is embedded within programs. Extended day is another resource for students. We can do better in reaching more kids and moving them at an aggressive and accelerated pace. It starts at the elementary level. That is part of the continuing pathway. Those interventions accelerate the supports we have at those sites as well. We can definitely grow and do better.
- Board members noted their appreciation of the information and the AVID teams. To review, 48% of students are taking advanced courses, and the racial disparity gap is large in these classes. We need to ask when do we switch tactics to how we are going to move into a different space. Are you anticipating some shifts in strategy? Answer: We need to interrupt those practices and look at what's working best, and think about how we allocate resources. We are engaging as a collective team in a way that is exciting with MLL and Specialized Services. Our REA office is working to provide us resources in where we're successful, how we're successful and how we can really analyze to do better. When we look at programs and decide how to budget, and decide our priorities we can do better. Our schools are amazing at doing everything, but it may be better to focus on key areas. We prioritize and focus on all aspects of the district. We need to go deeper and understand what needs to stay in the system and resource it. That is the next step of the strategic plan. Our community is asking to be part of what we do and involved and engage to help out students achieve more. We can partner with them in many ways. If we determine we have programs to highlight the results we are happy about, we need to be able to sustain it. Our strategic plan will help us to make those decisions, to do them well, and to do them over time.
- SEAB members questioned how many students of color are signed up for tests, and how many of them are passing? Answer: We will work to get that data to you.
- Director Xiong noted the tools and strategies that students take with them from AVID. If part of the strategic plan includes college and career readiness, when do we come back and focus on the rest of the students? Every student is capable of success in college or career, and it is our responsibility to ensure they leave our schools ready to succeed. In looking at the criteria for eligible students, all students are eligible. As a national program it has its limitations, in going back to interrupting our system, we need to think differently too. If we know AVID works, when do we share those tools and strategies with all students? Answer: We are currently engaged in school wide AVID where the same principles are applied to all students. AVID also hosts a national conference and we encourage all staff to attend. AVID has added a new school wide certification process in order to maintain that status. We recognize the power of AVID within the metro area and encourage all schools to attend AVID training. At Humboldt, over 90% of staff have taken the AVID training. We talked about the GPA requirement, and that is one of many targets for AVID student. That individual determination for AVID elective class students is the most important. They fill out application, we talk to their teachers, and if they are willing to approach staff and fill out application, chances are they are in the program. The criteria opens it up to all students. Secondly, the school wide piece of AVID is critical for schools. AVID has a booklet for criteria, and there are school wide criteria. Our teachers have the training to use AVID study groups with their students. They have the training to bring in the AVID strategies to their classrooms.
- Director Marchese noted that AVID can be used as a series of tools that can be used in a holistic way. Criteria can mean rationing. It may be resource-related We need to provide access and enable our students in order to interrupt the current inequity in advanced classes. We should look broadly and see AVID as a mode of how to allow students to see themselves be able to do advanced work and that system of beliefs and understanding our students. How are we doing this

work? Answer: In talking about the mindset and collective beliefs of the adults who all want our students to succeed, that is AVID. We look at the interrupters there are, mainly training, so that we provide guided support at the building level. Our teams lead coordinated meetings, and learn from and with each other, and challenge each other building wide, not just in the electives. School wide is new. Staff that we are able to train through grants are taking advantage of their time to coach their buildings. REA is creating new data reports for AVID student success, but also advanced course offerings in a clear way. We need to do things differently, and we are beginning to. AVID National has come to us, and we have helped to interrupt their practices. We give them feedback on their gatekeeping. In SPPS, AVID is not an exclusive group – it is inclusive. It's also designed to support kids with determination, and our responsibility is to encourage that determination in all students. It's a collective to get this done, and the next journey is on school-wide instead of elective.

- Who are the AVID teachers? Answer: AVID is a place of breakthrough. When we talk about that early journey of our equity work, that's core to what we do. We need to build relationships with all staff and all students. There are ways to make intrinsic connections that we want to promote, with a diverse group of teachers. In recruiting teachers, we look at those who have the same determination – those that want to be in the AVID program. If there is a desire to work in this program, we will try to have that person work in AVID; first within the site team, and ease into elective teaching in future years.
- Director Xiong noted that AVID is a vehicle and strategies to use to support students to achievement. She looks forward to us moving from ideas to change and action. If we see and have data for success on students, how do we use that across the rest of the student body.
- What is the youngest grade level for AVID? Is there an AVID elementary model that we currently use? Answer: At the beginning of the journey of AVID, we had an influx of dollars to explore all avenues of AVID. We strategically focused in on the needs of our kids with the resources we will have going forward. Students can begin AVID in grade 6. We have had elementary AVID in the past which is a different model – it is a school wide model. We have hung onto those practices in our schools. It will be part of the program evaluation and resource allocation as we determine what really works in our schools.
- Director Foster explained that it is encouraging to hear that we believe each student has strengths and we need to look at each of those strengths. It is a huge task in mindset, classroom, and schools. It is our attitudes and access that will provide opportunities for students that will have a lasting impact. She thanked everyone for her work and to keep moving forward. We need to embrace the acceleration of our youth. The number one aid to student success is the teacher/adult mindset.
- What is the budget for AVID? Answer: That information can be sent to the Board.

B. FY19 Budget Update

Superintendent Gothard then introduced Marie Schrul, Chief Financial Officer, to present the FY19 Budget Update.

FY2018-2019 School & Program Budget Update

- School allocations were sent out on April 9
- School budget meetings are in process and budgets/staffing worksheets are due back Apr 27
- Program allocations sent out on Apr 24 and budgets/staffing worksheets are due back May 4

Staffing the Schools

- 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
- Schools receive FTE allocations that include projected inflation amounts for salary and benefits

FY2018-2019 School Staffing Criteria

- The six site configurations were reviewed, as well as the staffing categories.

2018-19 MOA Teacher Class Size Caps

- The size caps for higher poverty sites, as well as lower poverty sites were also discussed. Higher poverty threshold is the top 30 schools per the teachers' contract.

FY 2018-19 General Fund Budget Preliminary Big Picture (Feb)

	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)	

Closing the Projected FY19 General Fund Budget Shortfall of \$17.2 M

- Limited inflation allocations to Programs
- Additional 5% Reduction to Targeted Programs
- Additional Targeted Reductions to Programs
- Eliminated 1x only allocations that are for FY18 only and do not carry over (fall adjustments, for example)

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)

FY2018-2019 General Fund Big Picture – Expenditures

Area	FY18 Adopted	FY19 Proposed	FY18 vs FY19 Difference	Percent Change
Schools	\$247,365,968	\$248,454,701	\$1,088,733	0.4%
School Service Support	\$180,513,043	\$186,550,116	\$6,037,073	3.3%
Districtwide Support	\$90,033,697	\$96,100,310	\$6,066,613	6.7%
Central Administration	\$3,533,366	\$3,575,871	\$42,505	1.2%
Total	\$521,446,074	\$534,680,998		
Increase in District-wide Support for Long Term Facilities Mtc budget (in Fund 06 for FY18)	\$0	\$11,616,862	\$11,616,862	
Total w/ LTFM Add.	\$521,446,074	\$546,297,860		

Why a \$6M Increase to School Support Services?

- Chief Schrul then broke down the \$6 increase by those program areas that had an increase, including:
 - Investments in Special Education \$4,693,886
 - Investments in MLL \$2,426,314
 - Substitute Teachers \$800,000
 - Indian Education \$95,249
 - Office of Leadership Development \$142,015
 - Transportation \$1,057,857
 - All other programs did not have an increase

Why a \$6M Increase to District-Wide Support Services?

- Chief Schrul then broke down the \$6 increase by those program areas that had an increase, including:
 - Long Term Facilities Mtc (LTFM) General Fund \$5,989,000
 - Utilities & Custodial \$522,445
 - SUTR Program \$1,000,000
 - Employee Benefits (Districtwide) \$179,852
 - Insurance \$300,000
 - Safety & Security \$81,384
 - All other programs did not have an increase

FY 2018-19 Budget Timeline

- The FY2018-19 budget timeline was then reviewed, with the adoption of the budget at the June 19, 2018 Board of Education meeting.

Budget Engagement Information

- Principal toolkit includes: budget worksheet with supporting documentation
- School budget presentations (April 16-26)
- Budget and Finance Advisory (BFAC) Meetings
- Business Office website (<https://www.spps.org/business>)

The Comp Ed report was also reviewed. This is an official report from MDE. The link will be posted for everyone to run their finance reports on the state website. These are official numbers from the state, and we follow the concentration factors from the state. This is the formal compensatory education report that is published annually. Column E provides the concentration factors – that is what Title 1 funding is driven by, any site with 40% or more is where Title 1 funding is included with the school. More information on Title 1 will be included on the website.

QUESTIONS/DISCUSSION:

- For the breakdown of school supports, it would be interesting to see the percent of change, as well as to know what is the percentage to those budgets and other programs as well. Answer: Those details can be sent to the Board.
- In looking at the special ed. expenses and the general fund, and mandates and requirements for those services with our current budget, is there a way of looking at special education and those services in a different way? Answer: Special ed.'s request for funding originally came in a few million dollars higher. We asked the department to put in requests and we know we have core services; we asked staff to put in their requests for FTEs and allocations for buildings. We have key areas and areas that must be funded. In working with them, we were able to decrease \$1.9M of requests overall. Additions also made to promises that we made to the union that we are honoring which was a little shy of \$1M. There are also items that we must meet those areas, in doing so, we also need to meet maintenance of effort. It is a balancing act that we must do. There is also an increase in early childhood programming, which we also must meet.
- Superintendent Gothard also noted that the screening procedures are better; more children are identified earlier, which is a good thing. We don't control the amount of reimbursement from cross-subsidy to charter and non-public schools. It's a significant portion of \$42M; upwards of \$10M of reimbursements. When it comes to requests from departments, they are the experts in the legally mandated services for children. That is the current process.
- Is there going to be an adjustment for fall as in years past? Answer: Yes, we have a contingency plan. We have set aside contingency dollars planned in budget, and anticipate the adjustment for the contingency; it is planned. It is \$2M.
- Director Marchese noted that he hopes we can look at more opportunities to what we're doing as an organization and ensuring that we are doing them in the most efficient way. We have an annual increase on the transportation budget, and we need to ask questions about that. Is it a service and mode, and manner that we can afford? That is an opportunity to make decisions in an operational way.
- It was also noted that the Board is interested in hearing back from sites on the impacts of the ways the allocations work. We need to ensure families are learning about the budget and understand the aspects of the budget.
- Is the concentration factor something that is part of the statutes in terms of allocating funds? Answer: It's part of what Title 1 utilizes in their poverty factor. Free plus half of reduced lunch count. The statute comes into play where schools must be served at 75% or greater; the district serves at 40% or greater. We are reaching way lower than that statute in terms of funding schools with Title 1 dollars. It is a ranked process in terms of concentration. The money doesn't follow the student, by Title 1 law. It is the rank order.
- Do we have a school allocation chart? Answer: That will be added. A community dashboard will also be added to the website. The community can input a school number and data will show for that school.

C. School Choice Update

Superintendent Gothard then introduced Chief Operations Officer, Jackie Turner, to provide the school choice process and update.

Admission Priorities

- The admission priorities table for PreK, Elementary, and Middle/High School were presented. Reflecting Saint Paul is a collaborate program in the efforts to integrate some of lowest poverty

schools. The goal was to allow students and families in higher poverty areas greater access to lower poverty schools. Families learn if they qualify through their address and are then led through the information and process. Siblings are prioritized within each category.

Lottery and Placement Facts

A lottery occurs anytime we have more requests than seats are allocated for a school or grade. Students are assigned based on priorities. For schools or grades where we have ample seats, it is more of a placement process.

- Completed March 26, 2018
- 5,890 on-time participants (similar to last year)
- 3,093 reserved seats (for families for PreK to K, 5 to 6, and 8 to 9 grade; families within their pathway do not need to fill out an application)
- 385 late applications (270 placed)
- An Applications by Grade bubble chart was also shown, with the majority of applications in 6, 9, K, and PreK, with grades 1 and 3 slightly higher than the other grades.

Kindergarten Lottery Results

- 1,645 participated (on time and late)
 - 92% received their 1st or 2nd choice (last year was 95%; numbers above 90% are great to honor those requests)
 - 138 with no placement; we are working with those families to find alternation schools (last year was 80 students)

Grade 1-12 Lottery & Placement Results

- 2,840 students with a reserved seat
- 3,357 additional students participated
 - 78% received their 1st or 2nd choice
 - 1,104 are new/re-enrolling to SPPS (not a current enrollment record last year)

Pre-Kindergarten

- 1,526 students participated
- 84% of students placed (increase over last year)
- **Pre-Kindergarten – Rondo Program**
 - 61% continued with reserved seat to community school
 - 39% applied to a different SPPS school
 - 100% of those PreK students will be enrolled in SPPS next year
- 73% full day seats filled
- 65% half day seats filled (18% open are for ECSE students)
- 250 students on waiting list (59% priority (FRL, special ed., bilingual at home), 41% non-priority)

Reflecting Saint Paul Sites

- There are 1,007 seats available (about 20%) at 11 sites across the district.
- 119 applicants
- 70% of students placed received their first choice
- 78% of seats filled; those seats we hold until June 1st, then we release a few more, and a few more each month

Schools with Waiting List (schools with 50+ students on waiting list)

We work within our team and Facilities to see if there is anything we can do as a team to increase capacity. There are several reasons why families do not get into their choice schools, and most revolve on facility and program capacity. In some buildings, we don't have enough physical space to accommodate more students. The Facilities Master Plan involves more gathering and support spaces; not around increasing capacity by a large amount of students. Every site has its story. We do try to increase capacity where we can to accommodate additional families.

- Elementary

- JJ Hill (75)
 - Nokomis North and South (72)
 - Expo (66) – a school new to the waiting list
- K-8
 - Capitol Hill (355)
 - Farnsworth (73)
- Middle
 - Highland Park Middle (93)
 - Open (89)
- High School
 - Washington (216)
 - Highland Park Sr (118)

Waiting List Rationale

- Facility capacity
- Program capacity
- Equitable enrollment distribution
- Projections
- Class size
- Reserved seats

Post-Lottery: What's Next

- Phone calls
- Site-based outreach
- Late applicants
- Managing incoming waitlist, walk-ins, online and paper applications
- A graph of recent applications by day was shown, with 4/13 saw the highest number of recent applications

Enrollment Best Practices

- Early childhood screening offered at School Choice Fair
- Early acceptant to kindergarten for students applying to their community school
- PreK students at Rondo have reserved seats at their community school
- Community-based education program partnerships

QUESTIONS/DISCUSSION:

- What is the deadline for applications for reserved seats? For example, if a student at Farnsworth decides to go somewhere else, is there a deadline for that? Or do we know they are not attending Johnson if they don't show up? Answer: In November, all families that qualify to go from one grade to the next, they receive notification of their reserved seat. If they choose to go to that school, they do not need to do anything. If they choose to go to a different school, they are encouraged to go on open houses and attend the School Choice Fair. The applications to change the school are due late February. For every school for every grade, we use historical retention rates. We work with schools and Placement Center, and principals to over-place those schools based on the retention rates.
- Some families are disappointed if they don't receive their first choice, and definitely if they don't receive their second choice. Families may wonder what criteria prevented them from being accepted into the school. How are we able to explain to families in terms of criteria of why they didn't receive their first or second choice? Answer: Our system has a scientific algorithm that bases it on the information, as well as the staff computing the information, based on the map in the system. Families receive the priority based on the zone. If a family checks that their child is a current sibling at that school, staff verify that information. The system then places students based on the criteria. We have worked with this system for the past 7 years and can work each of the

6,000 applications in less than three minutes. Previously, staff were working each application by hand individually. This program is a partnership with a Saint Paul parent.

- There is a computerized, scientific way of evaluating the criteria. Can we do a good job of explaining the criteria process? Answer: We do a good job of that, but can always do a better job of explaining that to them. We should be taking the necessary time with families to hear them when they are disappointed that they did not receive their first or second choice, and that information will be taken back to the Placement Center to spend that dedicated time. In the event that families have the same priority, once we get to a number of applications, the system assigns an arbitrary lottery number, and that is an aspect that families challenge. It is a random number assigned by the system, and we can do a better job of explaining that.
- Has Reflecting Saint Paul been a source of controversy? Answer: We do hear from some families that do not qualify that they feel it is unfair. Once we can talk through the district priorities and equity, and that all SPPS schools are for all families, it does help. We have initially reserved 20% of available seats. We define available seats by all siblings, all families in the area, and then we place teacher's bargaining group. There are several areas of priority prior to Reflecting Saint Paul within the schools which may change each year; they are assigned by free and reduced lunch rates 20% below the district average are the schools in which the seats are saved.
- How long have we been doing Reflecting Saint Paul? How is it trending? Answer: Six years. The data is showing there are increasingly reduced applications, and we are able to accommodate fewer percentages. One it says families are okay with community school options. It also indicates that as we have fewer first seats available, there will be fewer and fewer applications to accommodate. We anticipate this number to go down as we continually see a decrease in projected enrollment, and caps on class sizes. We hope that with the new strategic plan, we will be able to do program evaluation to determine if we are meeting the needs of the target audience, and if not, redesign.
- Those seats saved for August, do they generally get filled? Answer: We are strategic in looking at releasing seats and the waiting list. We tend to release seats based on priority and criteria, and may be less depending on the waiting list. We manage those together and align them together. We work closely with high school principals to be flexible.
- As we start to do student count in the fall, do we call back families on the waiting list to move to their first choice or second choice school if there is space that is open for them? Answer: Yes, we do honor the waiting lists until the third or fourth week of September. As seats are open, we fill. We are also flexible within the month. Once families have connected in their sites, very few families are interested to leave at that point. We sometimes need to make 6-7 calls to fill that 1 seat.
- Are we maximizing enrollment of buildings where we have capacity? Are we filling all seats available to families? There are ongoing concerns about waiting lists and some schools are magnet programs. Are we filling all the seats that we can? Answer: Yes, we are based on the criteria and rationale. If a school is at capacity, to be safe we can't continue to put more and more students in some of our schools. In some cases, we could put more students into a classroom, however, we have also worked to have class size caps. In some schools, we can fit 30 extra students, but we don't have one additional classroom identified for those kids. They would need to be interwoven into those other classrooms. In addition, it comes to a budget reason. If we fit 2 more students we don't need to allocate another teacher; in the event that we put all students together in a classroom, we need another teacher for that class. One way we can do this together is to sit with community, teachers, families, and administrators, to say that if we have a school we really want to grow, let's work together to get more students into a particular classroom. This is working in schools with low enrollment as well. There is a process within the teacher's agreement on class size to have that conversation. It's best to happen at the school level. We also will reserve seats for early childhood special ed. or special ed. students, since they sometimes enroll later. It is not our intent to purposefully hold a school down. We need to make sure we have programming that is equitable. We need to be able to run and manage all sites and provide the distribution of those students. We are also in a tight budget time to provide the programs for families.
 - We have told our families this is a choice system. The criteria will dictate who gets preference. There are concerns about how people coming into the district will be allocated. If families are not choosing a building, it is a message we need to think about the sustainability of the program. If a program is popular, there are messages that we can take

– that is revenue, and an opportunity to duplicate what those programs offer. Why wouldn't we fill the buildings that are in demand with the families and their children who want to be in the building to maximize those opportunities when there is still space? Why would we not want to have kids filling seats if there is capacity? Answer: If that's what was heard, that was not the intention. It has to be a collective decision together. We shouldn't be too hard on ourselves – 92% of kindergarten families with first or second choice is amazing. I don't know if there will ever be 100% in a choice system – that could occur in a non-choice setting. It is the hope that this will be part of the program evaluation that will determine the effectiveness and sustainability of programs. In tight budget constraints, we can't have it both ways. There is still time and opportunity to work with school communities to accommodate. School teams are phenomenal in accommodating families and working through the waiting lists.

- Are you saying right now that every school with a waiting list is filled to handle as many students are in it? Answer: Washington Tech is full, as well as the Highland schools; OWL is also full based on school community. The Capitol Hill program is surrounded in heart of city, and incorporates the full day PreK program at Rondo. We have phenomenal programs, and the largest Discovery Club is at that site. Ben Mays is another a great magnet program that almost made the presentation list as well. Ben Mays has a waiting list for kindergarten. We'd like to put another kindergarten class there. We have four sections of PreK at that program. Right now, we feel we are at capacity to provide all programs access, and that all are important to us. Can Capitol Hill take more students? Yes, they can they can take more students within current allocations, it's about working with us to take more within those classrooms, that we're not adding another physical classroom to that program. We want to be able to allow more families, and more students, while also being fiscally responsible as a model. Another scenario would be to allocate more staffing to them, and working with the Finance office to determine where we'd then take those funds from a different area. Those are decisions we can make as a school community.
- At LMAP, the 4th grade is leaving to move to the other campus. What sort of expansion are we looking at with those classrooms? When do parents on the waiting list find out whether there is space? Answer: Typically we will move seats again in early May, after the K registration day. That will give us a good indication of who will be there. Schools are great about calling those parents who did not attend. We will then move the waiting list. Early May, early June, early July, and early August, and then right before school starts. Those are the biggest waves.
- On that list, along with Ben May, is in fact LMPA with 39. Was that taking into account the extra room at the lower campus? Answer: Those details will be sent to the Board. In general, we are also accommodating at the lower campus also PreK as well as early childhood programming, which will take up some of the space.
- When Capitol Hill was originally placed at its location, neighborhood preference was given to that school. With the previous strategic plan, that neighborhood promise is no longer in effect. Would that be a good idea to give the preference back to the neighborhood, knowing that the student would still need to qualify for GT services. Answer: There hasn't been discussion about that; the belief around that decision is that magnet schools are supposed to draw from all parts of the city, and integrate curriculum, and use a particular curriculum, and also to support integration. It is not the intent of the magnet school to draw from one part of the city; the beauty is that it should be diverse. If that was the decision to be made by the community it would not align with the national best practices around magnet schools. If we were to consider doing that for Capitol Hill, we should consider that for all magnet schools.
- If we decided to do that, would that be a consistent with what we try to do with Reflecting Saint Paul? Answer: Reflecting Saint Paul aims to diversify a particular school. That decision would increase priority to families within that neighborhood, and in looking at the demographics of neighborhood around that schools, it would not produce an integrated school community. Reflecting Saint Paul has been one of the main reasons to provide integration for Capitol Hill. In tracking their consistent increase, it aligns directly to introduction of Reflecting Saint Paul.

D. Human Resource Transactions

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

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Mr. Marchese approval of all items within the Consent Agenda with the exception of item C1 – Renewal of Innocent Classroom Contract 2018, which was pulled for separate consideration. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31257 Helen Podruska Donation

That the Board of Education authorize the Superintendent (or Designee) to allow Capitol Hill Gifted and Talented Magnet School to accept this gift from the Helen Podruska Trust.

B. Grants

BF 31258 Request for Permission to Submit a Grant to the ECMC Foundation – Full STEAM Ahead

That the Board of Education authorize the Superintendent (designee) to submit a grant to the ECMC Foundation for funds support Full STEAM Ahead; to accept funds, if awarded; and to implement the project as specified in the award documents

BF 31259 Request for Permission to Submit Grant Application to McCarthy Dressman Education Foundation

That the Board of Education authorize the Superintendent (designee) to submit an application to the McCarthy Dressman Foundation to fund the Core Words Project; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31260 Request for Permission to Submit a Grant Application to the Bush Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Bush Foundation for funds to support Re-envisioning Family Engagement in Education through Restorative Practices: Enhancing the journey to improve school climate within St. Paul Public Schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31261 Request for Permission to Submit Two Grant Applications to the City of Saint Paul's VISTA Program

That the Board of Education authorize the Superintendent (designee) to submit two grants to the City of Saint Paul to host two AmeriCorps Vistas; to accept grant, if awarded; and to implement the project as specified in the award documents.

BF 31262 Request for Permission to Submit a Grant to the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for funds to support Family Guided Routines Based Interventions; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31263 Request for Permission to Submit a Grant to the ECMC Foundation - Academy of Finance

That the Board of Education authorize the Superintendent (designee) to submit a grant to the ECMC Foundation for funds to develop summer internship opportunities for students; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31264 Request for Permission to Submit a Grant to the Minnesota Department of Education – McKinney-Vento Homeless Children and Youth Education Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for funds to serve students experiencing homelessness; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31265 Request for Permission to Submit a Grant to No Kid Hungry

That the Board of Education authorize the Superintendent (designee) to submit a grant to No Kid Hungry for funds to increase summer meals participation; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31266 Request for Permission to Submit a Grant to the Minnesota Department of Labor and Industry

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Labor and Industry for funds to create business partnerships and internship opportunities for district health care programs; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31267 Request for Permission to Accept a Grant from the Confucius Institute

That the Board of Education authorize the Superintendent (designee) to accept funds from the Confucius Institute to support Jie Ming Mandarin Immersion Academy in SPPS; and to implement the project as specified in the award documents.

BF 31268 Request for Permission to Submit a Grant to the National Education Association

That the Board of Education authorize the Superintendent (designee) to submit a grant to the National Education Association for funds purchase books; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31269 Request for Permission to Submit a Grant Application to the Saint Anthony Park Community Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Saint Anthony Park Community Foundation for funds for funds to purchase books; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31270 Request for Permission to Submit a Grant to the Minnesota Department of Agriculture

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Agriculture for funds to develop and pilot a school-based agriculture project; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31271 Request for Permission to Accept a Grant from Allina Health

That the Board of Education authorize the Superintendent (designee) to accept funds from Allina Health to create a Chill Zone at Harding High School in SPPS; and to implement the project as specified in the award documents

C. Contracts – pulled for separate consideration

D. Agreements

E. Administrative Items

BF 31272 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period February 1, 2018 – February 28, 2018.

(a) General Account	#689288-690748	\$69,921,184.28
	#0002868-0002880	
	#7002684-7002718	
	#0002156-0002243	
(b) Debt Service	-0-	\$15,500.00
(c) Construction	-0-	\$5,412,030.62
		<u>\$75,348,714.90</u>

Included in the above disbursements are two payrolls in the amount of \$38,493,967.27 and overtime of \$260,270.23 or 0.68% 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 July 31, 2018.

BF 31273 Facilities Department FY18 Purchases over \$100,000

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

BF 31274 Replacement Deed - 1619 Dayton Avenue (formerly Gordon School)

That the Board of Education authorize the Chair, Clerk and Treasurer to sign a Quit Claim Deed transferring the District's rights in the subject property to Family Tree, Inc.

F. Bids

BF 31275 Bid No. A213801-A Highland Park Elementary Building Renovation – Mechanical/WS-23A

That the Board of Education authorize the award of Bid No. A213801-A Highland Park Elementary Building Renovation to Thelen Heating for the lump sum base bid for ~~[\$895,200.00]~~ \$895,000. [Amended Bid Amount]

BF 31276 3170-18-01 Rondo Education Center Chiller Replacement Project

That the Board of Education authorize award of the 3170-18-01 Rondo Education Center Chiller Replacement bid to SVL Service Corporation for the lump sum base bid for \$498,818.00.

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31277 Renewal of Innocent Classroom Contract 2018

Director Brodrick noted that he pulled this item for separate consideration in order to provide progress of the program for the community, as well as to acknowledge the work of Myla Pope, Assistant Director, Equity/Office of Teaching and Learning, for the organization for the recent Equity Summit.

Director Brodrick recapped his experience with Alex Pate, creator of the Innocent Classroom, and noted his admiration of both the program, as well as the creator. He requested more information on how it has been working, and wondering whether his will be a program that can be expended to other schools.

Chief Wilcox-Harris provided more information. Innocent Classrooms allow us to look at students in a different way. We have been working with the Innocent Classroom project since 2015. There are 28 schools and around 500 staff members who work with this program. We also have community partners who would like to see this work expand. District staff have met and conversed with Alex Pate about relationship building, and the authenticity of relationships. This is a program that occurs in the classroom. Teachers have had their mindset "irreversibly shifted" in the belief of children and the ideas that there is an innocence and goodness for every child.

Director Brodrick also questions how soon we will see concrete data that indicates how the success of this program. He believes in this program and a way to stress the relationship between the teacher and the learner.

Myla Pope, Assistant Director, Equity/Office of Teaching and Learning, then provided more information. This work is a spin-off with equity in the classroom. We discovered teachers needed to mediate conversations and how to use protocol to begin to implement that in practice. Teachers help build stronger relationships. It's also about school culture. Data points include that innocent technologies assessment showed that there was a 53% reduction in weekly referrals since beginning of training; 81% more positive daily outlook; 91% of educators found more academic growth as participation result; 92% educators report that there was an increase in students' academic mindset; 95% of educators found they are better able to redirect student behavior. We are somewhat expanding, and we are because buildings have noticed the need address professional development with staff. We want to provide the educational assistants, and teaching assistants, as well as others that were other not able to take training to have the foundational training to build in the development of that work.

Director Vanderwert also questioned how Innocent Classroom and integrating research in trauma are integrated into program. There is the belief that all behavior has meaning, and when kids act certain ways, they are trying tell us. How is the Innocent Classroom helping us to determine what they are trying to tell us? Answer: The program operates under the guide that many people are inflicted with trauma, and how do we create an environment and techniques to determine individual good that surfaces below the trauma that people experience. As far official information, those details could be provided after research. In experience, talking about how we experience and find and identify that good and grow together for the success of everyone. This program operated in elementary through high schools in 28 sites.

Director Schumacher noted the possibility that small groups could observe the Innocent Classrooms, if board members are interested.

Chief Wilcox-Harris noted that at a recent conference in decreasing suspensions, that the Innocent Classroom was one of the first programs mentioned. The state is using this program as an evidence based practice to help our district.

MOTION: Mr. Brodrick moved that the Board of Education authorize the Superintendent (designee) to contract with Innocent Technologies for the 2017-2018 school year to deepen and expand SPPS' racial equity development and equity in the classroom offerings to staff in SPPS. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

BF 31278 Strategic Plan Framework

Superintendent Gothard went on to introduce Jackie Statum Allen, Assistant Director of Strategic Planning and Policy, and Martha Greenway, Greenway Strategy Group, to present the final framework of the strategic plan.

Project Overview

- The steps, goals of each step, and timelines were shown and reviewed. Phase 1: Analysis occurred in November through January. Phase 2: Strategy Development occurred in February through June. Phase 3: Action Planning is scheduled for June through December.

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 themes
- **The Methods**
 - Strategic Initiatives: significant projects to implement the objectives
 - Action Plans: how to get the projects done

Kernels of a Good Strategy

- A diagnosis, guiding policy, and coherent actions are kernels of a good strategy in Phase 1, 2 and 3, respectively.

The strategic planning process was shown, with the different steps of Phase 1, Phase 2, and Phase 3, with communication throughout the process. We are currently in Phase 2: Identify and Train Strategy Team Leaders, Orient Team Members of the process in order to develop objectives, measures, and initiatives (which will happen through June 19.) After June 19th, Phase 3: Action Planning will begin.

Community Input

- There were 729 participants, 44 input sessions, and 66 facilitators. It involved 7 weeks of engagement and 912 hours of discussion.
- A chart of community input sessions by groups across the district was also shown.

Draft Framework for Community Input

- The previous draft strategic framework was shown that was presented at the engagement sessions. This is the original draft before the edited version.

Frequent Comments for Focus Areas

- **Focus Area 1: Positive School and District Culture**
 - Intersectionality needs to be addressed
 - Students need social-emotional learning supports, and mental health support
 - Support of restorative practices
 - Safety
 - Respect
 - Teachers' relationships with students and parents
 - More communication needed between schools districtwide
- **Focus Area 2: Effective and Culturally Relevant Instruction**
 - Need more teachers of color
 - Need more experimental learning
 - Concerns about students being passed along when not really ready
- **Focus Area 3: Program Evaluation and Resource Allocation**
 - Staffing concerns, need more counselors
 - Resource allocation concerns
 - Budget concerns
 - Middle school organization
 - Accountability for teachers and administrators
 - Educational Assistants (EAs) getting pulled out of classes too much
- **Focus Area 4: Effective and Culturally Relevant Instruction**
 - More college prep needed
 - Mentoring, apprenticeships and career days
 - Career after high school support needed
 - Helping students who are not on-track to graduate
 - Life skills

- **Focus Area 5: Family Access and Opportunity**
 - More support from community organizations
 - Clarification and support for kindergarten ready
 - More parent involvement needed; family support needed.
 - Interpreters needed
 - Better communication from district/teachers/admin to families
 - Home visits
 - Support for homeless families

Comments related to the strategic plan framework included that special education is missing, it singles out American Indians, it is missing arts and areas other than math and reading, and the concerns on the 3rd grade and 8th grade benchmarks.

Proposed Revisions Following Community Input

- Revise SPPS mission statement
- Develop district value statements

An updated strategic framework with proposed revisions following community input was then presented. Comments to be addressed during the strategic planning process include that we need to determine the sources used to measure and evaluate, teachers need professional development, too vague and unspecific, and no innovation.

The next steps in the process timeline were then reviewed.

QUESTIONS/DISCUSSION:

- Director Vanderwert noted that she likes most of the changes. She'd like to change the wording to "engagement" instead of "involvement". Involvement seems more like a message to community and families that we want them to be in our schools to help them – it is more of a "can you come and help us?" Engagement seems more like we want the community and families to be engaged in the decision making, and to be engaged in their child's lives as well; that we are supporting their relationships within their families. Answer: That is a good revision. We will need to be careful in communication that we are saying that is what the district will do, and not just the Office of Community and Family Engagement. That is a communication task to take on.
 - Superintendent Gothard questioned if it seems that engagement needs a formal invitation or can it be something that is happening all the time, and it's an expectation on our part? Or do we take any opportunity to involve our community? Answer: Initiating that interaction with them, instead of requesting that they come to us will be important in this day and age.
- Director Marchese noted that he appreciates the revisions that make it broader in math and reading. These are still important topics tied to outcomes and he doesn't see those items that relate to our kids' education that are beyond testing would measures. He worries that our outcomes are assessment focused, and as a result our metrics will be assessment focused, and that will fuel just focusing on assessments. The kinds of student we are hoping they will become will be more than what assessments will measure; they will be more than performing well on test. We don't want to lose the well-rounded education, well-rounded students, and well-rounded adults, that we will get if we don't focus beyond those assessment results.
 - Superintendent Gothard thanked for that insight. If we move it long-term student outcomes and move it to the strategic focus areas, that might be beneficial. We might find social-emotional learning under positive school and district culture and knowing that will affect long-term outcomes. We might be measuring long-term outcomes, but by driving through the well-rounded child. Also, culturally relevant instruction is also something we hear consistently as well. That might not be a long-term outcome, but we know increasing and action plans that will be a way to drive the long-term outcomes.
 - Director Schumacher also noted that with the new state guidelines and how we evaluate and social-emotional factors, that needs to be part of our process, and how we codify and

evaluate that. He looks forward to seeing that. Our parents and students are also unclear about that since it's relatively new; it needs to play an important role in that as well.

- Chair Ellis questioned if English language learners and students with special education could have their own specific long term outcomes. Answer: Assistant Director Allen noted that the way in which we provide those services they are usually paired together. Also, they are both striving to increase a student group that makes up a significant portion of our students. By improving the achievement of each of these groups, that would be improve the overall district achievement. Superintendent Gothard also noted that in reporting, these data are reported in that way. By putting them together, we are reducing the focus of the plan in looking at long-term outcomes, but also as a value statement that we are addressing them together and not separate.
 - Director Xiong also raised this question as well. Many times, when these two groups are put together, one becomes an afterthought because we have seen in state reporting. These two are lumped together, and then one somehow always attached, although they are so different with different needs. In looking at the EL population, they make up one of the top 10 school districts in state. The needs are so different between the two student groups. She also appreciated the changes to the strategic framework.
 - Martha Greenway encouraged the concise on strategic focus areas of articulating those concepts to be focused and over necessary areas. It will not matter if they are split up. They are different groups of individual students who require different approaches. If it makes more sense to the Board, there is no technical reason why that would be a problem.
- Director Schumacher also noted that the mention of folks feedback on “putting meat on the bones”, and that's what it come to. People are interested in hearing about the “meat”. The sooner people get understanding of the specific or direction, the happier people will be.
- Director Marchese also observed that one of the things missing and demands strategic attention is the sustainability in our finances, enrollment, programs, and options and configuration. He appreciated the fact that is the plan is instructional in focus and with specific metrics to follow outcomes. There are operation issues that the district faces that will impact the ability and capacity to deliver on instruction promises we are making here. If it is not specifically addressed, it does not get focus by administration and staff. How do we create a sustainable model that discusses how we create a sustainable “business model” to deliver on the outcomes we want. These items will demand significant attention, and it can exist on the side, abut do not want to get lost. We need to have intentionality to those things as well to have on instructional model. That is fundamental in running our district; it will need to be somewhere. Answer: The focus area on program evaluation and resource allocation, will be the opportunity to create structures internally to improve the process. The tools to have those decisions made and informed lie in the strategic theme. There will be initiatives on creating that capacity within the district and the implementation. Superintendent Gothard noted that he has contemplated also creating an operation plan, which may not make sense. The program evaluation and resource can be internal focus. There are different operation plans going on across the district. The one thing we need are the internal systems to drive and inform us to do our work, and to achieve the success we want. We will need to be intentional in our work on the concerns, and the strategy for them to fit.
- What is the process to create the mission and those guiding values? Answer: We will develop engagement with the community to do that. Until we get more “meat on the bones”, it will start to play out and give more life. It is important to develop consistent vernacular to internalize it, and also to market it to show our best to our community and to be proud of it. A specific method to be designed on the mission and values will be happening.
- The three changes are to the framework are:
 - Add a bullet point to separate the increasing achievement of EL learners
 - A separate bullet point for increasing achievement of students with specialized services
 - Update to “Family and Community Engagement”

MOTION: Mr. Schumacher moved that the Board of Education approve the Strategic Plan Framework as presented, with the three changes mentioned. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

XI. NEW BUSINESS

1. Resolution to Form a Joint Powers Entity and to Enter into a Joint Powers Agreement

Superintendent Gothard then introduced Chief Turner and Erica Schumacher, Ramsey County Attorney's Office, to present on the Community Innovation Project: Improving the Way We Work Together to Serve Our Youth. The vision of this project is to improve youth connectedness to school, community, and caring adults to avoid contact with the justice system. They thanked our partners in this work, including Third Sector Capital Partners, Ramsey County, the City of Saint Paul, Wilder Foundation, Ramsey County Attorney's Office, and Marnita's Table. A timeline of the history of this project was reviewed, with the beginning in 2014.

Barriers: In Systems and Communities

- Systems
 - Silos – unable to share data
 - Resources often buried deep within systems
 - Lack coordinated, proactive prevention and intervention
- Communities
 - Increasing numbers of youth exposed to violence and other trauma = increasing needs
 - Adverse Childhood Experiences impact brain development and increase risk of negative life outcomes

Community Innovation Project

- Goal: To transform the way our public systems work together by developing a new triage referral system that uses data-driven decision-making to:
 - identify underlying causes of behavior
 - systematically connect children with comprehensive resources to address their individual needs
 - redirect resources to prevention by funding successful outcomes

What Could This Look Like Going Forward?

Integrated data-sharing platform acts as early alert system →

Enables centralized outreach to families with voluntary offer of help =

- Better identification of youth with unmet needs
- Earlier connection to resources
- More streamlined, effective service delivery
- Leveraged resources

Next Steps

- Execute a Joint Powers Agreement among city, county, and school district/s in Ramsey County to create a new joint powers entity to enable data-sharing going forward to better serve children and families

QUESTIONS/DISCUSSION:

- Director Brodrick noted that in serving on several external committees with the City and County throughout the years, that we are all serving the same families and the same children. This certainly

sounds like something we need to do to combine efforts of the three entities to serve the same families.

- Board members also noted concerns about the folks at Public Comment, and that in dealing with data about individuals we need to be careful to have the proper firewalls in place to prevent that information from leaking to others. How are we going to be ensuring the data is safe? Answer: This opportunity is with the National Council on Crime and Delinquency. It was founded over 100 years ago to do research specifically on preventing kids from interacting with the justice system. They have 100 years of experience and 25 years on predictive analytics. The technicalities about protecting data have been discussed and there have been conversations on the data. The County is willing to store the data on its server and incur the expenses. The safety and storage of the platform of data will need to be determined by the joint powers board. All staff and NCCD are committed to protecting that data. There are also specific tenants in the agreement that would hold them liable for any breach under their care.
- Director Foster reiterated that the purpose of this agreement is to be proactive and take money usually spent on the backend once kids are interacting with the justice system, and instead move those funds to the frontend. We need to ensure how youth and families are involved in this process, and the design. Who will be sitting at the table for those discussions? If we enter into the agreement, and we don't feel it is working, what is the process for pulling back? Answer: There is a process within the JPA that if a single entity wishes to withdraw, the remaining entities would still work together. If all wish to withdraw, then it's done. Families can be involved within the joint powers board students. Each entity will have three representatives of the board. Members of the board will work to govern moving forward. Through that process, there is also a process to appoint staff to manage this work on a day-to-day basis as well as to determine community engagement. It will really be up to the members on the joint entity board to determine how that will look.
- What other work like this is being done in Minnesota in this particular area? Answer: We don't know of another similar model in Minnesota. There are programs in other districts that work with the county, and have county workers inside the schools to provide support. As a team we have seen other successful joint powers agreements in other parts of the country in models primarily working with Juvenile Detention Alternatives Initiatives. They are working well and seen as country's best practice models. Our partner school district in Minneapolis has an agreement with some entities around serving and supporting students with difficulties in truancy, corrections, and alternative to detention. There is a center in Minneapolis known as the Juvenile Supervision Center that is working with a similar model. There are models with multiple agencies working together.
- How will this project limit the access to this information? Answer: There will be non-disclosure or contract with NCCD, and there are terms in the agreement of exactly who has access to the data, what purpose, when they have access, storing the data, and when the data needs to be destroyed are included in that agreement.
- Is there any understanding or rubric in thinking to guide this work to best serve the students we are trying to reach? Answer: This first step will be the legal mechanism to share the data; this is the foundation. This will allow the integrate and match data to cross systems, with predictive analytics in order to create an early alert system to show the factors in common. It will also us to have a centralized outreach to families and connect them to resources. What that looks like has not been decided yet, but are examples of what it could enable us to do through this agreement. Examples of working with families include through the work at the Student Placement Center and through a series of questions, determine if a family may be interested in additional supports that a student could benefit from day one.
- How will we monitor this process to ensure this work is about how to best work with students? Answer: There was extensive community engagement that focused on this process and that it needs to be student centered, multilingual serves available, a centralized place to turn that is not the police during mental health crises, and the support for those services. This is an exciting opportunity take the first steps to have those conversations and think about how can better direct resources to help those families and connect them with those services. That work will be guided by the Joint Powers board, and the board members will have representatives to also help guide this work. We will also need additional engagement opportunities with the community.
- Director Xiong noted this is an exciting project to support families and preventive work.

- In thinking about the students and families who are undocumented, in sharing data, if a student or family is alerted as being undocumented, how does that process work to ensure their status is not shared? Answer: Enforcing immigration is a federal requirement, so that information would not be maintained with Ramsey County. None of the data we're interested in sharing relates to immigration. Entering into this does not open this data to all governmental employees. The joint powers agreement only allows data sharing within the entity, and the entity would need to determine what that looks like. Access to a database will be restricted to only those who need to access it for this project; it will not be open to all employees within those organizations.
- Director Vanderwert noted that she is excited for this work. It will be an opportunity to provide early interventions for kids and to do that as soon as they are showing the need for it. If we can prevent these interactions, our outcomes will be better. It is the hope that this will build systems effective for families relevant to them, and also with adequate support to be self-sufficient and stable to do well.
- Director Schumacher noted that he acknowledges there are concerns about moving forward. We need to trust the government processes and entities involved or think of another way to approach this subject and provide the systems that are so desperately needed. We need to support this work, monitor it, and understand that we have a responsibility. We are not taking this topic lightly and we appreciate the work of everyone and to know that we can make a difference.
- Has it been considered to bring in different perspectives from different communities not currently in this joint powers agreement? How will we communicate with parents about this, should they want to opt out or not share information about their student? Answer: Both will be decided by the joint powers board, and through community engagement with staff and the community. It will be up to the board to determine and implement these options.
- It was also noted the appreciation to Nancy Cameron, General Counsel, as well as Jackie Turner, Chief Operations Officer, and the partnership with staff in this work.

BF 31279 Resolution to Form a Joint Powers Entity and to Enter into a Joint Powers Agreement

RESOLUTION TO FORM A JOINT POWERS ENTITY AND TO ENTER INTO A JOINT POWERS AGREEMENT

WHEREAS, the City of Saint Paul; the County of Ramsey, through its Social Services Department, its Community Corrections Department, its County Attorney's Office, its Sheriff's Office and its St. Paul-Ramsey County Public Health Department; Intermediate School District 916 – Northeast Metro 916, and Independent School District 625 – Saint Paul Public Schools desire to form a Joint Powers Entity and enter into a Joint Powers Agreement for the purposes and reasons set forth in the proposed Joint Powers Agreement; and

WHEREAS, the Joint Powers Agreement is made pursuant to the provisions of Minn. Stat. §§ 471.59 and 13.02, subd. 18;

NOW, THEREFORE, in consideration of the covenants and mutual agreements contained in the proposed Joint Powers Agreement and pursuant to Minn. Stat. §§ 471.59 and 13.02, Subd. 18, the Board of Education of Saint Paul Public Schools does hereby agree to approve and adopt the attached Joint Powers Agreement.

MOTION: Ms. Vanderwert moved that the Board of Education approve the Resolution to Form a Joint Powers Entity and to Enter into a Joint Powers Agreement. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

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

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

2. Resolutions Providing for the Competitive Negotiated Sales of Bonds and Certificates of Participation

Chief Schrul then introduced Kelly Smith from Springstedt to provide an overview on the resolutions for three finance issues. We will be going out for sale on May 22nd. The first, 2018A, is an annual issue that District has made for facility maintenance. The second, 2018B, are a second installment of the MDE desegregation plan – renovating building and adding on. This is to finish the work on five buildings. The third, 2018C, is for the purchase of Crosswinds Middle School. (There has been a previous reimbursement resolution that will pay the District back for the funds that were fronted for the purchase of that facility.) With the successful passing of these resolutions, the sale will occur on May 22nd, and will then be approved at the May 22, 2018 Board of Education meeting. Proceeds would be available on June 21st.

MOTION: Mr. Schumacher moved that the Board of Education approve the below resolutions:

- **Resolution Providing for the Competitive Negotiated Sale of \$15,000,000 General Obligation School Building Bonds, Series 2018A; Covenanting and Obligating the District to be Bound By and Use the Provisions Of Minnesota Statutes, Section 126C.55 to Guarantee the Payment of the Principal and Interest on the Bonds**
- **Resolution Providing for the Competitive Negotiated Sale of \$53,065,000 Certificates of Participation, Series 2018B, Covenanting and Obligating the District to be Bound By and Use the Provisions of Minnesota Statutes, Section 126C.55 to Guarantee the Payment of the Principal and Interest on the Certificates**
- **Resolution Providing for the Competitive Negotiated Sale of \$18,025,000 Certificates of Participation, Series 2018C, Covenanting and Obligating the District to be Bound By and Use the Provisions of Minnesota Statutes, Section 126C.55 to Guarantee the Payment of the Principal and Interest on the Certificates**

The motion was seconded by Mr. Marchese.

BF 31280 RESOLUTION PROVIDING FOR THE COMPETITIVE NEGOTIATED SALE OF \$15,000,000 GENERAL OBLIGATION SCHOOL BUILDING BONDS, SERIES 2018A; COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND BY AND USE THE PROVISIONS OF MINNESOTA STATUTES, SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE PRINCIPAL AND INTEREST ON THE BONDS

BF 31281 RESOLUTION PROVIDING FOR THE COMPETITIVE NEGOTIATED SALE OF \$53,065,000 CERTIFICATES OF PARTICIPATION, SERIES 2018B, COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND BY AND USE THE PROVISIONS OF MINNESOTA STATUTES, SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE PRINCIPAL AND INTEREST ON THE CERTIFICATES

BF 31282 RESOLUTION PROVIDING FOR THE COMPETITIVE NEGOTIATED SALE OF \$18,025,000 CERTIFICATES OF PARTICIPATION, SERIES 2018C, COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND BY AND USE THE PROVISIONS OF MINNESOTA STATUTES, SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE PRINCIPAL AND INTEREST ON THE CERTIFICATES

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Chair Ellis provided an overview on the Superintendent's Mid-Year Review which occurred during a closed board meeting on Thursday, February 1, 2018. Overall the Board of Education expressed their support of Dr. Gothard's direction with the District, and looks forward to his progress to ultimately help all students succeed. The Superintendent's Annual Review will occur during the summer.
- Chair Schumacher also noted his visit to Como Park Elementary and the book program initiated at the school. It's evolved to the Como High School honors students collect books and take them to Como Elementary, and kids get to take the books home. It is also working at Hamline Elementary and working with the university there. It is a great way for high school students to be connected to the elementary students. It was a great experience, and one for all board members to consider as they visit their schools.

XIII. FUTURE MEETING SCHEDULE

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

- May 22
- 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)

- May 8
- June 12
- August 14
- September 11
- October 9
- November 7
- December 4

XIV. ADJOURNMENT

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

The meeting adjourned at 11:24 p.m.

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

Prepared and submitted by

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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
May 8, 2018**

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

M. Xiong arrived at 4:40 p.m.

SEAB: A. Hoffman

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, S. Koppen, J. Allen, F. Contreras, D. Hill, B. Putnam, E. Agbamu, C. Baker, S. Dahlke

Other: J. Verges, S. Salas, V. Hauth, J. Couillard, M. McShannock T. Lonetree, K. McCauley, J. Kopp, J. Nathan, J. Nathan, M. Gilbert

I. CALL TO ORDER

The meeting was called to order at 4:33 p.m.

II. AGENDA

A. Superintendent's Announcements

Superintendent Gothard began the meeting with a recognition of National Teacher Appreciation Week. On behalf of the Board and the District, he thanked all teachers for their guidance. He also recapped the Governor's Press Conference on the emergency funding for education. The statement that was read at the press conference was then read at the meeting which summarized the budget shortfalls and the impact of the emergency funding to SPPS. It would be \$126/student emergency funding for our students. We need to advocate for this one-time funding as we look for a sustainable solution. The special education cross-subsidy task force begins next year. The \$6.5M is a bridge to have deeper discussions on what to do over time and to hold the state to the commitment that governs supports that our students deserve. He also provided an update on the strategic plan. The focus area teams are working together to deepen our work, sharpen our priorities, and lead us to a successful implementation of our plan. The teams are considering a number of objectives, which will include initiatives. Sustained implementation is a major focus in this work. At the June Board of Education meeting, the progress report will be shared. He also updated the Board on the referendum plans and feasibility study, and Springstedt is currently working to gather data. The goal is to inform staff before they leave for summer break so they know the work needed in September when they return. With the current budget, the recommendation is the much-needed referendum. Prior to the end of the school year, Superintendent Gothard will share his thoughts on the results of the feasibility study, which will help to shape the strategy. Send the messages to set the stage will be important.

QUESTIONS/DISCUSSION:

- How were the teams for those focus areas chosen? Answer: The teams were developed by functional areas and leadership opportunities, as well the time to commit to these projects. They are meeting weekly, sometimes more than once a week, to think about their work, and how it

connects with the overall needs of the District and the needs of our students. They are strong teams that are engaging its target stakeholders as needed, and developing initiatives and action plans. The objectives are currently being developed to guide the initiatives through targeted participation.

- Will there be any principals or teachers on those teams? Answer: They are not on these specific teams due to the time-intensive nature of these groups right now. They are involved in the Educator Advisory Committee, and were engaged earlier in the process, as well as the BFAC. The teams will also be reaching out to principals and students, as well as with community input, as a targeted approach.
- The current stage seems to be at the “think tank” portion of the process. Answer: Drafting objective that will then lead to initiatives – that work is seamless. It occurs in iterations.
 - Are the people then on a committee to form those objectives? Answer: There are five teams that are looking at each focus area. Part of their work is to look at research, and best practices nationally, regionally, and within the district, and opportunities to expand those ideas on a more systemic scale.
 - Who is on those committees? Answer: They are cross-functional teams, so there is representation from different departments, with many from central administration.
 - At this point, we don’t have representation from buildings? Answer: We do have representation through the input sessions, as well as the targeted engagement approach. The information from the Educator Advisory Committee will also be important in the initiatives stage.
- It was noted that these current teams are researching teams and brainstorming ideas before adding more to the strategic focus areas. The timeline is expansive, and will allow time for others to also be involved in the process.

B. SEAB Update

SEAB Member Hoffman provided a quick update on SEAB. Fliers and applications have been sent to schools and the process for the new SEAB members will continue over the summer. Project proposals are now open for submission, and the group is looking forward to hearing more. Lastly, the academic honors proposal was brought before the Policy Work Group (will be detailed later in the meeting.)

QUESTIONS/DISCUSSION:

- Director Schumacher noted that we take a look at how we’re doing, what’s working for students, and for them to be able to craft student voice in a meaningful way, and also to evaluate the relationship between SEAB and the Board so as not to overwhelm them with this important work, while also offering them the opportunity to implement student voice with Board decisions.
- Director Brodrick noted that the academic honors proposal was brought to the Policy Work Group, and the general consensus was that we will need more engagement conducted on this topic. It’s important that we have a broad amount of engagement from principals, teachers, counselors, parents, and students. Honoring students is important, and if we make a change in the way we do that, it may take some time to engage and decide on the next steps.
- Director Vanderwert also noted that it will be important to use English language for the honors (with honors, high honors, etc.) instead of Latin in this proposal.

C. Legislative Update

Session Status

- Two weeks left – Sine Die is May 21
- Omnibus bills passed in House and Senate; no conferees appointed yet
- Governor has sent letter requesting no policy in omnibus bill
- Governor waiting for taxes, supplemental budget, bonding before he’ll negotiate
- Governor announces —1 time 2% increase in formula

The Numbers

	House	Senate	Governor
2% increase form	None	None	\$124.1 Million
SPED	None*	None	\$17 Million
Safe Schools	\$18 per pupil	\$19.88 per pupil	\$18 per pupil
FY 19 Total	\$30.223 Million	\$19.814 Million	\$163.96 Million
PREK in FY20-21	\$57 Million**	None	\$57 Million
FY20/21 Total	\$111.6 Million	\$11.8 Million	\$136.1 Million

Major Revenue Provisions

- Formula-emergency increase — \$6.5 million in FY19 — Governor only
- SPED — \$17 million increase — \$777,000 FY19 Governor House funds SPED in FY22
- VPK — House and Governor — Fund base for FY20/21
 - 300 plus seats for SPPS
 - House includes portability requirement
 - House includes Governor's Mpls/St. Paul own region
 - Senate — adds no funding — requires 40% mixed delivery
 - Senate/Gov — allow children in protective services and homeless eligible without income verification

School Safety – House

- \$18 per pupil safe school revenue — ongoing \$700,000
- LTFR — expands uses facility safety improvements
- School linked mental health grants — \$5 million
- Physical Security Audits Grants — \$1 million
- School resource officer grants — \$400,000 grants
- Threat Assessment Teams — \$300,000 grants
- \$25 million in Bonding bill — \$500,000 maximum grant

School Safety – Senate

- \$19.88 safe school aid in FY19, \$779,000, \$3.65 ongoing
- Physical Security Audit Grants — \$1 million in public safety bill
- Mental Health Grants \$4.5 million adds telemedicine
- Threat Assessment policy and process consistent with MN safety center recommendations and training

School Safety Continued

- House Senate and Governor
 - Non-exclusionary Disciplinary policies and procedures, some differences — no funding
- House and Senate
 - Suicide prevention training — \$273,000 for on-line training

PELSB

- Adds new offenses for license revocation
- Adds background checks for school personnel
 - House — every five years
 - Senate — every three years
- Both align bus drivers to their licensing requirements

- Tiered Licensing Implementation — Board requested 1 year
 - House — earlier of draft rule or January 1, 2019
 - Senate extends from July to September 2018

Controversial Policy

- Five Star/Summative Rating System
 - House requires MDE to develop a scoring system from 1-100 primarily based on MCA proficiency in FY20
 - Senate provision removed from policy bill on the floor
- Academic Balance Policy — Senate only, amendment to remove failed
- In God We Trust — Senate provision to display motto — permissive

Provisions of Support

- Special education task force
 - House — large stake holder group
 - Senate — legislative working group
- Highly mobile and homeless transportation for intermediates — both bills
- Senate language for teacher residency and teacher of color programs
- Clean up language for Board Approved and Local Option Revenue — Senate and Governor

Other Provisions and Unfunded Mandates

- Civics Test — Requires credit in 11 or 12 grade and posting of scores — House only
- Dyslexia Screening
 - House — K and all kids not at grade level
 - Senate — All students K-2 and any others not at grade level
- Lead testing and reporting — both bills, prefer Senate
- Disposal of drugs — Senate only provision
- Data/technology provisions — both bills
- Legislative Audit — study revenue to school site

Tax Bills

Total tax conformity — state will collect \$460 million in FY19 and over \$1 billion in next biennium

- House bill passed 90-38
 - Overall result in \$104.8 million reduction in FY19
 - Mixture of individual and corporate tax cuts
 - Includes complicated ballot language
- Senate tax bill — passed 34-32
 - Includes 529 conformity for private school tuition (\$10K)
 - Automatic reduction in taxes if there is a surplus
 - Overall reductions \$171.4 million

TRA and St. Paul Teacher Pension

Omnibus Pension Bill

- Includes funding for both St. Paul Teacher and TRA Employer Contribution increases
- Includes \$5 million direct payment to St. Paul Teacher Fund
- Other reform provisions benefits and earnings assumptions
- Passed Senate 66-0
- House — still in committee — scheduled Monday

Other Hot Button Issues

- Constitutional Amendment — Transportation
 - Different provisions in House and Senate
 - Supported by Labor and State Chamber
- Gun legislation — limits on background checks, loop holes for sale, age limits failed
- Bonding — House bill out \$850 million, half the size of Governor; Senate next week

- Transit — no bonding for Metro Transit in House or amendment

QUESTIONS/DISCUSSION:

- Director Schumacher noted that while radon testing is not included in the legislative bill, SPSS is overwhelming above other districts in terms of testing for radon and to ensure a safe space for our students.

D. Policy Update

Sweatshop Free Purchasing – Policy 713.00

- 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
 - Adjusting to \$5,000 is in alignment with Purchasing department levels.
- Work Group recommendation: Advance to three reading process

Unpaid Meals Charges – Policy 534.00

- 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
- Work Group recommendation: Advance to three reading process

Holiday Observances – 603.02 / Religion – 609.00

- No changes to Religion policy
- Rescind Holiday Observances policy
 - Our district values the diverse cultures of the students in our district
 - Holidays and celebrations are learning opportunities
- Work group recommendation: Advance rescission of Holiday Observances to three reading process

Class Rankings – 510.03

- Amendment recommended by SEAB with support from Policy and Office of Teaching and Learning
- Discussed moving from top ten recognitions to system of achievement designations
- Work Group recommendation:
 - Conduct targeted engagement with students, teachers, principals, and grad advisors – Determine timing for transition

QUESTIONS/DISCUSSION:

- Director Foster noted her support for rescinding the Holiday Observances policy. In talking about values as a District, we need to be effective in bringing them into schools, with parents and students, and staff to celebrate in our community. The current Holiday policy does not support diversity in the community and acknowledge them in our classrooms.
- Director Vanderwert echoed this response. Culture is important to the healthy development of the community we want.
- Director Brodrick noted that he is in favor of rescinding policy 603.02, and discussed where we would be able to encourage celebration of the multicultural diversity of the District. If we rescind this policy, do we make a statement to send out to all families and communities about the values we have and if people have ideas in terms of observances? Answer: Our values are included in policy 602.01 where we encourage the multicultural learning in our schools. “The Superintendent shall adopt and each school shall teach a multicultural, intercultural, non-racist, non-sex-biased,

gender and disability-fair curriculum in all subject areas. This curriculum shall integrate the existing course content of all disciplines' learning experiences, which include the history, culture, heritage, contributions, and perspectives of all peoples in an equitable and accurate manner. Instruction shall prepare students to live productively in a pluralistic society by engaging them in multicultural, gender and disability-fair activities that respect human dignity and enhance the development of self-worth of students and staff."

- Regarding the graduation recognition policy, Director Brodrick noted that in the idea of trying to be more inclusive, it changes the degree of inclusiveness to honor, and there needs to be very good criteria in terms of who is to be honored. At a certain point, there will be an arbitrary cut-off. It will be important to hear from principals and counselors, parents, and students to determine the honor criteria based on GPA or other criteria to determine excellence. If we change the Celebration of Excellence, which honors the top 10 students at each high school, we need to ensure we have a different event to replace that in terms of bestowing honor and a nice happening for those students to earn those honors. He is looking forward to the upcoming SEAB presentation on this topic.

E. S-Term 2018

Summer Term (S-Term) Goals

- Grades K-8: Prevent summer learning loss
- Grades 9-12: Credit recovery
- Grades K-12: Alternative Curriculum & Instruction
 - Learn academic and social emotional skills
 - Develop college and career readiness
 - Stay on track to graduate
 - 95% of Teacher/Administrative Survey Participants "agreed" or "strongly agreed" students benefited academically from attending S-Term 2017.

S-Term Dates, Sites, and Staffing

- Dates: S-Term 1 runs from June 18-July 12 (18 days); S-Term 2 runs July 16-August 9 (19 days); Six-Week Programs run June 18-July 27 (29 days); Multi-District Programs have varying schedules during both S-Terms
- Site: 9 Elementary; 1 Middle School; 5 High School; 4 Six-Week Program sites; 6 Multi-District Program sites
- Staffing: Total of 29 Site Administrators; 900 total staff

Registration and Enrollment

- Kick-Off: March 12: Who's invited, and who qualifies?
- Grades K-8: Online using iUpdate OR paper form mailed to Student Placement Center
- Grades 9-12: School Counselors
- Priority Deadline: April 13
 - Registration continues throughout S-Term

S-Term 2018 Enrollment Goal: 13,500

- Total: 13,500
- Charter Schools: 300
- Multi-District: 600
- Six-Week Program: 800
- 8-12: 7,300
- 5-7: 1,100
- K-4: 3,400

Grades K- 4 Elementary

- Projected Enrollment: 3,400

- Locations: American Indian Magnet, Benjamin Mays, Chelsea Heights, Dayton's Bluff, Expo, Farnsworth Lower, John A. Johnson, Mississippi, Riverview
- Features (in addition to Math and Literacy)
 - Movement/Yoga/Health, Economics, Social emotional skill building, Use of iPads (new), use of FAST data (new), Wilderness Inquiry (new)

Grades 5-7 Middle School

- Projected Enrollment: 1100
- Location: Central High School
- Features (in addition to Math and Literacy)
 - Students choose Applied Academics classes (grades 6 & 7) (new)
 - Applied Academics: Music Production, Culinary Arts, Computer Coding (new)
 - Other Applied Academics: Agriculture, Lego Robotics, Art, Leadership, Why Try, Transition to Middle School, Instrumental Music
 - Use of iPads (new)

Grades 8-12 Secondary

- Projected Enrollment: 7300
- Locations: Gordon Parks, Harding, LEAP, Saint Paul College, Washington
- Features •
 - Transition to High School
 - Online Learning (ages 16+)
 - Mobile Jazz Project elective credit (new)
 - Credit Recovery @ LEAP (new)
 - Navigators to support graduating seniors
 - Writer's Institute for Levels 2 & 3 ELL students

Six -Week Programs

- Projected Enrollment: 800
- Programs
 - BELL Power Scholars (165 - grades K -4)
 - Hmong Karen Youth Pride Program (135 - grades K -4)
 - CDF Freedom Schools (500 - grades K -8)
- Features
 - Core academics (math and literacy)
 - Culturally affirming curriculum and
 - Development of leadership, pride and persistence

Extended School Year (ESY)

- Early Childhood Special Education – June 18-July 20 at Rondo; 100 students
- K-8 Grades – June 18-July 13 at Benjamin E. Mays; 200 students
- 9-12 Grades – June 18-July 13 at Focus Beyond; 100 students
- K-12 Grades – June 18-July 13 at Bridgeview; 100 students
- ESY services also provided for students who qualify at their S-Term sites
- Features: Focuses on 2-3 priority IEP goals for individual students

Quality S-Term 2018 Programming for SPPS Students

- Equitable student-focused opportunities
- Academic and social emotional growth
- Implementation of best practices
- Student and family voice and choice
- District-wide departmental collaboration
- Safety, security, and positive school climate
- Frequent communication to families

- Course recovery leading to August graduation
- Strong partnerships with community organizations
- Supporting students to stay on track for graduation
- Practice skills within the student's IEP

QUESTIONS/DISCUSSION:

- What is the trend in population of students every summer? Is it continually increasing? Are there different age groups? Answer: It is leveling off. In the future, the trend could be increasing, especially in middle school. The goal is 1,100 students, and we currently have 1,300 enrolled. With the different levels of communication at the secondary level, we are also expecting those numbers to increase as well. CDF Freedom Schools are increasing. Last year there were 654 students, and our goal is 500 students, and we have already surpassed that number.
- In terms of the data and different reasons that students attend S-Term, is there anything that indicates the changes to the student population? Answer: It has been remaining steady over the past five or six years. There are not huge spikes in the elementary or secondary level.
- If a parent or family misses the April 13th deadline, are they still able to register? Answer: Absolutely! We take students through the beginning of S-Term depending on availability. We would rather see kids attend than not attend if there is room. It does become more prohibitive at the secondary level where students cannot miss more than 3 days to receive credit. We are open and welcoming.
- How do families understand that if they missed the April 13th deadline, and if there are still openings? Answer: If families register by May 18th, they are sent information for S-Term with transportation information, the site and dates enrolled. Oftentimes, students who are enrolled after that date can still receive the information over the phone. Parents and families are also able to register their student on site. In our S-Term guide, it explains that we continue to accept students despite the priority deadline. That is used primarily to enroll for specific programs and a deadline for us to send the confirmation postcard. There are two levels of mailed communication, with one of them containing the transportation and site information.
- About the seniors that are missing credits, what percentage of the pool are they and is that number increasing or decreasing? Answer: Two summers ago we had 135 kids graduate at the end of S-Term; last year there were 142. There is not an indication of a huge spike of enrollment at this point, and will likely be at the same level for this year.
- It was also discussed that 19,000 students were invited to S-Term determined by ELL status, homeless, and those behind a year. It's an astounding number.
- LEAP is a new site with credit recovery; prior to this year it was supportive classes for ELL students; all kids at this level are recovering credits. There are currently about 100 students who are taking supportive classes.
- Are there no secondary students taking enrichment classes? Answer: Correct. During S-Term, applied academics or enrichment classes are done at the K-8 level. At secondary, it's credit recovery at those sites
- How do we measure progress or success? How are we gathering data? Answer: Our practices are data driven and we look at data points. At the elementary level, there is a math curriculum with positive data, and over multiple years that shows Moving with Math is effective. Reading is also measured. In Freedom Schools, there is a NCDF evaluation and a basic reading inventory with a pre- and post-test. We have integrated the reading curriculum in order to close the gaps in reading with students. Our data has also shown that our students have a positive increase in character-building skills. In the survey for parents, the majority said this program has benefited their child, as well as improved the skills as parents to be involved in their child's education. Our students are making tremendous gains which are carried over into the school year. At the elementary level we also have data points on the Words Their Way, which involved a pre- and post-test, as well as the economics curriculum through the Council of Economics. At the middle school level, there are data points on the math curriculum. At the secondary level, we are digging deep into the aggregated data on classes and corresponding grades of students.
- How are sites for Freedom Schools selected? Do they offer breakfast and lunch? How does that work? Answer: Sites are selected by the number of students enrolled, and we are choosing sites

that are air-conditioned. The flagship has been the Capitol Hill complex, and has been expanded to the East Side at Hazel Park. There are hot lunches that are nutritious for our learners, and breakfast-to-go allows the students to take their breakfast to their classroom and eat with their peers.

- How are we using S-Term to help those students who are deficient in credits in 9th and 10th grade to ensure they will be able to graduate in 12th grade? Answer: We like to be more proactive and put kids in a place that when they go to 9th grade they are not failing and needing those credits. We have dug deeper into student focus groups and to increase and market the middle school program, particularly in the 8th grade. We are purposefully enriching the 8th grade curriculum to ensure that students are not going to the 9th grade and failing classes. They can make up to 12 credits in summer session, which doesn't make up for the entire year however.
- One of the aspects of CDF is the Junior Servant Leader Intern, which provides teenager the opportunity to volunteer and a paid experience in serving CDF Freedom Schools. They are mentored by the community and provides information on how to be successful with positive role models, and provide teaching on soft skills that employers need, while developing a love for academics, social service, advocacy, and mentoring other younger students. Dr. Battle also went on to mention that in addition to preventing the loss of those credits, it's also important to find out the reasons freshman aren't earning credits. High school has higher stakes, and credits matter. It's also about looking at those root causes and putting interventions in place to address them.

E. FY 19 Budget Update

Superintendent Gothard that introduced Chief Financial Officer, Marie Schrul, to provide an update on the FY2018-2019 budget to the Committee of the Board.

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		

FY2018-2019 Budget Timeline

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

Date	Description
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

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 (Review)

Board members then reviewed the budget allocations by school and program, as well as the full time employee comparisons.

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

QUESTIONS/DISCUSSION:

- Schools can utilize different positions and trade for others, and different classroom support. The general fund is allocating only less 3.25 teachers this year. Schools receive a supplies budget of \$140/student each year, while they also may qualify for FRL, compensatory dollars, and discretionary dollars. Stipends are for extracurricular activities. The budget was also shown for the allocations to other districtwide programs, such as IB and AP. Title 1 allocations were also shown. The school budget process at a school level were also reviewed. There is \$1.9M in restorative practices allocated by building.
- Executive Director of HR Laurin Cathey stated that there are 117 positions slated for cuts, however most of those employees will move to a different location. This includes a mix of special education staff, as well as EAs, TAs, and paraprofessionals, as well as clerical staff.
- The comp ed. discretionary is allocated to which schools? What is the criteria? Answer: The school can use those funds to support whatever needs are in the school – class size, EAs, TAs. They qualify based on what the school generates as revenue, and we pass the revenue directly back to the school. We fund certain positions with compensatory funds, and pass that revenue back to the school. School comp ed. dollars can change based on resources in ELL services, class size, or their poverty rate dropped.
- If the numbers are down, they look like they are getting less overall. It's difficult to understand. We need to think of these as non-salaried leftovers for the additional needs of the building beyond the basics. These are dollars to invest to do additional things with students. These are additional dollars that give the school ability to invest in class size, EA or TA support.
- Comp ed. is based on the poverty rate of the school building last fall. FRL count is from October 1st. October 1, 2017 funds this upcoming budget year.
- The budget doesn't depend on if the school is popular, it depends on the economy of scale and other factors? Answer: Correct. We want each school to generate the revenue to balance their budget. It depends on the students at the schools, the programs offered, and the cost to educate them. It is tying academics to finance, and measuring that.
- There are also laws around Title 1 to follow, and we factor in the Title 1 concentration factor – 1.0 for free lunch, and 0.5 for reduced, as well as the concentrated poverty index. The district cut off is 40%. By law, we must serve when schools hit 75% or greater, and SPPS serves at 40% to spread the resources to building in order to provide the most schools with resources for students. Two schools fell off the Title 1 list for next year. If we served at 50%, there would have been a loss of 10-12 more schools. In the strategic planning process, if we choose to go down a different path and allocate funds differently, there will need to be discussion to look at the ways we tie academics to finance, and a different tool to allocate.
- In looking at allocations, imagine if we were funded the way we should be, and the way the laws were developed in the 1960s to help those schools experiencing poverty and improve the education of those students.
- How are administrative interns different from an AP for a schools? Answer: John A. Johnson had an AP until the end of the school year. There is still need to provide assistance in that school, and the change was too drastic and too immediate without an AP or administrative intern in order to provide a better way to serve students. More detail can be sent on this. It is based on if the assistant superintendent decides there is a need for administrative help and the criteria for an administrative intern.
- Director Marchese noted that he would like to understand more about the 117 positions referred to earlier. It would be helpful to know more details, including bargaining unit, licensed/non-licensed, paraprofessionals, etc. It would also be helpful to have a high level understanding to know where it is coming from in terms of budget and decisions. With these 117 positions, is it due to a reduction in the budget, grant funds, or performance? Answer: That information can be sent. The 116 are due to budgetary reasons. That report can be sent. The majority of them do have bumping rights.
- The Office of Leadership supports PD for leaders to implement the new strategic plan, coaching support for new principal leaders, Dare to be Real program at the middle and high school levels, and the bulk of their work includes the capacity for leadership development for the district to have the support to implement at the high level of the strategic plan. For a long time, it was work

supported by a grant, and the grant has no gone away, while we continue to want excellence that is expected of our leaders. We can build strength from within, and build a community here to provide professional learning. If we go out and seek this development elsewhere, it becomes fragmented and is not brought back to the group to address the local competencies. It is instructional leadership, and changing the ways we teach, as well as staying current in topics. It was a longstanding budget within the Office of Teaching and Learning, and we are utilizing the two resources differently.

- In PreK support administration, this budget was formed with opportunities received from voluntary PreK and PreK resources. The referendum will allow us to utilize the funds differently.
- The cost of the contract with Teachers on Call has not increased; it remained consistent. The utilization has increased for the number of substitute teachers on an average basis. We continue to believe it is still cost effective to outsource this pool of substitutes at this time.
- We monitor the Teachers on Call teachers daily for the first 2 years, and they have come in significantly above expectations. They have a guarantee of 95% daily fill rate, and if they fall below that, we can expect a reduction in billing. Their demand for services has increased significantly, and with the overall shortages in teacher populations, as the demand grows, the pool shrinks, and we are trying to increase that pool.
- Do we have statistics or data on absenteeism for teachers going back 5 or 10 years, particularly in younger teachers? Those are the folks who may wind up walking to their car in tears after a stressful day, and I'm wondering if that's part of the problem to substitutes. We wouldn't need substitutes if every teacher comes into work each day all year. Answer: Currently, that information is not tracked specifically. There are many factors to look at as a whole. It's important to look at the data and use that to better support our teachers. We talk about induction support for the first 3 years, and ways to provide the most support for them in years 1 and 2, and start to gather data to help the efforts to streamline who is in the greatest need and save teachers early on in their careers.
 - Director Foster echoed this concern in that we need ways to measure and understand to ensure SPPS is a great place to work, and what is keeping staff here, and looking at that data that drives our work to ensure we build systems in place. It can be included in the focus area of Positive District and School Culture.
- In regards to the SUTR program, we have exhausted all previous funds, and are now looking at other ways to support this program. There was an expectation of state funding that we didn't get, and we didn't receive notification until after the start of this new cohort, where people's lives have been changed who entered the program. It will be funded as it has been, but there may be cuts going forward, with resources and supports that may not be there. We will work through how we continue this program.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 7:48 p.m. The motion passed by acclaim.

IV. WORK SESSION

The Board then moved onto a work session to review the budget for the Board of Education for FY2018-2019.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk

Expanding Inclusivity:

Increasing Racial Equity in Advanced Classes

St. Paul Public Schools
Student Engagement and Advancement Board



Purpose

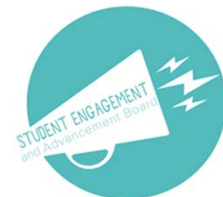
Share SEAB's collaboration with staff to identify and improve system issues impacting participation in advanced classes.

Share proposals for increasing access, enrollment, and success of students of color in advanced classes.



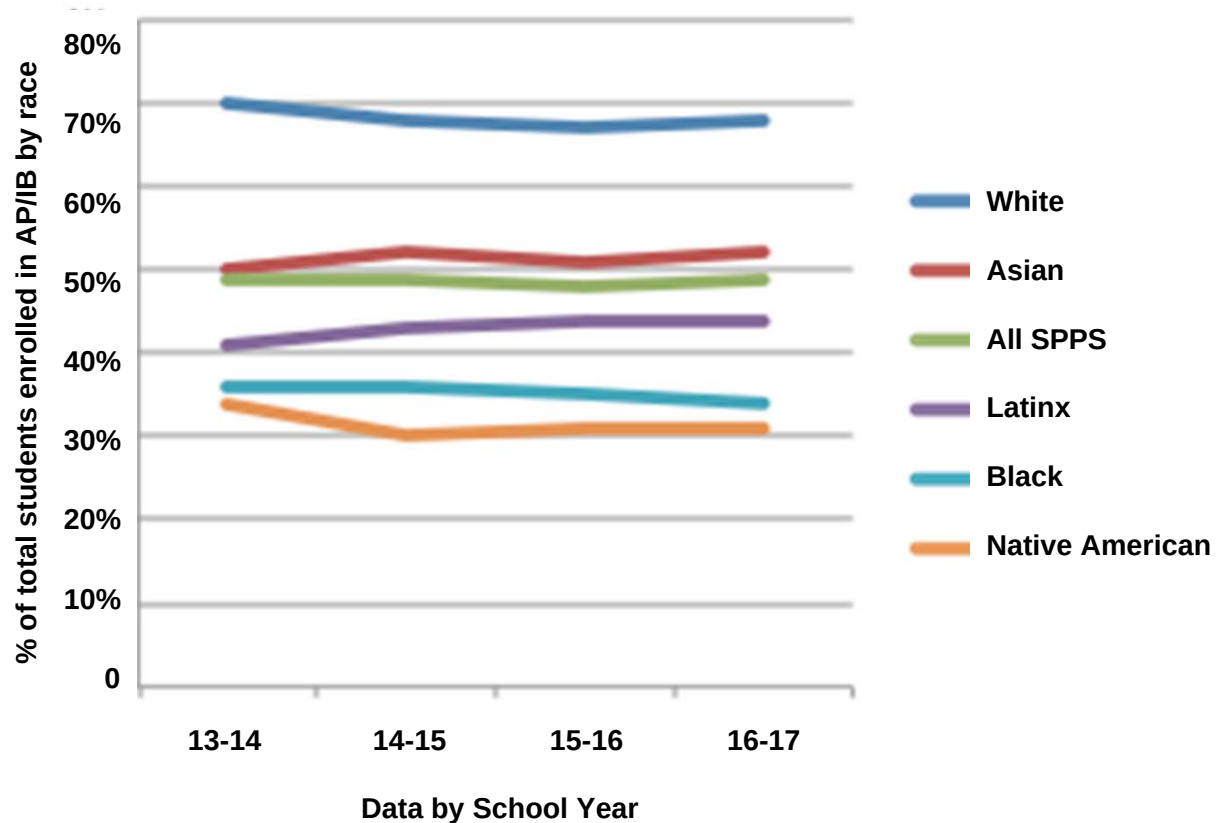
Project Origination

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



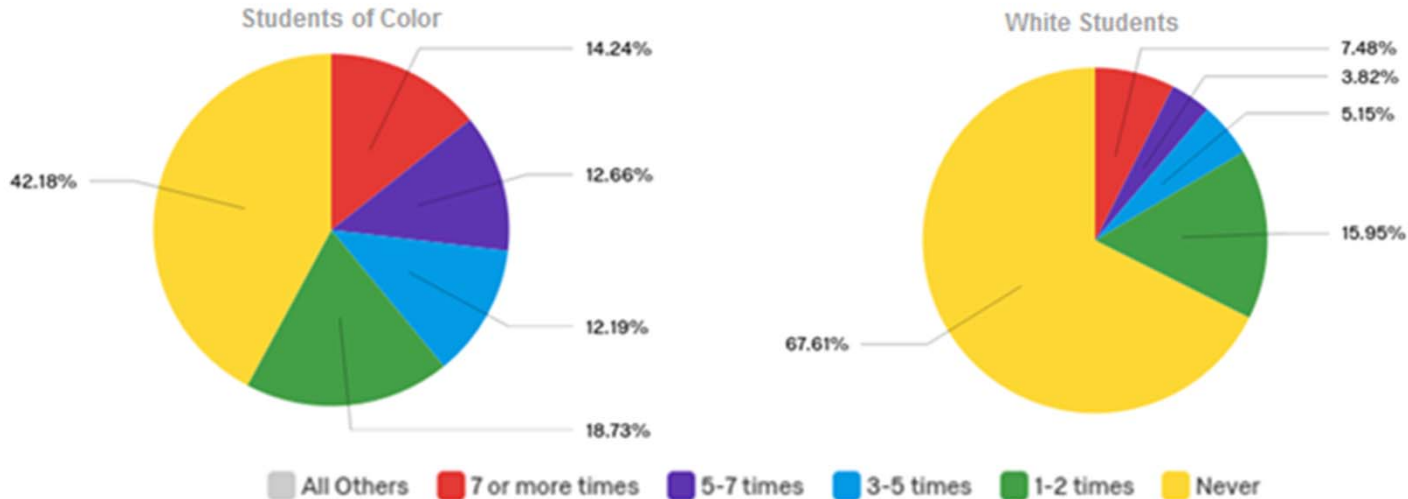
Framing the issue

- Students of color are disproportionately not enrolled in AP/IB
- Data has not significantly changed over time



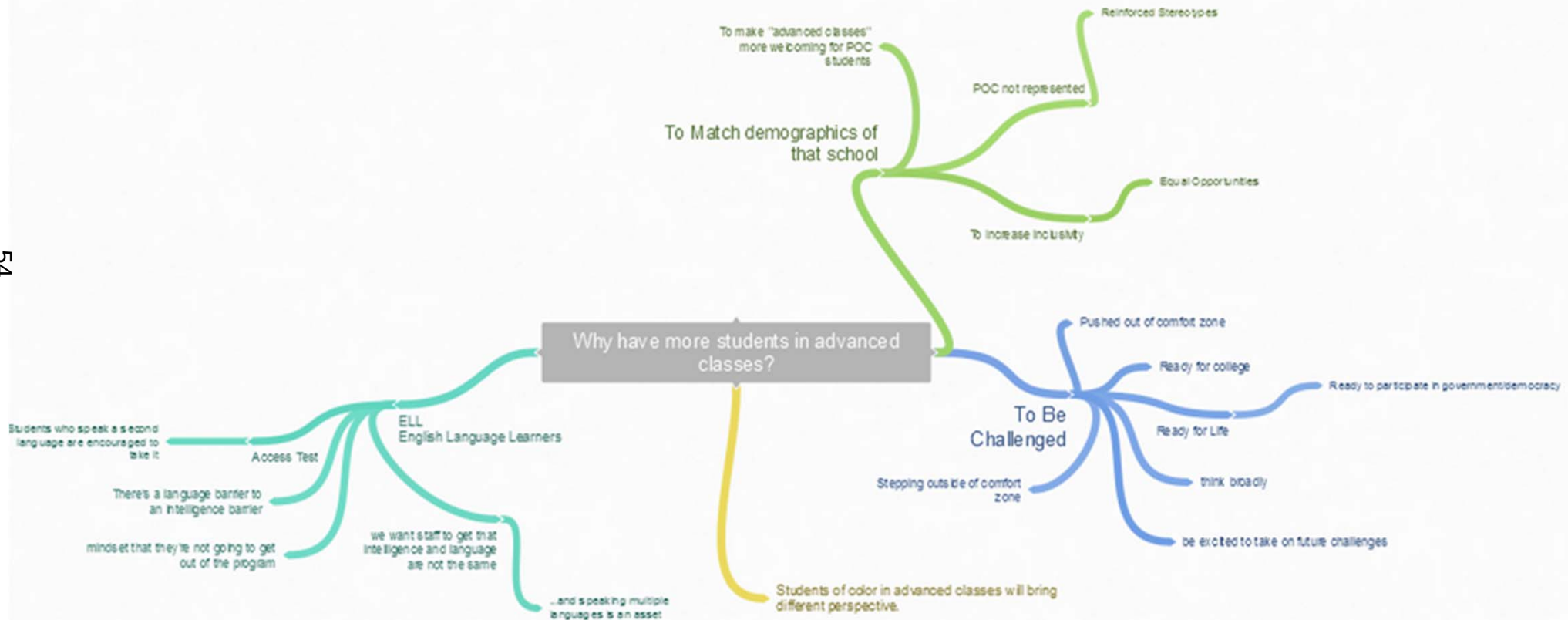
Framing the issue

In the 2016 SEAB student 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

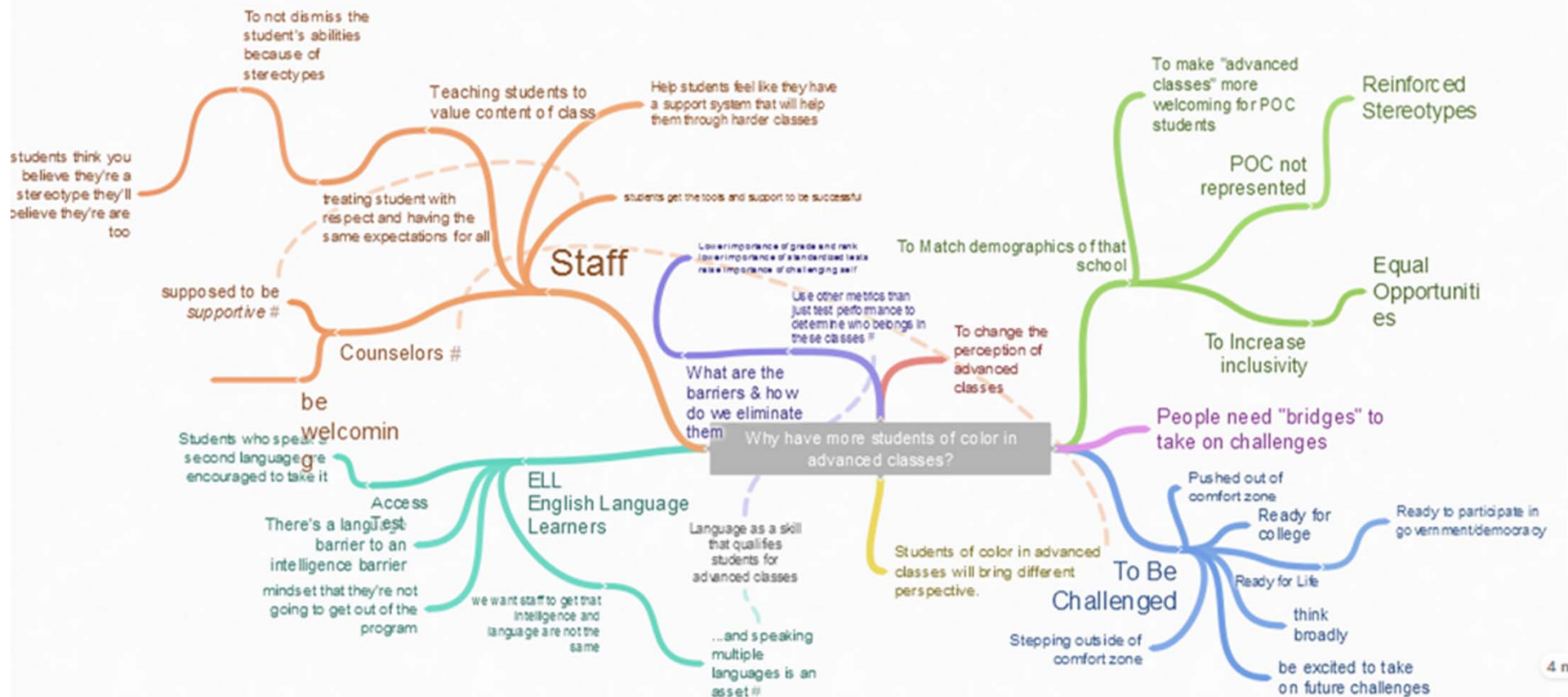


Mind Mapping for the “Real” Issue

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Mind Map after data reviews



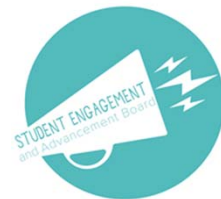
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Systemic challenges

Root of the problem is embedded throughout SPPS and bigger than SPPS. Institutional Racism leads to systems that continuously loop and re-support itself. Examples:

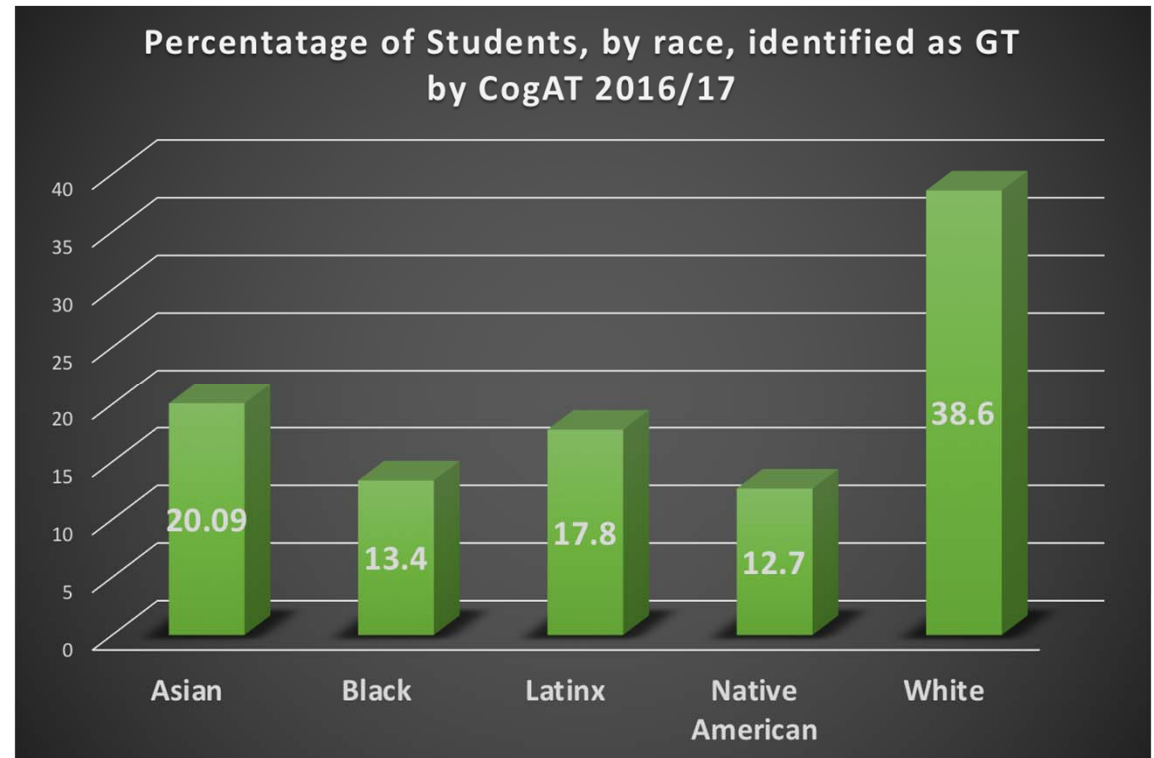
- What we test, when we test, how we use tests
- What we value and what we honor
- Confusing systems
- Belief and belonging



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



The Gap Starts Early

Testing for Gifted and Talented services creates a system that is built on a racially predictable test

We use the results of the CogAT to:

- Determine who gets GT services
- Determine school placement
- Communicate with all kindergarten families



The Gap Starts Early

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

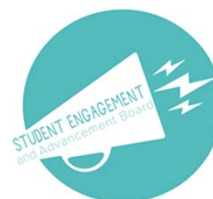


The Gap Starts Early

Recommendation 2:

Change the GT/CogAT test letter that is sent to families to be:

- Strengths based
- Plain language
- Less words



The Gap Starts Early

Recommendation 3: GT services for all students K-5

- Current GT services could benefit all students: increasing critical thinking skills, exposure to real world applications of knowledge
- All students benefit from GT-based enrichment opportunities



The Gap Starts Early

Alternative Recommendation 3:

Transition to testing only in 2nd grade and provide GT services to all K-2 students

- Students enter school with varied experiences
- Mediate tracking of students at an early age
- Lift 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
- Inter-departmental Collaboration



Cross Departmental Solutions

- 3 years of SEAB's observations of problems from students
- Worked with Counseling Leadership Team
- Collected data from counselors & teachers
 - How do students get into advanced classes?
 - Who controls the decisions?



Cross Departmental Solutions

- **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 credit earned
- So that students will not avoid advanced coursework to keep grades high

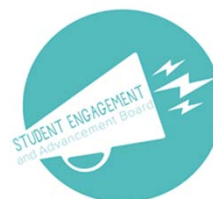


Cross Departmental Solutions

Recommendation 4:

Create a cross-departmental team to drive increased participation and success in advanced classes for students of color

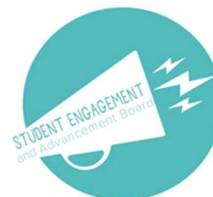
- Meet monthly, report to BOE and SEAB quarterly
- Student participation on team



Cross Departmental Solutions

Possible team members

- Equity
- Teaching and Learning
- Title I
- Specialized Services
- Multilingual Learning
- Early College
- School Counseling
- **Assistant Superintendent**
- American Indian Ed
- Project REACH
- Fostering Connections
- College Access Partners
- Middle School Rep
- Talent Development & Acceleration Services



Cross Department: 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 & 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 students options are



Need a Guide & To Be Invited

Recommendation 5:

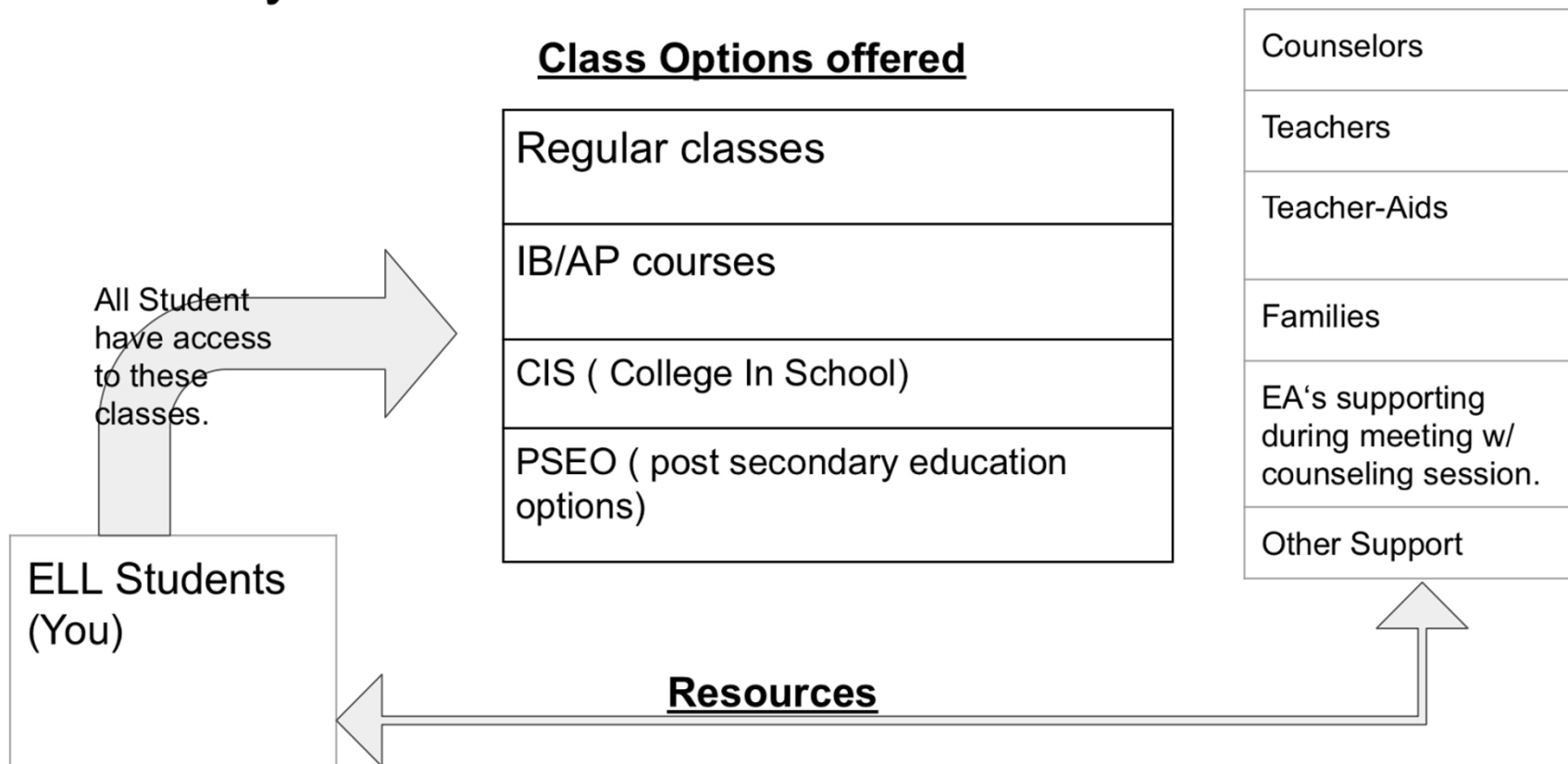
Develop a visual tool that clarifies options and resources beyond EL services

- Students need to know the ACCESS test is not a barrier
- Introduce planning tool to all ELL students at level 2



Need a Guide & To Be Invited

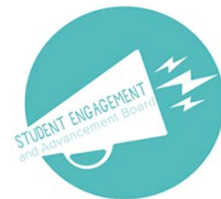
Pathways To Success



Need a Guide: MLL Next Steps

Continued development of the Pathways to Success guide

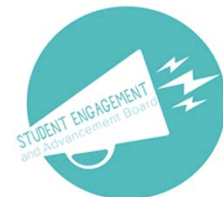
Commitment to sharing student experiences with MLL staff



Honoring Achievement

Recommendation 6:

Implement consistent recognition of academic achievement by updating policy 510.03



Honoring Achievement

510.03 CLASS RANKINGS

1. Class rankings and the honor-point averages for members of the senior class 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.
2. The top ten students ranked by grade-point average (GPA) of each high school's senior class (except in the case of ties) will be identified and recognized in alphabetical order.
3. In addition, each high school may, with the involvement of students, staff, and community, develop a plan to identify and recognize other student achievements.



Honoring Achievement

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 GPA's 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 of Proposed Policy

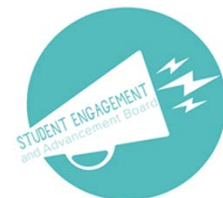
Draft Proposed Policy Change (510.03 Class Rankings)

1. **Students will be recognized for academic achievement based on the latin honor system.**
2. 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.
3. In addition, each high school may, with the involvement of students, staff, and community, develop a plan to identify and recognize other student achievements.

Honoring Achievement: 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





Website:
spps.org/seab

Email:
seab@spps.org

Facebook:
 Student Engagement and
 Advancement Board

Twitter & Instagram:
 SPPSSEAB





FY 2018-2019 Budget Update Board of Education

May 22, 2018

Marie Schrul, Chief Financial Officer

Purpose

- To provide an update on the FY 2018-19 budget to the Board of Education

Agenda

- FY 2018-19 Budget Update (all funds)
- School & Program budget update
- Budget Adoption calendar



FY 2018-19 General Fund Budget

Preliminary Big Picture

	FY18 Adopted (in \$M)	FY19 Preliminary (in \$M)	Difference (in \$M)
85 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)	

FY19 Proposed Revenue & Expenditures Summary (All Funds)

Fiscal Year 2018-19

	Estimated Beginning Fund Balance	Revenue	Expense	Revenue Transfer *LTFM	Expenditure Transfer *LTFM	Estimated Ending Fund Balance
General Fund	\$94,155,556	\$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

FY19 Proposed General Fund

Big Picture – Expenditures

Area	FY18 Adopted	FY19 Proposed	FY18 vs FY19 Difference	% Diff
Schools	\$247,365,968	\$248,454,701	\$1,088,733	0.4%
School Service Support	\$180,513,043	\$186,702,116	\$6,189,074	3.4%
District-wide Support*	\$90,033,697	\$95,948,310	\$5,914,613	6.6%
Administration	\$3,533,366	\$3,575,871	42,505	1.2%
Total	\$521,446,074	\$534,680,998		
* Increase in District-wide 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	

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FY 2018-19 Budget Timeline

Date	Description
April 9, 2018	Distribute school allocations
April 16, 2018	Distribute General Fund program allocations
April 9-20, 2018	Joint FY19 Budget, Staffing, Enrollment meetings (Principals, Asst Supts, Human Resources, Finance, Title I, Student Placement)
⌘ 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



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>)

06

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

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Questions?

HUMAN RESOURCE TRANSACTIONS
April 1, 2018 – April 30, 2018
May 22, 2018

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Burback, S. M.	Classroom Teacher	04/09/2018	\$49.80	Parkway Montessori
McCall, L. M.	Classroom Teacher	04/10/2018	\$28.85	Crossroads Montessori
Lothamer, G. M.	Classroom Teacher	04/09/2018	\$47.42	L'Etoile du Nord Upper
Smith, R. G.	School/Community Professional	03/26/2018	\$23.64	RiverEast Elem/Secondary
Loughrey, M. L.	Education Assistant	04/14/2018	\$16.12	Homecroft Early Learning Ctr
Dwyer, G. A.	Teaching Assistant	03/26/2018	\$12.83	Open World Learning
Johnson, K. J.	Teaching Assistant	04/09/2018	\$13.83	RiverEast Elem/Secondary
Marseglia, T. L.	Teaching Assistant	04/09/2018	\$15.76	Eastern Heights Elementary
Martinez, N.	Teaching Assistant	04/09/2018	\$12.21	Cherokee Heights Elem
Nickila, S. J.	Teaching Assistant	04/09/2018	\$14.76	Nokomis Montessori South
Baker, J. M.	Clerical	03/17/2018	\$22.01	Colborne Admin Offices
Johnson, E. D.	Clerical	04/30/2018	\$23.67	Colborne Admin Offices
Yang, G. S.	Clerical	04/09/2018	\$17.31	Farnsworth Aerospace Lwr
Latessa, S. A.	Custodian	04/14/2018	\$25.45	Como Service Center
Sohl, J. D.	Machinists	04/23/2018	\$29.52	Como Service Center
Applewhite, S. T.	Nutrition Services	05/03/2018	\$11.89	Washington Tech Sec
Colbert, C. L.	Nutrition Services	05/03/2018	\$11.89	L'Etoile du Nord Upper
Davis, C. K.	Nutrition Services	05/03/2018	\$11.89	Jackson Preparatory
Duperval, S.	Nutrition Services	05/03/2018	\$11.89	Highland Park Elementary
Green, D. J.	Nutrition Services	05/03/2018	\$11.89	Rondo Education Center
Luckett-Adeneke, J.	Nutrition Services	05/03/2018	\$11.89	Como Service Center
Pavlak, M.	Nutrition Services	05/03/2018	\$11.89	Humboldt Secondary
Peterson, M. G.	Nutrition Services	05/03/2018	\$11.89	Farnsworth Aerospace Up
Atkins, J. W.	Supervisory	04/02/2018	\$41.77	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
April 1, 2018 – April 30, 2018
May 22, 2018

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Iverson, J. I.	Central Administrator From: Teacher on Special Assignment	03/31/2018	\$51.44	Plato Admin Offices
Hite, J. B.	Teaching Assistant Career Progression	03/19/2018	\$14.76	Randolph Heights
Hyrkas, M. J.	Custodian Career Progression	04/27/2018	\$26.32	American Indian Magnet
Koran, D. S.	Custodian Career Progression	04/14/2018	\$27.83	Battle Creek Elementary
Miner, J. L.	Custodian Career Progression	03/31/2018	\$28.73	Washington Tech Sec
Oviedo Rodriguez, Y.	Custodian Career Progression	04/23/2018	\$26.99	American Indian Magnet
Szymanski, A. J.	Custodian Career Progression	04/23/2018	\$27.83	Central Senior High

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Wallner, J. F.	Classroom Teacher	03/19/2018	\$27.01	Gordon Parks High School

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Harrilal, S.	Classroom Teacher	04/28/2018	Farnsworth Aerospace Upr
Lee, K.	Classroom Teacher	04/12/2018	Phalen Lake Hmong Studies
Magnuson, R. M.	Classroom Teacher	04/27/2018	Bruce F Vento Elementary
Vang, M.	Classroom Teacher	04/12/2018	Farnsworth Aerospace Upr
Osman, L. F.	Education Assistant	03/24/2018	Highwood Hills Elementary
Truso, M. C.	Education Assistant	02/22/2018	1780 W 7th Street
Hitchens, K. M.	Teaching Assistant	03/20/2018	Crossroads Science
Wallace, M. A.	Machinists	04/06/2018	Como Service Center

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
W., T.	Classroom Teacher	05/10/2018
F., D. J.	Teaching Assistant	03/29/2018
M., B. D.	Teaching Assistant	04/09/2018

HUMAN RESOURCE TRANSACTIONS
April 1, 2018 – April 30, 2018
May 22, 2018

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Weaver, S. A.	Teacher on Special Assignment	04/23/2018	\$47.15	Como Park Elementary
Norton, K. K.	Education Assistant	04/09/2018	\$22.17	1780 W 7th Street
Ross, A. M.	Clerical	04/09/2018	\$19.43	Student Placement Center
Lee, N. K.	Nutrition Services	05/03/2018	\$11.89	Washington Tech Sec
Merritt, J. E.	Nutrition Services	05/03/2018	\$11.89	Highwood Hills Elementary
Orlawski, A. N.	Nutrition Services	05/03/2018	\$11.89	Johnson Senior High
Traxler, L.	Nutrition Services	05/03/2018	\$11.89	Creative Arts Secondary

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Archie, L. D.	Classroom Teacher	04/09/2018	Johnson Senior High
Lesser, G. M.	Classroom Teacher	04/09/2018	Washington Tech Sec
Meier, K. K.	Classroom Teacher	04/24/2018	Capitol Hill Magnet
Murphy, C. M.	Classroom Teacher	03/26/2018	Four Seasons A+
Nelson, N. J.	Classroom Teacher	04/09/2018	Highland Park Middle School
Ochiagha, S. E.	Classroom Teacher	04/19/2018	The Heights
Paatalo, J. E.	Classroom Teacher	03/26/2018	Harding Senior High
Schroeder, S. J.	Classroom Teacher	04/17/2018	Harding Senior High
Spanier, K. V.	Classroom Teacher	03/26/2018	Daytons Bluff Achievement
Steinman, S. A.	Classroom Teacher	03/26/2018	Wellstone Elementary
Xiong, S.	Classroom Teacher	04/09/2018	Jackson Preparatory
Morphew, N.	Classroom Teacher	04/26/2018	Battle Creek Middle School
Loftus, J. L.	Classroom Teacher	03/28/2018	Benjamin Mays/Museum
Owens, A. L.	Speech Pathologist	04/09/2018	Nokomis Montessori North
Truso, M. C.	Education Assistant	04/16/2018	1780 W 7th Street
Rincon, A. D.	Teaching Assistant	03/29/2018	Bridge View
Dimapelis, F. M.	Teaching Assistant	04/30/2018	Hamline Elementary
Kigin, J. A.	Teaching Assistant	04/30/2018	L'Etoile du Nord Lower

HUMAN RESOURCE TRANSACTIONS
April 1, 2018 – April 30, 2018
May 22, 2018

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Nu, N.	Teaching Assistant	04/09/2018	Jackson Preparatory
Uriostegui, S. M.	Teaching Assistant	04/09/2018	Humboldt Secondary
Watson, L. J.	Teaching Assistant	04/19/2018	Bridge View
Vang, A. L.	Clerical	04/02/2018	Washington Tech Sec
Bennett, L.	Custodian	04/23/2018	Hazel Park Preparatory
Frazier, C. A.	Custodian	04/02/2018	Rondo Education Center
Crew, T. M.	Nutrition Services	03/29/2018	Washington Tech Sec
Jones, J. R.	Professional Employee	03/26/2018	Como Service Center

RECISION OF RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Cutshall, P. R.	Classroom Teacher	06/12/2018	\$39.34	Agape High School

REHIRE AFTER TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Atmore, A. H.	Teaching Assistant	03/17/2018	\$14.07	Capitol Hill Magnet

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
McGaughey, P. M.	Clerical	04/09/2018	\$23.80	Johnson Senior High

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
D., A. L.	School/Community Professional	05/07/2018
D., A. L.	School/Community Professional	05/08/2018
D., A. L.	School/Community Professional	05/09/2018
D., A. L.	School/Community Professional	05/10/2018
D., A. L.	School/Community Professional	05/11/2018
Z., A. L.	Electrician	04/10/2018
S., I. M.	Nutrition Services	04/11/2018

HUMAN RESOURCE TRANSACTIONS
April 1, 2018 – April 30, 2018
May 22, 2018

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Malikin, Y.	Classroom Teacher	07/17/2018	Harding Senior High
Cameron, N. L.	Superintendency	10/20/2018	Colborne Admin Offices
Scherbel, T. A.	Teaching Assistant	06/01/2018	Bridge View
Suchy, W. S.	Clerical	06/14/2018	Como Park Elementary
Bzdok, M. D.	Nutrition Services	08/01/2018	Farnsworth Aerospace Lwr
Lennartson, K. J.	Professional Employee	07/01/2018	Colborne Admin Offices
Moody, M. P.	Professional Employee	08/01/2018	Como Service Center

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Munnich, J.	Central Administrator	04/12/2018	Colborne Admin Offices
Cacich, A. J.	Classroom Teacher	04/14/2018	271 Belvidere Bldg
Inners, R. B.	Classroom Teacher	06/12/2018	Obama Service Learning
Johnson, J. D.	Classroom Teacher	08/01/2018	Johnson Senior High
Kunkel, J.	Classroom Teacher	04/21/2018	Ramsey Middle School
Mays, A. A.	Classroom Teacher	06/12/2018	Rondo Education Center
Muller, R.	Classroom Teacher	03/31/2018	Highland Park Middle School
Nelson, P. L.	Classroom Teacher	08/16/2018	Jie Ming Mandarin Immr
Potts, E. B.	Classroom Teacher	06/12/2018	Murray Middle School
Radtke, W. F.	Classroom Teacher	06/13/2018	Focus Beyond
Ricard, J. P.	Classroom Teacher	03/20/2018	Benjamin Mays/Museum
Seeger, J. M.	Classroom Teacher	08/03/2018	Boys Totem Town
Swanson, L. C.	Classroom Teacher	06/12/2018	Cherokee Heights Elem
Yang, Y. M.	Classroom Teacher	06/12/2018	Phalen Lake Hmong Studies
Moua, S. F.	Principal	03/20/2018	Bruce F Vento Elementary
Pendelton, A.	Principal	07/01/2018	Obama Service Learning
Smith, R. G.	School/Community Professional	03/31/2018	RiverEast Elem/Secondary
Anderson, B. B.	Teaching Assistant	06/09/2018	St. Paul Music Academy

HUMAN RESOURCE TRANSACTIONS
April 1, 2018 – April 30, 2018
May 22, 2018

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Antrop-Colon, G. F.	Teaching Assistant	04/20/2018	Daytons Bluff Achievement
Buatala, C. P.	Teaching Assistant	03/10/2018	Como Park Elementary
Egge, D. M.	Teaching Assistant	03/23/2018	1780 W 7th Street
Fedorowicz, J.	Teaching Assistant	06/09/2018	Harding Senior High
Hanrehan, J.	Teaching Assistant	06/09/2018	Humboldt Secondary
Holmes, L. C.	Teaching Assistant	04/20/2018	Jackson Preparatory
McGaughey, A. M.	Teaching Assistant	04/07/2018	Highwood Hills Elementary
Nohl, V. L.	Teaching Assistant	04/13/2018	Galtier Elementary
Williams, R. R.	Teaching Assistant	03/30/2018	Como Park Senior High
Win, L. K.	Teaching Assistant	05/23/2018	Phalen Lake Hmong Studies
Wipf, C. E.	Teaching Assistant	06/09/2018	Obama Service Learning
Footh, N. D.	Clerical	04/14/2018	Colborne Admin Offices
Crew, T. M.	Nutrition Services	04/25/2018	Washington Tech Sec
Nelson-Thiele, M.	Nutrition Services	01/01/2019	Farnsworth Aerospace Lwr
Samatar, A. M.	Nutrition Services	04/21/2018	Farnsworth Aerospace Up
Sattler, S. J.	Nutrition Services	04/24/2018	Como Service Center
Takgbajouah, F. L.	Nutrition Services	03/03/2018	Rondo Education Center
Vang, Y. C.	Nutrition Services	04/21/2018	Phalen Lake Hmong Studies
Ansorge, J. A.	Supervisory	06/16/2018	Como Service Center
Gunlock, S. M.	Technical	04/10/2018	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., A. M.	Professional Employee	04/18/2018
G., J. M.	Teaching Assistant	03/31/2018
M., W. J.	Teaching Assistant	03/17/2018
A., M. Q.	Nutrition Services	04/14/2018
J., A. L.	Nutrition Services	04/27/2018
M., R. L.	Nutrition Services	04/13/2018

HUMAN RESOURCE TRANSACTIONS
April 1, 2018 – April 30, 2018
May 22, 2018

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
M., B. D.	Teaching Assistant	04/11/2018

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Quist, D. J.	Classroom Teacher	04/13/2018	Capitol Hill Magnet
Roberts, A. T.	Classroom Teacher	03/30/2018	Maxfield Elementary

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

DATE: May 22, 2018

TOPIC: Gift Acceptance from the Olga B. Hart Education Foundation

A. PERTINENT FACTS

1. Office of College and Career Readiness, Department of Graduation Progress and Acceleration would like to accept a monetary gift of \$11,000 from the Olga B. Hart Education Foundation.
2. This gift is to be used for the Olga B. Hart Education Foundation scholarships.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted by Darren Ginther, Assistant Director, Office of College and Career Readiness and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: May 22, 2018

TOPIC: Gift from Timothy & Lakmini Kidder to Jie Ming Mandarin Immersion Academy

A. PERTINENT FACTS:

1. Lakmini & Timothy Kidder presented a check in the amount of \$5000.00 made payable to Jie Ming Mandarin Immersion Academy to Bobbie Johnson, Principal. Lakmini & Timothy Kidder are parents to three Jie Ming students.
2. The Kidders have designated that the monies are to be spent on books to create libraries in their children's classrooms.
3. This project will meet the District strategic plan goal/goals of achievement.
4. This item is submitted by Bobbie Johnson, Principal, Jie Ming Mandarin Immersion Academy and Dr. Efe Agbamu, Assistant Superintendent grades PreK – 5.

B. RECOMMENDATION:

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

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

DATE: May 22, 2018

TOPIC: Request for Permission to Accept Three Grants from the CenturyLink Clarke M. Williams Foundation

A. PERTINENT FACTS:

1. The CenturyLink Clarke M. Williams Foundation Teachers and Technology Grant Program provides funds for projects that advance student success through the innovative use of technology.
2. Three Saint Paul Public Schools were awarded grants:
 - Washington Technology Magnet School prepared an application and received a grant for approximately \$4,991 support the Engeneering with Robotics Project.
 - Chelsea Heights Elementary School prepared an application and received a grant for approximately \$4,335 to purchase a BrightLink Projector.
 - Frost Lake Elementary School prepared an application and received a grant for approximately \$3,500 to purchase a school site license for Nearpod. Nearpod is a teacher-based platform used to develop lessons, test student knowledge, and provide rich and attractive multimedia to engage students.

Saint Paul Public Schools will serve as fiscal agent for these projects.

3. These 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; Jill Gebeke, Principal, Chelsea Heights; Stacey Kadrmas, Principal, Frost Lake; Theresa Battle, Assistant Superintendent; Andrew Collins, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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.

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

DATE: May 22, 2018

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

A. PERTINENT FACTS:

1. The Ecolab Foundation is a long-time supporter of Humboldt High School, and of programs that serve Humboldt.
2. Humboldt High School prepared an application and received a grant for approximately \$40,000 to support its AVID college readiness program. 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; Mike Sodomka, Principal, Humboldt High School; 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 Ecolab Foundation to support AVID at Humboldt High School in SPPS; and to implement the project as specified in the award documents.

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

DATE: May 22, 2018

TOPIC: Request for Permission to Accept Three Grants from Gen YOUTH Foundation

A. PERTINENT FACTS:

1. Students from Highland Park Senior High School participated in The Fuel Up! Innovation Challenge event, sponsored by GENYOUth's AdVenture Capital. This social entrepreneurship program for students age 13-17 inspires, empowers and funds youth-led initiatives to drive new and innovative ways for improving nutrition and physical activity in schools nationwide.
 - Team 1: Si Gross, Ben Earl-Mosely
 - Team 2: Seth Zeitchick, Ashlin Perry Schultz, Treveon Walker
 - Team 3: Joe Mather, Yeab Favela
2. Saint Paul Public Schools Highland Park Senior High School was awarded three grants totaling approximately \$2,500 to support healthy lifestyle initiatives at the school. Saint Paul Public Schools will serve as fiscal agent for these projects.
3. These projects will meet the District strategic plan goal of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Winston Tucker, Principal, Highland Park Senior High School; 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 Gen YOUTH Foundation to implement healthy lifestyle initiatives at Highland Park Senior High School in SPSS; and to implement the projects as specified in the award documents.

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

DATE: May 22, 2018

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

A. PERTINENT FACTS:

1. During the 2017 Minnesota legislative session, an appropriation of \$1 million was made to establish a pilot project to provide incentives for school districts and county/tribal child welfare agencies to develop and implement transportation agreement plans. This program is administered by the Department of Education.
2. Saint Paul Public Schools Project Reach prepared an application and received a grant for the reimbursement of costs for the transportation of students in foster care to their school of origin when the student is placed in out-of-home placement outside of the boundaries of their school district of origin. The reimbursement amount provided by the pilot project will be dispersed to the school district or child welfare agency that incurred the expense. 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; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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

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

DATE: May 22, 2018

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

A. PERTINENT FACTS:

1. The Minnesota Office of Higher Education's Get Ready/GEAR UP Program utilizes a systems-level approach that helps it deliver a high-impact college and career readiness program.
2. SPPS Office of College and Career Readiness applied to be a Get Ready/GEAR UP Program partner, and received a grant for approximately \$266,210 to provide Battle Creek Middle School, Murray Middle School and Humboldt High School with services to support full program implementation during the 2018-2019 school year. This includes covering 100% of the salary and fringe benefit costs for two Get Ready Postsecondary Pathways Coordinators to be placed at Battle Creek and Murray. Get Ready will also cover 50% of the salary and fringe benefit costs for one Get Ready Postsecondary Pathways Coordinator to be placed at Humboldt High School. 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, Darren Ginther, Assistant Director, Office of College and Career Readiness; Kate Wilcox-Harris, Chief Academic Officer; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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

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

DATE: May 22, 2018

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

A. PERTINENT FACTS:

1. The Super Bowl Legacy Fund awards grants for projects that improve access to and consumption of reimbursable school meals.
2. Saint Paul Public Schools Nutrition Services prepared an application and received a grant for approximately \$108,044 to purchase equipment that will improve the access to and consumption of healthy meals. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goals of achievement and sustainability.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Stacy Koppen, Director, Nutrition Services; Jackie Turner, Chief Operations Officer; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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

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

DATE: May 22, 2018

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

A. PERTINENT FACTS:

1. The 3M Gives is currently accepting grant applications for projects that build interest and achievement in STEM among underrepresented populations.
2. Saint Paul Public Schools Office of Planning, Policy and Funding Partnerships has prepared an application for funds to support 2018-19 school year programs funded by 3M Gives. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$750,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted by Megan Garrido, Fund Development Coordinator; Jackie Statum Allen, Assistant Director, Planning, Policy & Funding Partnerships; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: May 22, 2018

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Agricultural Education Leadership Council

A. PERTINENT FACTS:

1. The Minnesota Agricultural Education Leadership Council's Strategic Initiatives Grants program is currently accepting grant applications for projects that promote agricultural, food, and natural resource literacy initiatives across Minnesota in both formal and non-formal educational settings.
2. Saint Paul Public Schools Como Park Senior High School has prepared an application for funds to expand the school's animal pathway program. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$6,600. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Theresa Neal, Principal, Como Park Senior High School; Dr. Theresa Battle, Assistant Superintendent; Jackie Statum Allen; Asst. Director, Strategic Planning, Policy and Development; Jackie Turner, Chief Operations Officer; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: May 22, 2018

TOPIC: 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)

A. PERTINENT FACTS:

1. A reauthorization of Saint Paul Public School Adult Basic Education to work in conjunction with and to act as fiscal agent for Saint Paul Community Literacy Consortium (SPCLC) in providing Basic Skills, English literacy training and occupational training classes through the Saint Paul Public Schools Adult Basic Education program and nine consortium members.
2. The Minnesota Department of Education is currently accepting applications from adult basic education consortia, which may include nonprofit organizations, public school districts, community-based organization, faith based organizations, public post-secondary institutions, Minnesota Depart of Corrections or tribal authorities.
3. SPPS along with SPCLC is asking for approximately \$9,016,000 from State and Federal funds. The exact amount will be based upon the final count of learner hours during the 2017-18 school year.
4. This grant will help empower adult students throughout Saint Paul to receive basic skills education, English literacy training, occupational classes and wrap around services to help them transition to higher education or the workforce. This item supports the district wide goal of achievement.
5. 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 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.

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

DATE: May 22, 2018

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

A. PERTINENT FACTS:

1. Minnesota State Colleges and Universities in partnership with Minnesota Department of Education is currently accepting application for allocations through the Carl D. Perkins Vocational and Applied Technology Education Act.
2. Saint Paul Public Schools Career and Technical Education (CTE) has prepared an application for funds to expand CTE programs and career pathways in the coming school year. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$637,669. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Kathy Kittel, Supervisor, Department of Post Secondary Partnerships; Dan Mesick, POSA, Department of Post Secondary Partnerships; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: May 22, 2018

TOPIC: Request for Permission to Submit a Grant to NoVo Foundation and Education First

A. PERTINENT FACTS:

1. NoVo Foundation and Education First are currently accepting grant applications for teacher-led projects that foster social emotional skills in students in grades prekindergarten to 12.
2. Saint Paul Public Schools Como Park Elementary staff have prepared an application for funds to purchase student and teacher materials to support the *7 Strengths Social Emotional Learning (SEL) Project*. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$5,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Christine Vang, Principal, Como Park Elementary School; Andrew Collins, Assistant Superintendent; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: May 22, 2018

TOPIC: Request for Permission to Submit a Grant to NoVo Foundation and Education First

A. PERTINENT FACTS:

1. NoVo Foundation and Education First are currently accepting grant applications for teacher-led projects that foster social emotional skills in students in grades prekindergarten to 12.
2. Saint Paul Public Schools Harding High School staff have prepared an application for funds to offer Crossfit as a vehicle to develop grit and growth mindset among Harding special education students. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$5,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Doug Revsbeck, Principal, Harding High School; Dr. Theresa Battle, Assistant Superintendent; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: May 22, 2018

TOPIC: Request for Permission to Submit a Grant to NoVo Foundation and Education First – Restorative Practices

A. PERTINENT FACTS:

1. NoVo Foundation and Education First are currently accepting grant applications for projects that foster social and emotional skills in students in grades PK-12.
2. Saint Paul Public Schools Department of School Climate and Support has prepared an application for funds to support restorative practices at Ramsey Middle School and Central High School. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$25,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted by Jackie Statum Allen, Assistant Director, Strategic Planning, Policy and Development; Kathy Lombardi Kimani, Assistant Director, School Climate and Support, OCCR; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: May 22, 2018

TOPIC: Request for Permission to Submit a Grant to the Pohlad Family Foundation

A. PERTINENT FACTS:

1. The Pohlad Family Foundation is currently accepting grant applications for projects that positively impact graduation rates of low-income high school students in the Twin Cities metropolitan region.
2. Saint Paul Public Schools Office of College and Career Readiness has prepared an application for funds to support the Gateway to College ALC program. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$177,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted by Adam Kunz, Program Manager, Gateway to College; Jackie Statum Allen, Assistant Director, Strategic Planning, Policy and Development; Darren Ginther, Assistant Director, OCCR; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: May 22, 2018

TOPIC: Request for Permission to Submit a Grant to the US Department of Education –
Literacy Skills

A. PERTINENT FACTS:

1. The US Department of Education, Office of Elementary and Secondary Education is currently accepting grant applications for projects that develop and improve literacy skills for children and students from birth through 12th grade in low-income communities.
2. Saint Paul Public Schools Office of Teaching and Learning has prepared an application 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. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1.5 million. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted by Megan Garrido, Fund Development Coordinator; Jacqueline Statum Allen, Assistant Director, Planning, Policy & Funding Partnerships; Hans Ott, Assistant Superintendent, Teaching and Learning; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: May 22, 2018

TOPIC: Request for Permission to Submit a Grant to the US Department of Education - Restorative Practices

A. PERTINENT FACTS:

1. The US Department of Education is currently accepting grant applications for projects to create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students; and rigorously evaluate such innovations.
2. Saint Paul Public Schools Department of School Climate and Support has prepared an application for funds to evaluate current Restorative Practices pilot sites, develop standardized training and readiness tools, and expand practice to additional schools. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$4 million. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted by Megan Garrido, Fund Development Coordinator; Jackie Statum Allen, Planning, Policy & Funding Partnerships; Kathy Lombardi Kimani, School Climate and Support; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: May 22, 2018

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

A. PERTINENT FACTS:

1. A reauthorization of Saint Paul Public School Adult Basic Education to work in conjunction with and to act as fiscal agent for Minnesota Literacy Council(MLC) and Saint Paul Community Literacy Consortium (SPCLC) and related Management Contract for the consortium for the 2018-19 School Year.
2. The cost of the management contract is approximately \$199,000.
3. The following services will be provided by MLC on a contractual basis with SPPS (fiscal agent for SPCLC):
 - a. Coordination and facilitation of SPCLC Activities;
 - b. SID Data Base Support
 - c. Professional teacher mentoring and support;
 - d. Professional development support;
 - e. Assistance with development and implementation of Learner Web and other Distance learning programming.
4. This partnership meets the SPPS goals of achievement.
5. 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) approve the Agreement between Saint Paul Public Schools and the Minnesota Literacy Council for the Management Contract of the Saint Paul Community Literacy Consortium.

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

DATE: May 22, 2018

TOPIC: Contract Extension No. #A-209215-A Student Transportation for 2018-2020
School Years

A. PERTINENT FACTS:

1. This contract extension establishes the rates for school bus routes, field and athletic trips, summer and other transportation services for 2018-2019. 2019-2020 will be negotiated spring of 2019. The period of the contract extension is from July 2018 to June 2020. The contract originated in August 2016.
2. Over a two year period, estimated increases are noted below:
 - School year 2018-2019 increases 5.5% over 2017-2018
 - School year 2019-2020 increases to be negotiated
3. The following factors contributed to the cost increases: labor and equipment.
4. This supports the District Strategic Goal of aligning resources to district priorities through a safe and efficient student transportation system.
5. Submitted by Tom Burr, Director, Transportation; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: May 22, 2018

TOPIC: Food Service Agreements with Various Schools and Programs

A. PERTINENT FACTS:

1. Various non-Saint Paul Public Schools (SPPS) schools and programs request food service from the Saint Paul Public Schools' Nutrition Services Department.
2. Service level is dependent on the program or school's kitchen capacity and student enrollment.
3. All services requested are coordinated through the Saint Paul Public Schools' Nutrition Services Department.
4. These agreements help the district meet its goal of ensuring high academic achievement for all students and help keep the nutrition center costs low through volume efficiencies.
5. Food Service agreements with non-SPPS schools and program are reviewed each year.
6. 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 enter into agreements to provide food service for non-SPPS schools and programs.

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

DATE: May 22, 2018

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

A. PERTINENT FACTS:

1. The Office of the Superintendent requests permission to enter into a memorandum of understanding with the YMCA of the Greater Twin Cities to provide educational services for 120 youth at Maxfield Elementary to combat summer learning loss and improve the academic success of children through the Bell Power Scholars Academy program.
2. The Bell Power Scholars Academy is a summer learning program, operated as a collaborative Scholars Academy, and is designed to deliver the BELL-model summer learning approach through the YMCA network.
3. Current students will be recommended by the principal/teacher, based on YMCA and ALC criteria.
4. The program is a six week, five day per week program focused on providing math, literacy, and STEM for youth entering 1st-5th grades. The program will also provide enrichment opportunities such as physical movement, arts, music, nutrition, leadership, service projects, careers, and field trips.
5. This project will meet the District strategic plan goal/goals of achievement by helping to improve the academic readiness and success of children in low-income environments and help to prohibit summer learning loss.
6. This item is submitted by – Elizabeth Putnam, Assistant Director, Dept. of Alternative Education

B. RECOMMENDATION:

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.

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

DATE: May 22, 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 March 1, 2018 – March 31, 2018.

(a) General Account	#690749-692601	\$74,559,111.98
	#0002881-0002932	
	#7002719-7002766	
	#0002244-0002339	
(b) Debt Service	-0-	\$8,450.00
(c) Construction	-0-	<u>\$7,775,127.65</u>
		<u>\$82,342,689.63</u>

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

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 August 31, 2018.

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

DATE: May 22, 2018

TOPIC: Approval of 2018-19 Sabbatical Leave Application

A. PERTINENT FACTS:

1. Sabbatical Leave is a leave of absence for travel or study for those employees covered under the Teacher's contract, for the purpose of professional enrichment, which shall result in benefit to the Saint Paul Public Schools.
2. For the 2018-19 school year, the Human Resources Department received three (3) applications for Sabbatical Leave.
3. On April 25, 2018, a committee of four (4) teachers and (3) principals reviewed the applications received, and determined that one (1) candidate was deserving of the proposed Sabbatical Leave.
4. Mr. Ryan Donnelly, counselor at Highland Park Elementary School, was deserving of the proposed Sabbatical Leave for his plan to study Spanish language and research mental health skills in the La Paz Community School in Costa Rica from September 2018 – July 2019.
5. The projected cost for this Sabbatical will be: \$30,200.84
6. This item will meet the District target area goals of accelerating the path to excellence.
7. This item is submitted by Laurin J. Cathey, Executive Director, Human Resources; Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: May 22, 2018

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

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from January 1, 2018, through December 31, 2019.

2. Contract changes are as follows:

Wages: Effective July 1, 2018, the salary schedule is increased 2.0%. Effective July 1, 2019, the salary schedule is increased 2.0%. Maintain step increases both years.

Benefits: Effective January 1, 2018, the District monthly contribution for family/single+1 coverage is \$1,285 and will be increased to \$1,330 per month. Effective January 1, 2019, family/single+1 coverage is \$1,330 and will be increased to \$1,375 per month.

3. The District has 98.45 FTEs in this bargaining unit.

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

- in the 2017-18 budget year: \$ 8,954,309
- in the 2018-19 budget year: \$ 9,224,564

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

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

B. RECOMMENDATION:

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

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

DATE: May 22, 2018

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

A. PERTINENT FACTS:

1. The Metropolitan Council (MetCouncil) is constructing a multi-phase rehabilitation program for the sewer system in the St. Paul area requiring a temporary construction easement at Penny Park, located to the southeast of Parkway Montessori and Community School.
2. The temporary construction easement dates are June 1, 2019 through June 30, 2021. The six-month temporary easement extension dates are July 1, 2021 through December 31, 2021.
3. The appraised value to be compensated to ISD 625 for the temporary construction easement is \$29,500. ISD 625 will be compensated up to an additional \$7,550 should MetCouncil require use of the temporary construction easement extension.
4. As part of the project, MetCouncil will be rehabilitating the site following construction, which will include the construction of a flexible use softball and baseball field in the southwest corner of the park. The playground currently in that area of the park will be removed by ISD 625 as part of this work due to deteriorated playground equipment and surfacing and to align the use to middle school programming needs.
5. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the 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.

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

DATE: May 22, 2018

TOPIC: Increase Paid Lunch Prices

A. PERTINENT FACTS:

1. Sec. 205 of the Healthy Hunger-Free Kids Act of 2010 requires schools to charge students for paid meals at a price that is, on average, equal to the difference between the federal free meal reimbursement and paid meal reimbursement. Schools that currently charge less are required to gradually increase their prices over time until they meet the requirement; schools may choose to cover the difference in revenue with non-federal funds instead of raising paid meal prices.
2. SPPS raised paid lunch prices in 2017-18 as follows:
 - a. Grades PreK-5 from \$2.25 to \$2.30, a \$0.05 increase
 - b. Grades 6-8 from \$2.40 to \$2.50, a \$0.10 increase
 - c. Grades 9-12 from \$2.60 to \$2.70, a \$0.10 increase
3. We are required to raise paid lunch prices for the 2018-2019 school year as follows:
 - a. Grades PreK-5 from \$2.30 to \$2.40, a \$0.10 increase.
 - b. Grades 6-8 from \$2.50 to \$2.60, a \$0.10 increase.
 - c. Grades 9-12 from \$2.70 to \$2.80, a \$0.10 increase.
4. Adult meal prices for breakfast and lunch were raised \$0.10 for the 2017-18 school year to \$2.35 and \$4.00 respectfully. We propose the following increases in adult meals for the 2018-19 school year:
 - a. Adult breakfast price from \$2.35 to \$2.45, a \$0.10 increase.
 - b. Adult lunch price from \$4.00 to \$4.10, a \$0.10 increase.
5. This plan will meet the District target area goal of aligning resource allocations to District priorities.
6. 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 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

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

DATE: May 22, 2018

TOPIC: Request for 21st Century Community Learning Center Grant Joint Partners to Travel for Grant Meeting

A. PERTINENT FACTS:

1. 21st Century Community Learning Centers (21CCLC) grant requires joint community partners to attend two Minnesota Department of Education grant meetings per year.
2. The upcoming spring 21CCLC grant meeting has been scheduled for May 21, 2018 and May 22, 2018 in Duluth, Minnesota.
3. SPPS 21CLC grant has two joint partners: Marika Staloch, Youth Services Manager will attend representing Saint Paul Public Library and Laura Winge, Community Recreation Coordinator will attend representing Saint Paul Parks and Recreation.
Cost for each joint partner to attend is \$400 each including transportation, one night lodging and meals for a total cost of \$800 for both partners to attend.
Budget code for 21CCLC Cohort 6 is 30-005-505-499-6366-5932
Budget code for 21CCLC Cohort 7 is 30-005-505-499-6366-5933
4. This project meets criteria under each aspect of the Strategic Plan and most closely aligns with Goal 2: Alignment "Coordinate school programs and supports to reinforce student learning".
5. This item is submitted by Deb Campobasso, Community Education Program Manager 2, 21st Century Community Learning Centers grant manager; Kristin Keller, Community Education Program Supervisor; Lynn Gallandat, Community Education Director; Rebekah Doyle, Grants Management Coordinator.

B. RECOMMENDATION:

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.

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

DATE: May 22, 2018

TOPIC: Bid No. A214237, Sale of MacBooks

A. PERTINENT FACTS:

1. The School Board approved the sale of MacBooks at the February 20, 2018 Board of Education meeting.
2. The following bids were received for purchasing of MacBooks:

	<u>Lump Sum Base Bid</u>
Cal State Electronics Inc.	\$1,456,854.00
Asset Refresh	\$1,308,942.89
Oscar Winski Company	\$1,139,121.00
Diamond Assets	\$927,883.00
Dynamic Recycling Incorporated	\$802,736.75
Zuriva, LLC	\$557,444.40

Pricing above is based on 3,494 units; final price will be adjusted depending on actual units available at per unit price range of \$105 to \$457, which encompasses nine different MacBook models.

3. Bids have been reviewed by Jamie Atkins, Purchasing Manager.
4. Funds will be allocated to the General Fund.
5. This project will meet the District target area goals by ensuring high academic achievement for all students, aligning resource allocation to District priorities and strengthen relationships with families. The new MacBooks will support:
 - a. Enhancing student engagement and access to resources that reflect student cultural and racial identities.
 - b. Provides multiple ways of learning.
 - c. Allows for learning to extend beyond the classroom.
 - d. Provides a platform for increased communication with families.
6. This item is submitted by Hans Ott, Assistant Superintendent, Office of Teaching and Learning; Idrissa Davis, Deputy Chief of Technology Services.

B. RECOMMENDATION:

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.

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

DATE: May 22, 2018

TOPIC: Bid No. A214288-A Highland Senior High School Auditorium Boiler Replacement

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for the Auditorium Boiler Replacement at Highland Park Senior High School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Nasseff Mechanical	\$189,490.00
Boiler Services	\$216,500.00
Pioneer Power	\$218,889.00
Cool Air Mechanical	\$237,000.00
Area Mechanical.....	\$248,000.00
NAC	\$250,000.00
Northland Mechanical.....	\$270,600.00
Corval Mechanical	\$276,200.00

3. This is an advertised bid and accordingly, contract documents for this project were made available for examination at the Architect's office, on the District's online platform and at the following:

Builders Exchange of St. Paul
MEDA Construction Connection
Minneapolis Builders Exchange
Dodge McGraw Hill Construction Plan Room
Reed Construction Data Plan Room
iSqFt/AGC of MN Plan Room
4. Bids will be reviewed by Jamie Atkins, Purchasing Manager.
5. Funding will be provided from Long-Term Facilities Maintenance.
6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education 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.

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

DATE: May 22, 2018

TOPIC: Bid No. A214304-A Battle Creek Elementary School Boiler #1 Replacement

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Boiler #1 replacement at Battle Creek Elementary.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Pioneer Power	\$141,675.00
Boiler Services	\$142,350.00
Nasseff Mechanical	\$142,460.00
Cool Air Mechanical	\$156,000.00
NAC	\$160,000.00
Northland Mechanical.....	\$174,100.00
Area Mechanical.....	\$176,000.00
Corval Mechanical	\$786,459.00

3. This is an advertised bid and accordingly, contract documents for this project were made available for examination at the Architect's office, on the District's online platform and at the following:

Builders Exchange of St. Paul
MEDA Construction Connection
Minneapolis Builders Exchange
Dodge McGraw Hill Construction Plan Room
Reed Construction Data Plan Room
iSqFt/AGC of MN Plan Room

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

B. RECOMMENDATION:

That the Board of Education 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.

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

DATE: May 22, 2018

TOPIC: Battle Creek Elementary Playground

A. PERTINENT FACTS:

1. This project provides all labor and materials for playground installation at Battle Creek Elementary.
2. The following bid was received per the terms and conditions of Minnesota State Contract #119795

	<u>Lump Sum Base Bid</u>
Flagship Recreation.	\$148,109.50

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

B. RECOMMENDATION:

That the Board of Education authorize award of the Battle Creek Elementary Playground bid to Flagship Recreation for the lump sum base bid for \$148,109.50.

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

DATE: May 22, 2018

TOPIC: Linwood Monroe Lower Elementary Playground

A. PERTINENT FACTS:

1. This project provides all labor and materials for playground installation at Linwood Monroe Elementary.
2. The following bid was received per the terms and conditions of Minnesota State Contract #119795

	<u>Lump Sum Base Bid</u>
Flagship Recreation.	\$164,087.20

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 Linwood Monroe Elementary Playground bid to Flagship Recreation for the lump sum base bid for \$164,087.20.

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

DATE: May 22, 2018

TOPIC: Open World Learning Gymnasium Remediation

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for supplementary work related to remediation at the Open World Learning Gymnasium Remediation due to water damage.
2. The following bid was received per the terms and conditions of NJPA Contract #MN02D-121614-RAK

	<u>Lump Sum Base Bid</u>
RAK Construction, Inc.	\$163,065.22

3. The bid was reviewed by Jamie Atkins, Purchasing Manager.
4. Funding will be provided from Operating Capital and/or Insurance.
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 Open World Learning Gymnasium Renovation supplementary work to RAK Construction, Inc. for the lump sum bid for \$163,065.22.

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

DATE: May 22, 2018

TOPIC: RiverEast K-8 Playground

A. PERTINENT FACTS:

1. This project provides all labor and materials for playground installation at RiverEast K-8.
2. The following bid was received per the terms and conditions of Minnesota State Contract #119795

	<u>Lump Sum Base Bid</u>
Flagship Recreation.	\$103,437.50

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

B. RECOMMENDATION:

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.

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

DATE: May 22, 2018

TOPIC: Change Order #2 for RJ Mechanical at the Como Park High School Addition

A. PERTINENT FACTS:

1. This change order provides all labor, material, equipment and services necessary for the following items:
 - a. Add for new steam piping shown on bid documents as existing
2. Funding will be provided from Capital Bonds & Long-Term Facilities Maintenance.
3. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
4. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.
5. Total change to the original contract amount of \$6,030,000 is 2.8%. New total contract amount with total change orders to date is in the amount of \$6,228,308. The total amount of change with all project contracts combined to date is 3.07%. The items on these change orders have been reviewed and validated by Cuningham Group Architects and Wenck Construction.

B. RECOMMENDATION:

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.

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

DATE: May 22, 2018

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

A. PERTINENT FACTS:

1. This change order provides all labor, material, equipment and services necessary for the following items:
 - a. Micropile installation due to inability to install the cheaper, preferred structure (helical piers)
2. Funding will be provided from Capital Bonds & Long-Term Facilities Maintenance.
3. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
4. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.
5. Total change to the original contract amount of \$895,000 is 16%. New total contract amount with total change orders to date is in the amount of \$1,034,263.43. The total amount of change with all project contracts combined to date is 1.7%. The items on these change orders have been reviewed and validated by Cuningham Group Architects and Kraus-Anderson Construction.

B. RECOMMENDATION:

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.



Springsted Incorporated
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MEMORANDUM

TO: Members of the School Board
Dr. Joe Gothard, Superintendent
Marie Schrul, Chief Financial Officer

FROM: Dr. Kelly D. Smith, Vice President
Springsted Incorporated

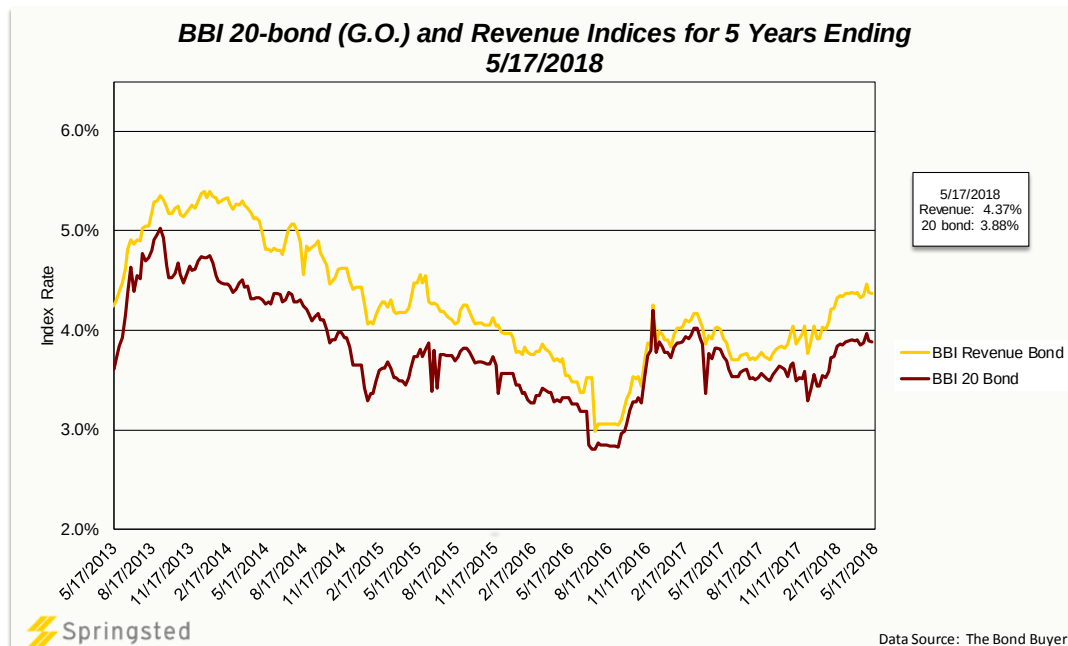
DATE: May 22, 2018

SUBJECT: \$15,000,000 GO School Building Bonds, 2018A
\$52,500,000 Certificates of Participation, 2018B
\$18,060,000 Certificates of Participation, 2018C

Springsted Incorporated solicited bids on a competitive basis today on behalf of the St Paul Public Schools for the three issues referenced above. Proceeds of the General Obligation Bonds, (2018A) will be used to fund various capital projects throughout the district, the Certificates (2018B) will be used to finance various deferred maintenance projects, additions to, and repairs to existing District facilities, and the Certificates (2018C) will be used to purchase, renovate and equip the Crosswinds Middle School building.

Tax-Exempt Market Rates

Performance of the tax-exempt market is often measured by the Bond Buyer's Index ("BBI") which measures the yield of high grade municipal bonds in the 20th year for general obligation bonds (the BBI 20 Bond Index) and the 30th year for revenue bonds (the BBI 25 Bond Index). The following chart illustrates these two indices over the past five years.



Sale Results for General Obligation School Building Bonds, 2018A

Competitive proposals for the issue were solicited and seven (7) bids were received. Bids are being awarded based on a true interest cost (TIC) basis to reflect the time value of money. Piper Jaffray submitted the lowest bid. From highest to lowest, the spread between bidders was 0.206. A comparison of actual results to the April projection is below.

	April	Final
True Interest Cost	3.04%	3.21%

Sale Results for Certificates of Participation, 2018B

Competitive proposals for the issue were solicited and seven (7) bids were received. Bids are being awarded based on a true interest cost (TIC) basis to reflect the time value of money. Wells Fargo Bank submitted the lowest bid. From highest to lowest, the spread between bidders was 0.115. A comparison of actual results to the April projection is below.

	April	Final
True Interest Cost	3.10%	3.35%

Sale Results for Certificates of Participation, 2018C

Competitive proposals for the issue were solicited and six (6) bids were received. Bids are being awarded based on a true interest cost (TIC) basis to reflect the time value of money. Wells Fargo Bank submitted the lowest bid. From highest to lowest, the spread between bidders was 0.126. A comparison of actual results to the April projection is below.

	April	Final
True Interest Cost	3.11%	3.40%

Credit Rating

Moody's Investor Service once again assigned an underlying rating of Aa2 and an enhanced rating of Aa2 to the District's current debt issues. The enhanced rating reflects the security by the State of Minnesota's School District Enhancement Program. S & P Global Ratings assigned its AA+ long-term rating (based on credit enhancement program) and AA underlying rating to both of these debt issues. The outlook from both entities is stable for all ratings.

Subject to action by the Board to accept the lowest bid for each of the issues, we will coordinate the closing with District staff and expect the proceeds from these sales to be delivered to the purchaser on June 21, 2018.

I welcome any questions and congratulate the St Paul Public Schools on completion of a successful sale process. On behalf of Springsted, I want to thank you for the opportunity to assist the District on this financing issue and refunding.

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION - GENERAL FORM



Board File No. _____

Date _____

**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**

A. WHEREAS, Laws of Minnesota, 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota 2013, Regular Session, Chapter 116, Article 6, Section 8 (the "Act"), authorizes Independent School District Number 625, Saint Paul, Minnesota (the "District") to issue general obligation bonds in an annual amount not to exceed \$15,000,000 to finance the acquisition and betterment of school facilities (collectively, the "Projects"); and

B. WHEREAS, the School Board has heretofore determined and declared that it is necessary and expedient to issue \$15,000,000 General Obligation School Building Bonds, Series 2018A of the District, pursuant to the Minnesota Statutes, Chapter 475 and the Act, to provide moneys to finance the Projects; and

C. WHEREAS, the District has retained Springsted Incorporated, as its independent municipal advisor, in connection with the sale of the Bonds, and therefore the District is authorized to negotiate the sale of the Bonds without compliance with the public sale requirements of Minnesota Statutes, Section 475.60; Subdivision 2(9); and

D. WHEREAS, offers to purchase the Bonds were solicited on behalf of the District by Springsted Incorporated; and

Adopted _____

CHAIR Board of Education

CLERK Board of Education

NOW, THEREFORE, BE IT RESOLVED by the School Board of the Independent School District Number 625, Saint Paul, Minnesota, as follows:

1. Acceptance of Offer. The offer of Piper Jaffray & Co. in Minneapolis, Minnesota (the "Purchaser") to purchase \$15,000,000 General Obligation School Building Bonds, Series 2018A (Minnesota School District Credit Enhancement Program) of the District (the "Bonds", or individually a "Bond"), in accordance with the terms of proposal at the rates of interest hereinafter set forth, and to pay therefor the sum of \$15,652,985.25, plus interest accrued to settlement, is hereby found, determined and declared to be the most favorable offer received and is hereby accepted, and the Bonds are hereby sold to the Purchaser. The District Clerk is directed to retain the deposit of the Purchaser and to forthwith return to the others making offers their good faith deposits.

2. Terms of Bonds.

(a) Title; Original Issue Date; Denominations; Maturities; Term Bond Option. The Bonds shall be titled "General Obligation School Building Bonds, Series 2018A", shall be dated June 21, 2018, as the date of original issue, and shall be issued forthwith on or after such date as fully registered bonds. The Bonds shall be numbered from R-1 upward in the denomination of \$5,000 each or in any integral multiple thereof of a single maturity. The Bonds shall mature on February 1 in the years and amounts as follows:

<u>Year</u>	<u>Amount</u>	<u>Year</u>	<u>Amount</u>
2019	\$ 615,000	2029	\$ 770,000
2020	495,000	2030	795,000
2021	520,000	2031	815,000
2022	550,000	2032	840,000
2023	575,000	2034	1,770,000
2024	605,000	2035	930,000
2025	635,000	2036	960,000
2026	665,000	2037	995,000
2027	700,000	2038	1,030,000
2028	735,000		

As may be requested by the Purchaser, one or more term Bonds may be issued having mandatory sinking fund redemption and final maturity amounts conforming to the foregoing principal repayment schedule, and corresponding additions may be made to the provisions of the applicable Bond(s).

(b) Book Entry Only System. The Depository Trust Company, a limited purpose trust company organized under the laws of the State of New York or any of its successors or its successors to its functions hereunder (the "Depository") will act as securities depository for the Bonds, and to this end:

(i) The Bonds shall be initially issued and, so long as they remain in book entry form only (the "Book Entry Only Period"), shall at all times be in the form of a separate single fully

registered Bond for each maturity of the Bonds; and for purposes of complying with this requirement under paragraph 10 (with respect to registration, transfer and exchange) Authorized Denominations for any Bond shall be deemed to be limited during the Book Entry Only Period to the outstanding principal amount of that Bond.

(ii) Upon initial issuance, ownership of the Bonds shall be registered in a bond register maintained by U.S. Bank National Association, Saint Paul, Minnesota (the "Bond Registrar"), in the name of CEDE & CO., as the nominee (it or any nominee of the existing or a successor Depository, the "Nominee").

(iii) With respect to the Bonds neither the District nor the Bond Registrar shall have any responsibility or obligation to any broker, dealer, bank, or any other financial institution for which the Depository holds Bonds as securities depository (the "Participant") or the person for which a Participant holds an interest in the Bonds shown on the books and records of the Participant (the "Beneficial Owner"). Without limiting the immediately preceding sentence, neither the District, nor the Bond Registrar, shall have any such responsibility or obligation with respect to (A) the accuracy of the records of the Depository, the Nominee or any Participant with respect to any ownership interest in the Bonds, or (B) the delivery to any Participant, any Owner or any other person, other than the Depository, of any notice with respect to the Bonds, including any notice of redemption, or (C) the payment to any Participant, any Beneficial Owner or any other person, other than the Depository, of any amount with respect to the principal of or premium, if any, or interest on the Bonds, or (D) the consent given or other action taken by the Depository as the Registered Holder of any Bonds (the "Holder"). For purposes of securing the vote or consent of any Holder under this Resolution, the District may, however, rely upon an omnibus proxy under which the Depository assigns its consenting or voting rights to certain Participants to whose accounts the Bonds are credited on the record date identified in a listing attached to the omnibus proxy.

(iv) The District and the Bond Registrar may treat as and deem the Depository to be the absolute owner of the Bonds for the purpose of payment of the principal of and premium, if any, and interest on the Bonds, for the purpose of giving notices of redemption and other matters with respect to the Bonds, for the purpose of obtaining any consent or other action to be taken by Holders for the purpose of registering transfers with respect to such Bonds, and for all purpose whatsoever. The Bond Registrar, as paying agent hereunder, shall pay all principal of and premium, if any, and interest on the Bonds only to or upon the Holder of the Bonds of the Bonds as shown on the register, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to the principal of and premium, if any, and interest on the Bonds to the extent of the sum or sums so paid.

(v) Upon delivery by the Depository to the Bond Registrar of written notice to the effect that the Depository has determined to substitute a new Nominee in place of the existing Nominee, and subject to the transfer provisions in paragraph 10 hereof (with respect to registration, transfer and exchange), references to the Nominee hereunder shall refer to such new Nominee.

(vi) So long as any Bond is registered in the name of a Nominee, all payments with respect to the principal of and premium, if any, and interest on such Bond and all notices with

respect to such Bond shall be made and given, respectively, by the Bond Registrar or District, as the case may be, to the Depository as provided in the Letter of Representations to the Depository required by the Depository as a condition to its acting as book-entry Depository for the Bonds (said Letter of Representations together with any replacement thereof or amendment or substitute thereto, including any standard procedures or policies referenced therein or applicable thereto respecting the procedures and other matters relating to the Depository's role as book-entry Depository for the Bonds, collectively hereinafter referred to as the "Letter of Representations").

(c) Letter of Representations. The provisions in the Letter of Representations are incorporated herein by reference and made a part of the resolution, and if and to the extent any such provisions are inconsistent with the other provisions of this resolution, the provisions in the Letter of Representations shall control.

3. Purpose. The Bonds shall provide funds to finance costs of the Projects. The total cost of the Projects, which shall include all costs enumerated in Minnesota Statutes, Section 475.65, is estimated to be at least equal to the amount of the Bonds. Work on the Projects shall proceed with due diligence to completion. The District covenants that it shall do all things and perform all acts required of it to assure that work on the Projects proceeds with due diligence to completion and that any and all permits and studies required under law for the Projects are obtained.

4. Interest. The Bonds shall bear interest payable semiannually on February 1 and August 1 of each year (each, an "Interest Payment Date"), commencing February 1, 2019, calculated on the basis of a 360-day year of twelve 30-day months, at the respective rates per annum set forth opposite the maturity years as follows:

<u>Maturity Year</u>	<u>Interest Rate</u>	<u>Maturity Year</u>	<u>Interest Rate</u>
2019	5.00%	2029	3.00%
2020	5.00	2030	3.00
2021	5.00	2031	3.00
2022	5.00	2032	3.25
2023	5.00	2034	3.375
2024	5.00	2035	3.375
2025	5.00	2036	3.50
2026	5.00	2037	3.50
2027	5.00	2038	3.50
2028	5.00		

As may be requested by the Purchaser, one or more term Bonds may be issued having mandatory sinking fund redemption and final maturity amounts conforming to the foregoing principal payment schedule, and corresponding additions may be made to the provisions of the applicable Bonds(s).

5. Redemption. Bonds maturing on February 1, 2028, and thereafter, shall be subject to redemption and prepayment at the option of the District on February 1, 2027 and on any date thereafter, at a price of par plus accrued interest. Redemption may be in whole or in

part of the Bonds subject to prepayment. If redemption is in part, the maturities and the principal amounts within each maturity to be redeemed shall be determined by the District; and if only part of the Bonds having a common maturity date are called for prepayment, the specific Bonds to be prepaid shall be chosen by lot by the Bond Registrar. Bonds or portions thereof called for redemption shall be due and payable on the redemption date, and interest thereon shall cease to accrue from and after the redemption date. Mailed notice of redemption shall be given to the paying agent and to each affected registered holder of the Bonds at least 30 days prior to the date fixed for redemption unless otherwise required by law.

To effect any partial redemption of Bonds having a common maturity date, the Bond Registrar, prior to giving notice of redemption, shall assign to each Bond having a common maturity date a distinctive number for each \$5,000 of the principal amount of such Bond. The Bond Registrar shall then select by lot, using such method of selection as it shall deem proper in its discretion, from the numbers so assigned to such Bonds, as many numbers as, at \$5,000 for each number, shall equal the principal amount of such Bonds to be redeemed. The Bonds to be redeemed shall be the Bonds to which were assigned numbers so selected; provided, however, that only so much of the principal amount of each such Bond of a denomination of more than \$5,000 shall be redeemed as shall equal \$5,000 for each number assigned to it and so selected. If a Bond is to be redeemed only in part, it shall be surrendered to the Bond Registrar (with, if the District or Bond Registrar so requires, a written instrument of transfer in form satisfactory to the District and Bond Registrar duly executed by the Holder thereof or the Holder's attorney duly authorized in writing) and the District shall execute (if necessary) and the Bond Registrar shall authenticate and deliver to the Holder of the Bond, without service charge, a new Bond or Bonds having the same stated maturity and interest rate and of any Authorized Denomination or Denominations, as requested by the Holder, in aggregate principal amount equal to and in exchange for the unredeemed portion of the principal of the Bond so surrendered.

6. Bond Registrar. U.S. Bank National Association, in Saint Paul, Minnesota, is appointed to act as bond registrar and transfer agent with respect to the Bonds (the "Bond Registrar"), and shall do so unless and until a successor Bond Registrar is duly appointed, all pursuant to any contract the District and Bond Registrar shall execute which is consistent herewith. The Bond Registrar shall also serve as paying agent unless and until a successor paying agent is duly appointed. Principal and interest on the Bonds shall be paid to the registered holders (or record holders) of the Bonds in the manner set forth in the Form of Bond set forth in paragraph 7 and in paragraph 12 of this resolution, with respect to interest payment and record date.

7. Form of Bond. The Bonds, together with the Bond Registrar's Certificate of Authentication, the form of Assignment and the registration information thereon, shall be in substantially the following form:

UNITED STATES OF AMERICA
STATE OF MINNESOTA
RAMSEY COUNTY
INDEPENDENT SCHOOL DISTRICT NUMBER 625, SAINT PAUL, MINNESOTA

R-_____ \$_____

GENERAL OBLIGATION SCHOOL BUILDING BOND, SERIES 2018A

(MINNESOTA SCHOOL DISTRICT CREDIT
ENHANCEMENT PROGRAM)

<u>INTEREST</u> <u>RATE</u>	<u>MATURITY</u> <u>DATE</u>	<u>DATE OF</u> <u>ORIGINAL ISSUE</u>	<u>CUSIP</u>
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June 21, 2018

REGISTERED OWNER: CEDE & CO.

PRINCIPAL AMOUNT: _____ DOLLARS

KNOW ALL PERSONS BY THESE PRESENTS that the Independent School District Number 625, Saint Paul, Minnesota (the "Issuer"), certifies that it is indebted and for value received promises to pay to the registered owner specified above, or registered assigns, in the manner hereinafter set forth, the principal amount specified above, unless called for earlier redemption, on the maturity date specified above, and to pay interest thereon semiannually on February 1 and August 1 of each year (each, an "Interest Payment Date"), commencing February 1, 2019, at the rate per annum specified above (calculated on the basis of a 360-day year of twelve 30-day months) until the principal sum is paid or has been provided for. This Bond will bear interest from the most recent Interest Payment Date to which interest has been paid or, if no interest has been paid, from the date of original issue hereof. The principal of and premium, if any, on this Bond are payable upon presentation and surrender hereof at the principal office of U.S. Bank National Association, in Saint Paul, Minnesota (the "Bond Registrar"), acting as paying agent, or any successor paying agent duly appointed by the Issuer. Interest on this Bond will be paid on each Interest Payment Date by check or draft mailed to the person in whose name this Bond is registered (the "Holder" or "Bondholder") on the registration books of the Issuer maintained by the Bond Registrar and at the address appearing thereon at the close of business on the fifteenth day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date"). Any interest not so timely paid shall cease to be payable to the person who is the Holder hereof as of the Regular Record Date, and shall be payable to the person who is the Holder hereof at the close of business on a date (the "Special Record Date") fixed by the Bond Registrar whenever money becomes available for payment of the defaulted interest. Notice of the Special Record Date shall be given to Bondholders not less than ten days prior to the Special Record Date. The principal of and premium, if any, and interest on this Bond are payable in lawful money of the United States of America.

Optional Redemption. All Bonds of this issue (the "Bonds") maturing on February 1, 2028, and thereafter, are subject to redemption and prepayment at the option of the Issuer on February 1, 2027 and on any date thereafter, at a price of par plus accrued interest. Redemption may be in whole or in part of the Bonds subject to prepayment. If redemption is in part, the maturities and the principal amounts within each maturity to be redeemed shall be determined by the Issuer; and if only part of the Bonds having a common maturity date are called for prepayment, the specific Bonds to be prepaid shall be chosen by lot by the Bond Registrar. Bonds or portions thereof called for redemption shall be due and payable on the redemption date, and interest thereon shall cease to accrue from and after the redemption date. Mailed notice of redemption shall be given to the Bond Registrar and to each affected Holder of the Bonds at least 30 days prior to the date fixed for redemption.

All Bonds so called for redemption will cease to bear interest on the specified redemption date, provided funds for their redemption have been duly deposited.

Selection of Bonds for Redemption; Partial Redemption. To effect any partial redemption of Bonds having a common maturity date, the Bond Registrar, prior to giving notice of redemption, shall assign to each Bond having a common maturity date a distinctive number for each \$5,000 of the principal amount of such Bond. The Bond Registrar shall then select by lot, using such method of selection as it shall deem proper in its discretion, from the numbers assigned to the Bonds, as many numbers as, at \$5,000 for each number, shall equal the principal amount of such Bonds to be redeemed. The Bonds to be redeemed shall be the Bonds to which were assigned numbers so selected; provided, however, that only so much of the principal amount of such Bond of a denomination of more than \$5,000 shall be redeemed as shall equal \$5,000 for each number assigned to it and so selected. If a Bond is to be redeemed only in part, it shall be surrendered to the Bond Registrar (with, if the Issuer or Bond Registrar so requires, a written instrument of transfer in form satisfactory to the Issuer and Bond Registrar duly executed by the Holder thereof or the Holder's attorney duly authorized in writing) and the Issuer shall execute (if necessary) and the Bond Registrar shall authenticate and deliver to the Holder of the Bond, without service charge, a new Bond or Bonds having the same stated maturity and interest rate and of any Authorized Denomination or Denominations, as requested by the Holder, in aggregate principal amount equal to and in exchange for the unredeemed portion of the principal of the Bond so surrendered.

Issuance; Purpose; General Obligation. This Bond is one of an issue in the total principal amount of \$15,000,000, all of like date of original issue and tenor, except as to number, maturity, interest rate and denomination, which Bond has been issued pursuant to and in full conformity with the Constitution and laws of the State of Minnesota, and pursuant to a resolution adopted by the School Board of the Issuer on May 22, 2018 (the "Resolution"). The Bonds have been issued to finance the acquisition and betterment of school facilities pursuant to the Laws of Minnesota, 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota 2013, Regular Session, Chapter 116, Article 6, Section 8. This Bond is payable out of the General Obligation School Building Bonds, Series 2018A Fund of the Issuer. This Bond constitutes a general obligation of the Issuer, and to provide moneys for the prompt and full payment of its principal, premium, if any, and interest when the same become due, the full faith and credit and taxing powers of the Issuer have been and are hereby irrevocably pledged. In addition, the Issuer has covenanted and obligated itself to use the provisions of

Minnesota Statutes, Section 126C.55 to guarantee the payment of the principal and interest on the Bonds due.

Denominations; Exchange; Resolution. The Bonds are issuable solely as fully registered bonds in the denominations of \$5,000 and integral multiples thereof of a single maturity and are exchangeable for fully registered Bonds of other authorized denominations in equal aggregate principal amounts at the principal office of the Bond Registrar, but only in the manner and subject to the limitations provided in the Resolution. Reference is hereby made to the Resolution for a description of the rights and duties of the Bond Registrar. Copies of the Resolution are on file in the principal office of the Bond Registrar.

Transfer. This Bond is transferable by the Holder in person or by his, her or its attorney duly authorized in writing at the principal office of the Bond Registrar upon presentation and surrender hereof to the Bond Registrar, all subject to the terms and conditions provided in the Resolution and to reasonable regulations of the Issuer contained in any agreement with the Bond Registrar. Thereupon the Issuer shall execute and the Bond Registrar shall authenticate and deliver, in exchange for this Bond, one or more new fully registered Bonds in the name of the transferee (but not registered in blank or to "bearer" or similar designation), of an authorized denomination or denominations, in aggregate principal amount equal to the principal amount of this Bond, of the same maturity and bearing interest at the same rate.

Fees upon Transfer or Loss. The Bond Registrar may require payment of a sum sufficient to cover any tax or other governmental charge payable in connection with the transfer or exchange of this Bond and any legal or unusual costs regarding transfers and lost Bonds.

Treatment of Registered Owners. The Issuer and Bond Registrar may treat the person in whose name this Bond is registered as the owner hereof for the purpose of receiving payment as herein provided (except as otherwise provided herein with respect to the Record Date) and for all other purposes, whether or not this Bond shall be overdue, and neither the Issuer nor the Bond Registrar shall be affected by notice to the contrary.

No Designation of Qualified Tax-Exempt Obligation. This Bond has not been designated by the Issuer as a "qualified tax-exempt obligation" within the meaning of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended.

Authentication. This Bond shall not be valid or become obligatory for any purpose or be entitled to any security unless the Certificate of Authentication hereon shall have been executed by the Bond Registrar.

IT IS HEREBY CERTIFIED AND RECITED that all acts, conditions and things required by the Constitution and laws of the State of Minnesota to be done, to happen and to be performed, precedent to and in the issuance of this Bond, have been done, have happened and have been performed, in regular and due form, time and manner as required by law, and that this Bond, together with all other debts of the Issuer outstanding on the date of original issue hereof and the date of its issuance and delivery to the original purchaser, does not exceed any constitutional or statutory limitation of indebtedness.

IN WITNESS WHEREOF, the Independent School District Number 625, Saint Paul, Minnesota, by its School Board has caused this Bond to be executed on its behalf by the facsimile signatures of its Chair and its Clerk.

Date of Registration:

Registrable by: U.S. BANK NATIONAL ASSOCIATION
SAINT PAUL, MINNESOTA

_____, 2018

Payable at: U.S. BANK NATIONAL ASSOCIATION
SAINT PAUL, MINNESOTA

BOND REGISTRAR'S
CERTIFICATE OF
AUTHENTICATION

INDEPENDENT SCHOOL DISTRICT NUMBER 625,
SAINT PAUL, MINNESOTA

This Bond is one of the
Bonds described in the
Resolution mentioned
within.

/s/ Facsimile
Chair

U.S. BANK NATIONAL
ASSOCIATION,
St. Paul, Minnesota
Bond Registrar

/s/ Facsimile
Clerk

By _____
Authorized Signature

The following abbreviations, when used in the inscription on the face of this Bond, shall be construed as though they were written out in full according to applicable laws or regulations:

TEN COM - as tenants in common

TEN ENT - as tenants by the entireties

JT TEN - as joint tenants with right of survivorship
and not as tenants in common

UTMA - _____ as custodian for _____
 (Cust) (Minor)
 under the _____ Uniform
 (State)
 Transfers to Minors Act

Additional abbreviations may also be used though not in the above list.

ASSIGNMENT

For value received, the undersigned hereby sells, assigns and transfers unto _____ the within Bond and does hereby irrevocably constitute and appoint _____ attorney to transfer the Bond on the books kept for the registration thereof, with full power of substitution in the premises.

Dated: _____

Notice: The assignor's signature to this assignment must correspond with the name as it appears upon the face of the within Bond in every particular, without alteration or any change whatever.

Signature Guaranteed:

Signature(s) must be guaranteed by a national bank or trust company or by a brokerage firm having a membership in one of the major stock exchanges or any other "Eligible Guarantor Institution" as defined in 17 CFR 240.17 Ad-15(a)(2).

The Bond Registrar will not effect transfer of this Bond unless the information concerning the transferee requested below is provided.

Name and Address: _____

(Include information for all joint owners
if the Bond is held by joint account.)

PREPAYMENT SCHEDULE

This Bond has been prepaid in part on the date(s) and in the amount(s) as follows:

<u>Date</u>	<u>Amount</u>	<u>Authorized Signature of Holder</u>

8. Execution. The Bonds shall be in typewritten form, shall be executed on behalf of the District by the signatures of its Chair and Clerk, and shall be sealed with the seal of the District; provided, as permitted by law, both signatures may be photocopied facsimiles and the corporate seal may be omitted. In the event of disability or resignation or other absence of either such officer, the Bonds may be signed by the manual or facsimile signature of that officer who may act on behalf of such absent or disabled officer. In case either such officer whose signature or facsimile of whose signature shall appear on the Bonds shall cease to be such officer before the delivery of the Bonds, such signature or facsimile shall nevertheless be valid and sufficient for all purposes, the same as if he or she had remained in office until delivery.

9. Authentication. No Bond shall be valid or obligatory for any purpose or be entitled to any security or benefit under this resolution unless a Certificate of Authentication on such Bond, substantially in the form hereinabove set forth, shall have been duly executed by an authorized representative of the Bond Registrar. Certificates of Authentication on different Bonds need not be signed by the same person. The Bond Registrar shall authenticate the signatures of officers of the District on each Bond by execution of the Certificate of Authentication on the Bond and by inserting as the date of registration in the space provided the date on which the Bond is authenticated, except that for purposes of delivering the original Bonds to the Purchaser, the Bond Registrar shall insert as a date of registration the date of original issue, which date is June 21, 2018. The Certificate of Authentication so executed on each Bond shall be conclusive evidence that it has been authenticated and delivered under this resolution.

10. Registration; Transfer; Exchange. The District will cause to be kept at the principal office of the Bond Registrar a bond register in which, subject to such reasonable regulations as the Bond Registrar may prescribe, the Bond Registrar shall provide for the registration of Bonds and the registration of transfers of Bonds entitled to be registered or transferred as herein provided.

Upon surrender for transfer of any Bond at the principal office of the Bond Registrar, the District shall execute (if necessary), and the Bond Registrar shall authenticate, insert the date of registration (as provided in paragraph 9 with respect to authentication) of, and deliver, in the name of the designated transferee or transferees, one or more new Bonds of any authorized denomination or denominations of a like aggregate principal amount, having the same stated maturity and interest rate, as requested by the transferor; provided, however, that no Bond may be registered in blank or in the name of "bearer" or similar designation.

At the option of the Holder, Bonds may be exchanged for Bonds of any authorized denomination or denominations of a like aggregate principal amount and stated maturity, upon surrender of the Bonds to be exchanged at the principal office of the Bond Registrar. Whenever any Bonds are so surrendered for exchange, the District shall execute (if necessary), and the Bond Registrar shall authenticate, insert the date of registration of, and deliver the Bonds which the Holder making the exchange is entitled to receive.

All Bonds surrendered upon any exchange or transfer provided for in this resolution shall be promptly cancelled by the Bond Registrar and thereafter disposed of as directed by the District.

All Bonds delivered in exchange for or upon transfer of Bonds shall be valid general obligations of the District evidencing the same debt, and entitled to the same benefits under this resolution, as the Bonds surrendered for such exchange or transfer.

Every Bond presented or surrendered for transfer or exchange shall be duly endorsed or be accompanied by a written instrument of transfer, in form satisfactory to the Bond Registrar, duly executed by the Holder thereof or his, her or its attorney duly authorized in writing.

The Bond Registrar may require payment of a sum sufficient to cover any tax or other governmental charge payable in connection with the transfer or exchange of any Bond and any legal or unusual costs regarding transfers and lost Bonds.

Transfers shall also be subject to reasonable regulations of the District contained in any agreement with the Bond Registrar, including regulations which permit the Bond Registrar to close its transfer books between record dates and payment dates. The Treasurer is hereby authorized to negotiate and execute the terms of said agreement.

11. Rights Upon Transfer or Exchange. Each Bond delivered upon transfer of or in exchange for or in lieu of any other Bond shall carry all the rights to interest accrued and unpaid, and to accrue, which were carried by such other Bond.

12. Interest Payment; Record Date. Interest on any Bond shall be paid on each Interest Payment Date by check or draft mailed to the person in whose name the Bond is registered (the "Holder") on the registration books of the District maintained by the Bond Registrar and at the address appearing thereon at the close of business on the fifteenth (15th) day of the calendar month next preceding such Interest Payment Date (the "Regular Record Date"). Any such interest not so timely paid shall cease to be payable to the person who is the Holder thereof as of the Regular Record Date, and shall be payable to the person who is the Holder thereof at the close of business on a date (the "Special Record Date") fixed by the Bond Registrar whenever money becomes available for payment of the defaulted interest. Notice of the Special Record Date shall be given by the Bond Registrar to the Holders not less than ten (10) days prior to the Special Record Date.

13. Treatment of Registered Owner. The District and Bond Registrar may treat the person in whose name any Bond is registered as the owner of such Bond for the purpose of receiving payment of principal of and premium, if any, and interest (subject to the payment provisions in paragraph 12 above with respect to interest payment and record date) on, such Bond and for all other purposes whatsoever whether or not such Bond shall be overdue, and neither the District nor the Bond Registrar shall be affected by notice to the contrary.

14. Delivery; Application of Proceeds. The Bonds when so prepared and executed shall be delivered by the Treasurer to the Purchaser upon receipt of the purchase price, and the Purchaser shall not be obliged to see to the proper application thereof.

15. Fund and Accounts. There is hereby created a special fund to be designated the "General Obligation School Building Bonds, Series 2018A Fund" (the "Fund") to be administered and maintained by the District as a bookkeeping account separate and apart from

all other funds maintained in the official financial records of the District. The Fund and its accounts shall each be maintained in the manner herein specified until all of the Bonds herein authorized and the interest thereon shall have been fully paid. There shall be maintained and created in the Fund two (2) separate accounts, to be designated the "Capital Account" and "Debt Service Account", respectively.

(a) Capital Account. To the Capital Account there shall be credited the proceeds of the Bonds less capitalized interest, if any, and any amount paid for the Bonds in excess of the minimum bid. From the Capital Account there shall be paid all costs of issuing the Bonds and all costs and expenses of the Projects, including all costs incurred and to be incurred of the kind authorized in Minnesota Statutes, Section 475.65; and the moneys in said account shall be used for no other purpose except as otherwise provided by law; provided that the proceeds of the Bonds may also be used to the extent necessary to pay interest on the Bonds due prior to the anticipated date of commencement of the collection of taxes herein levied. The proceeds of the Bonds shall be used to fund the Projects.

(b) Debt Service Account. There is hereby created a Debt Service Account and there is irrevocably appropriated thereto: (i) any premium received on the sale of the Bonds; (ii) the collections of all taxes herein or hereafter levied for the payment of the Bonds and interest thereon; (iii) all funds remaining in the Capital Account after the payment of all costs of the Projects; (iv) all investment earnings on funds held in the Debt Service Account; and (v) any and all other moneys which are properly available and are appropriated by the governing body of the District to the Debt Service Account. The Debt Service Account shall be used solely to pay the principal and interest of the Bonds and any other general obligation certificates of the District hereafter issued by the District and made payable from said account as provided by law.

The moneys in the Debt Service Account shall be used solely to pay the principal of and interest on the Bonds or any other bonds hereafter issued and made payable from the Fund. No portion of the proceeds of the Bonds shall be used directly or indirectly to acquire higher yielding investments or to replace funds which were used directly or indirectly to acquire higher yielding investments, except (i) for a reasonable temporary period until such proceeds are needed for the purpose for which the Bonds were issued, and (ii) in addition to the above, in an amount not greater than the lesser of five percent (5%) of the proceeds of the Bonds or \$100,000. To this effect, any proceeds of the Bonds and any sums from time to time held in the Fund (or any other District account which will be used to pay principal and interest to become due on the Bonds) in excess of amounts which under the applicable federal arbitrage regulations may be invested without regard as to yield shall not be invested in excess of the applicable yield restrictions imposed by the arbitrage regulations on such investments after taking into account any applicable "temporary periods" or "minor portion" made available under the federal arbitrage regulations. In addition, the proceeds of the Bonds and money in the Fund shall not be invested in obligations or deposits issued by, guaranteed by or insured by the United States or any agency or instrumentality thereof if and to the extent that such investment would cause the Bonds to be "federally guaranteed" within the meaning of Section 149(b) of the Internal Revenue Code of 1986, as amended (the "Code").

16. Tax Levy; Coverage Test. To provide monies for the payment of principal and interest on the Bonds there is hereby levied upon all of the taxable property in the District a direct annual ad valorem tax which shall be spread upon the tax rolls and collected with and as part of, other general property taxes in said District for the years and in the amounts as follows:

<u>Year of Tax Levy</u>	<u>Year of Tax Collection</u>	<u>Amount</u>
2018	2019	\$1,116,465.00
2019	2020	1,116,727.50
2020	2021	1,120,927.50
2021	2022	1,118,302.50
2022	2023	1,119,615.00
2023	2024	1,119,352.50
2024	2025	1,117,515.00
2025	2026	1,119,352.50
2026	2027	1,119,352.50
2027	2028	1,117,515.00
2028	2029	1,119,510.00
2029	2030	1,115,467.50
2030	2031	1,116,045.00
2031	2032	1,118,880.00
2032	2033	1,119,549.38
2033	2034	1,119,155.63
2034	2035	1,117,698.75
2035	2036	1,119,168.75
2036	2037	1,119,352.50

Said tax levies are such that if collected in full they, together with estimated collections of investment earnings and other revenues herein pledged for the payment of the Bonds, will, if collected when due, produce at least five percent (5%) in excess of the amount needed to meet when due the principal and interest payments on the Bonds. The tax levies shall be irrevocable so long as any of the Bonds are outstanding and unpaid, provided that the District reserves the right and power to reduce the levies in the manner and to the extent permitted by Minnesota Statutes, Section 475.61, Subdivision 3.

17. General Obligation Pledge. For the prompt and full payment of the principal of and interest on the Bonds as the same respectively become due, the full faith, credit and taxing powers of the District shall be and are hereby irrevocably pledged. If the balance in the Debt Service Account is ever insufficient to pay all principal and interest then due on the Bonds and any other bonds payable therefrom, the deficiency shall be promptly paid out of any other funds of the District which are available for such purpose, and such other funds may be reimbursed with or without interest from the Debt Service Account when a sufficient balance is available therein.

18. Compliance with Reimbursement Bond Regulations. The provisions of this paragraph are intended to establish and provide for the District's compliance with United

States Treasury Regulations Section 1.150-2 (the "Reimbursement Regulations") applicable to the "reimbursement proceeds" of the Bonds, being those portions thereof which will be used by the District to reimburse itself for any expenditure which the District paid or will have paid prior to the closing date (a "Reimbursement Expenditure").

The District hereby certifies and/or covenants as follows:

(a) It shall not seek payment for a Reimbursement Expense from proceeds of the Bonds unless, not later than 60 days after the date of payment of a Reimbursement Expenditure, the District (or person designated to do so on behalf of the District) has made or will have made a written declaration of the District's official intent (a "Declaration") which effectively (i) states the District's reasonable expectation to reimburse itself for the payment of the Reimbursement Expenditure out of the proceeds of the Bonds; (ii) gives a general and functional description of the Projects for which the Reimbursement Expenditure is paid; and (iii) states the maximum principal amount of the Bonds expected to be issued by the District for the purpose of financing the Projects; provided, however, that no such Declaration shall necessarily have been made with respect to: (i) "preliminary expenditures" for the Projects, defined in the Reimbursement Regulations to include engineering or architectural, surveying and soil testing expenses and similar prefatory costs, which in the aggregate do not exceed 20% of the "issue price" of the Bonds, and (ii) a de minimis amount of Reimbursement Expenditures not in excess of the lesser of \$100,000 or 5% of the proceeds of the Bonds.

(b) Any such Reimbursement Expenditure shall be a capital expenditure or a cost of issuance of the Bonds or any of the other types of expenditures described in Section 1.150-2(d)(3) of the Reimbursement Regulations.

(c) The "reimbursement allocation" described in the Reimbursement Regulations for each Reimbursement Expenditure shall and will be made forthwith following (but not prior to) the issuance of the Bonds and in all events within the period ending on the date which is the later of three years after payment of the Reimbursement Expenditure or one year after the date on which the Projects to which the Reimbursement Expenditure relates is first placed in service.

(d) Each such reimbursement allocation will be made in a writing that evidences the District's use of Bond proceeds to reimburse the Reimbursement Expenditure and, if made within 30 days after the Bonds are issued, shall be treated as made on the day the Bonds are issued.

Provided, however, that the District may take action contrary to any of the foregoing covenants in this paragraph 25 upon receipt of an opinion of its Bond Counsel for the Bonds stating in effect that such action will not impair the tax-exempt status of the Bonds.

19. Certificate of County Auditor. The Clerk is hereby directed to file a certified copy of this resolution with the County Auditor of Ramsey County, Minnesota, together with such other information as they shall require, and to obtain the County Auditor's Certificate that the Bonds have been entered in the County Auditor's Bond Register, and that the tax levies required by law for the Bonds have been made.

20. State Credit Enhancement Program. The District hereby ratifies and confirms its covenant in the resolution adopted April 24, 2018, obligating itself to notify the Commissioner of Education of a potential default in payment of the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee the payment of principal and interest on the Bonds. The Chair and Clerk are hereby authorized and directed to enter into an agreement with the paying agent for the Bonds or any department of the State of Minnesota required by the provisions of Minnesota Statutes Section 126C.55.

21. Records and Certificates. The officers of the District are hereby authorized and directed to prepare and furnish to the Purchaser, and to the attorneys approving the legality of the issuance of the Bonds, certified copies of all proceedings and records of the District relating to the Bonds and to the financial condition and affairs of the District, and such other affidavits, certificates and information as are required to show the facts relating to the legality and marketability of the Bonds as the same appear from the books and records under their custody and control or as otherwise known to them, and all such certified copies, certificates and affidavits, including any heretofore furnished, shall be deemed representations of the District as to the facts recited therein.

22. Negative Covenant as to Use of Proceeds and Project. The District hereby covenants not to use the proceeds of the Bonds, or to cause or permit them to be used, in such a manner as to cause the Bonds to be "private activity bonds" within the meaning of Sections 103 and 141 through 150 of the Code.

23. Investment Limitations; Rebate. The District shall comply with requirements necessary under the Code to establish and maintain the exclusion from gross income under Section 103 of the Code of the interest on the Bonds, including without limitation (i) requirements relating to temporary periods for investments, (ii) limitations on amounts invested at a yield greater than the yield on the Bonds, and (iii) the rebate of excess investment earnings to the United States. The District expects to satisfy the eighteen month expenditure exemption for gross proceeds of the Bonds as provided in Section 1.148-7(d)(1) of the Regulations.

24. Defeasance. When all Bonds have been discharged as provided in this paragraph, all pledges, covenants and other rights granted by this resolution to the registered holders of the Bonds shall, to the extent permitted by law, cease. The District may discharge its obligations with respect to any Bonds which are due on any date by irrevocably depositing with the Bond Registrar on or before that date a sum sufficient for the payment thereof in full; or if any Bond should not be paid when due, it may nevertheless be discharged by depositing with the Bond Registrar a sum sufficient for the payment thereof in full with interest accrued to the date of such deposit. The District may also at any time discharge its obligations with respect to any Bonds, subject to the provisions of law now or hereafter authorizing and regulating such action, by depositing irrevocably in escrow, with a suitable banking institution qualified by law as an escrow agent for this purpose, cash or securities described in Minnesota Statutes, Section 475.67, Subdivision 8, bearing interest payable at such times and at such rates and maturing on such dates as shall be required, subject to sale and/or reinvestment, to pay all amounts to become due thereon to maturity or, if notice of redemption as herein required has been duly provided for, to such earlier redemption date.

25. No Designation of Qualified Tax-Exempt Obligation. The Bonds shall not be designated by the Issuer as a "qualified tax-exempt obligation" within the meaning of Section 265(b)(3) of the Code.

26. Continuing Disclosure. The District is the sole obligated person with respect to the Bonds. The District hereby agrees, in accordance with the provisions of Rule 15c2-12 (the "Rule"), promulgated by the Securities and Exchange Commission (the "Commission") pursuant to the Securities Exchange Act of 1934, as amended, and a Continuing Disclosure Undertaking (the "Undertaking") hereinafter described to:

(a) Provide or cause to be provided to the Municipal Securities Rulemaking Board (the "MSRB") by filing at www.emma.msrb.org in accordance with the Rule, certain annual financial information and operating data in accordance with the Undertaking. The District reserves the right to modify from time to time the terms of the Undertaking as provided therein.

(b) Provide or cause to be provided to the MSRB notice of the occurrence of certain events with respect to the Bonds in not more than ten (10) business days after the occurrence of the event, in accordance with the Undertaking.

(c) Provide or cause to be provided to the MSRB notice of a failure by the District to provide the annual financial information with respect to the District described in the Undertaking, in not more than ten (10) business days following such amendment.

(d) The District agrees that its covenants pursuant to the Rule set forth in this paragraph and in the Undertaking is intended to be for the benefit of the Holders of the Bonds and shall be enforceable on behalf of such Holders; provided that the right to enforce the provisions of these covenants shall be limited to a right to obtain specific enforcement of the District's obligations under the covenants.

The Chair and Clerk of the District, or any other officer of the District authorized to act in their place (the "Officers") are hereby authorized and directed to execute on behalf of the District the Undertaking in substantially the form presented to the School Board subject to such modifications thereof or additions thereto as are (i) consistent with the requirements under the Rule, (ii) required by the Purchaser of the Bonds, and (iii) acceptable to the Officers.

27. Severability. If any section, paragraph or provision of this resolution shall be held to be invalid or unenforceable for any reason, the invalidity or unenforceability of such section, paragraph or provision shall not affect any of the remaining provisions of this resolution.

28. Headings. Headings in this resolution are included for convenience of reference only and are not a part hereof, and shall not limit or define the meaning of any provision hereof.

STATE OF MINNESOTA
COUNTY OF RAMSEY
INDEPENDENT SCHOOL DISTRICT NUMBER 625, SAINT PAUL, MINNESOTA

I, the undersigned, being the duly qualified and acting Clerk of the Independent School District Number 625, Saint Paul, Minnesota DO HEREBY CERTIFY that I have compared the attached and foregoing extract of minutes with the original thereof on file in my office, and that the same is a full, true and complete transcript of the minutes of a meeting of the School Board of said District, duly called and held on the date therein indicated, insofar as such minutes relate to considering offers for, and awarding the sale of, \$15,000,000 General Obligation School Building Bonds, Series 2018A of said District.

WITNESS my hand this ____ day of June, 2018.

Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION – GENERAL FORM



Board File No. _____

Date _____

**RESOLUTION AUTHORIZING EXECUTION OF
FIRST AMENDMENT TO LEASE-PURCHASE AGREEMENT AND FIRST
SUPPLEMENTAL DECLARATION OF TRUST
AND ACCEPTING OFFER ON SALE OF
\$52,500,000 CERTIFICATES OF PARTICIPATION, SERIES 2018B**

A. WHEREAS, Minnesota Statutes, Section 126C.40, authorizes certain school districts to acquire real and personal property pursuant a lease purchase agreement;

B. WHEREAS, the School Board (the "School Board") of Independent School District Number 625, Saint Paul, Minnesota (the "District") has heretofore entered into a Lease- Purchase Agreement dated as of December 1, 2017 (the "Original Lease"), by and between the District and U.S. Bank National Association, St. Paul, Minnesota (the "Lessor" or "Trustee"), and has determined to enter into a First Amendment to Lease-Purchase Agreement dated as of June 1, 2018 by and between the District and the Trustee (the "First Amendment to Lease" and together with the Original Lease, the "Lease") pursuant to which the District has agreed to purchase certain real and personal property to finance renovation, expansion, and equipping, including various capital deferred maintenance projects, additions to, and repairs, of certain existing school district facilities (together, the "Project");

Adopted _____

CHAIR Board of Education

CLERK Board of Education

C. WHEREAS, pursuant to a Declaration of Trust by the Trustee and joined by the District dated as of December 1, 2017 (the "Original Trust Agreement"), as supplemented by a First Supplemental Declaration of Trust dated as of June 1, 2018 (the "First Supplemental Trust Agreement" and together with the Original Trust Agreement, the "Trust Agreement"), the Trustee will issue \$52,500,000 Certificates of Participation, Series 2018B, dated June 21, 2018 (the "Certificates") evidencing the proportionate interests of the owners thereof in separate lease payments to be made by the District pursuant to the First Amendment to Lease;

D. WHEREAS, the District has retained Springsted Incorporated, as its independent municipal advisor, in connection with the sale of the Certificates, and therefore the District is authorized to negotiate the sale of the Certificates without compliance with the public sale requirements of Minnesota Statutes, Section 475.60; Subdivision 2(9); and

E. WHEREAS, offers to purchase the Certificates were solicited on behalf of the District by Springsted Incorporated; and

NOW THEREFORE, BE IT RESOLVED by the School Board of Independent School District Number 625, Saint Paul, Minnesota, as follows:

1. Acceptance of Offer. The offer of Wells Fargo Bank, National Association in Charlotte, North Carolina (the "Purchaser"), to purchase the Certificates of Participation, Series 2018B (the "Certificates", or individually a "Certificate") from the Lessor in accordance with the terms and at the rates of interest set forth in the First Supplemental Trust Agreement, and to pay therefor the sum of \$54,529,157.50, plus interest accrued to settlement, is hereby found, determined and declared to be the most favorable offer received and is hereby accepted. The District Clerk is directed to retain the deposit of the Purchaser and to forthwith return to the others making offers their good faith deposits.

2. Terms and Conditions of Certificates. The Certificates shall bear interest at the rates, be in such denominations, be numbered, dated, mature, be subject to redemption, be in such form and have such other details and provisions as are prescribed by the First Supplemental Trust Agreement.

3. Approval of Agreements. The First Amendment to Lease and the First Supplemental Trust Agreement are hereby approved in substantially the forms submitted. The District acknowledges and agrees that the Certificates, evidencing the proportionate interests of the owners thereof in the First Amendment to Lease payments to be made by the District pursuant to the First Amendment to Lease, will be issued as provided in the First Supplemental Trust Agreement.

4. Execution of Agreements. The Chair and Clerk of the District, or any other officer of the District authorized to act in their place (the "Authorized Officers") are authorized, directed and empowered in the name of the District to execute the following documents in substantially the form presented to this School Board:

- (a) The First Amendment to Lease; and
- (b) The First Supplemental Trust Agreement;

and such other documents as applicable to consummate the transaction contemplated by this Resolution.

5. Authorization to do Further Acts. The Authorized Officers and the Treasurer of the District are authorized, directed, and empowered in the name of the District to do all further acts and things as they shall deem necessary, advisable, convenient, or proper in connection with or incidental to the foregoing including, without limitation, the execution, acknowledgement, and delivery of any and all instruments, certificates, and documents which may be required in connection with the First Amendment to Lease, the First Supplemental Trust Agreement, and the issuance of Certificates, including a signature and nonlitigation certificate, a nonarbitrage certificate, and certifications relating to the Official Statement.

6. Special and Limited Obligations; Pledge of Tax Levy. The First Amendment to Lease and the obligations of the District thereunder are special, limited obligations of the District payable solely from the proceeds of certain taxes levied pursuant to Minnesota Statutes, Section 126C.40, Subdivision 6, with the approval of the Commissioner of Education, and are not a general obligation of the District and the full faith and credit and ad valorem taxing powers of the District are not pledged to the payment of the First Amendment to Lease, any obligation of the District thereunder, or any amounts paid with respect to the Certificates issued under the First Supplemental Trust Agreement.

7. Tax Levies. For the prompt and full payment of the Rental Payments under the First Amendment to Lease as the same respectively become due, the limited taxing powers, as described below, of the District shall be and are hereby irrevocably pledged.

There is hereby pledged and there shall be deposited in the Rental Payment Account established pursuant to the Trust Agreement all proceeds of the District's "additional capitalized lease levy" authorized pursuant to Minnesota Statutes, Section 126C.40, Subdivision 6 and approved by the Commissioner of Education. There is hereby levied, pursuant to that statutory provision, upon all of the taxable property in the District a direct annual ad valorem tax which shall be spread upon the tax rolls for the collection in the years and amounts set forth below, as part of the general taxes of the District, as follows:

<u>Year of Tax Levy</u>	<u>Year of Tax Collection</u>	<u>Amount</u>
2018	2019	\$3,775,762.50
2019	2020	3,772,262.50
2020	2021	3,774,762.50
2021	2022	3,772,762.50
2022	2023	3,776,262.50
2023	2024	3,774,762.50
2024	2025	3,773,262.50
2025	2026	3,776,512.50
2026	2027	3,774,012.50
2027	2028	3,775,762.50
2028	2029	3,776,262.50
2029	2030	3,774,662.50
2030	2031	3,772,162.50
2031	2032	3,773,400.00
2032	2033	3,776,550.00
2033	2034	3,772,600.00
2034	2035	3,775,275.00
2035	2036	3,775,125.00
2036	2037	3,775,950.00
2037	2038	3,772,575.00

Said additional capitalized lease levy shall be irrevocable as long as the Rental Payments are due under the First Amendment to Lease and are outstanding and unpaid; provided that the District reserves the right and power to reduce the capitalized lease levy in the manner and to the extent permitted by Minnesota Statutes, Section 475.61. The reference in this paragraph to action being taken if and to the extent permitted by law shall not be deemed to include any subsequent changes to the law unless such changes confirm the right and obligation of the District to take such action and to levy such taxes.

8. Continuing Disclosure.

(a) The District is the sole obligated person with respect to the Certificates. The District hereby agrees, in accordance with the provisions of Rule 15c2-12 (the "Rule"), promulgated by the Securities and Exchange Commission (the "Commission") pursuant to the Securities Exchange Act of 1934, as amended, and a Continuing Disclosure Undertaking (the "Undertaking") hereinafter described to:

(1) Provide or cause to be provided to the Municipal Securities Rulemaking Board (the "MSRB") by filing at www.emma.msrb.org in accordance with the Rule, certain annual financial information and operating data in accordance with the Undertaking. The District reserves the right to modify from time to time the terms of the Undertaking as provided therein.

(2) Provide or cause to be provided to the MSRB notice of the occurrence of certain events with respect to the Certificates in not more than ten (10) business days after the occurrence of the event, in accordance with the Undertaking.

(3) Provide or cause to be provided to the MSRB notice of a failure by the District to provide the annual financial information with respect to the District described in the Undertaking, in not more than ten (10) business days following such amendment.

(4) The District agrees that its covenants pursuant to the Rule set forth in this paragraph and in the Undertaking is intended to be for the benefit of the Holders of the Certificates and shall be enforceable on behalf of such Holders; provided that the right to enforce the provisions of these covenants shall be limited to a right to obtain specific enforcement of the District's obligations under the covenants.

(b) The Authorized Officers are hereby authorized and directed to execute on behalf of the District the Undertaking in substantially the form presented to the School Board subject to such modifications thereof or additions thereto as are (i) consistent with the requirements under the Rule, (ii) required by the Purchaser of the Certificates, and (iii) acceptable to the Authorized Officers.

9. Filing of Resolution; County Auditor Certificate. The Clerk is hereby directed to file a certified copy of this resolution with the County Auditor of Ramsey County, Minnesota, together with such other information as they shall require, and to obtain the County Auditor's Certificate that the Certificates have been entered in the County Auditor's Bond Register, and that the tax levies required by law for the Certificates have been made.

10. State Credit Enhancement Program. The District hereby ratifies and confirms its covenant in the resolution adopted April 24, 2018, obligating itself to notify the Commissioner of Education of a potential default in payment of the Certificates and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee the payment on the Certificates when due. The Chair and Clerk are hereby authorized and directed to enter into an agreement with the paying

agent for the Certificates or any department of the State of Minnesota required by the provisions of Minnesota Statutes Section 126C.55.

11. Authentication of Transcript. The Authorized Officers of the District are hereby authorized and requested to prepare and furnish to the Trustee on behalf of the Purchasers of the Certificates, and to the attorneys approving legality of the issuance thereof, certified copies of all proceedings and records of the District relating to the Lease, the Trust Agreement, and Certificates and to the financial condition and affairs of the District, and such other affidavits, certificates and information as may be required to show the facts relating to the legality and marketability of said documents and Certificates as they appear from the books and records under their custody and control or as otherwise known to them, and all such certified copies, certificates and affidavits, including any heretofore furnished, shall be deemed representations of the District as to the facts recited therein.

STATE OF MINNESOTA
COUNTY OF RAMSEY
INDEPENDENT SCHOOL DISTRICT NUMBER 625, SAINT PAUL, MINNESOTA

I, the undersigned, being the duly qualified and acting Clerk of Independent School District Number 625, Saint Paul, Minnesota, DO HEREBY CERTIFY that I have compared the attached and foregoing extract of minutes with the original thereof on file in my office, and that the same is a full, true and complete transcript of the minutes of a meeting of the School Board of said District, duly called and held on the date therein indicated, insofar as such minutes relate to considering offers for, and awarding the sale of, \$52,500,000 Certificates of Participation, Series 2018B of said District.

WITNESS my hand this ____ day of May, 2018.

Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION – GENERAL FORM



Board File No. _____

Date _____

RESOLUTION AUTHORIZING EXECUTION OF
LEASE PURCHASE AGREEMENT, GROUND LEASE, AND DECLARATION OF TRUST
AND ACCEPTING OFFER ON SALE OF
\$18,060,000 CERTIFICATES OF PARTICIPATION, SERIES 2018C

A. WHEREAS, Minnesota Statutes, Section 126C.40, authorizes certain school districts to acquire real and personal property pursuant a lease purchase agreement;

B. WHEREAS, the School Board (the "School Board") of Independent School District Number 625, Saint Paul, Minnesota (the "District") has determined to enter into a Lease-Purchase Agreement dated June 1, 2018, by and between the District and U.S. Bank National Association, St. Paul, Minnesota (the "Lessor" or "Trustee") (the "Lease") pursuant to which the District has agreed to aquire, renovate, and equip the Crosswinds Middle School facility (which will not include the acquisition of a facility to be used primarily for athletic or school administration purposes) (the "Project");

C. WHEREAS, in connection with the Project, the School Board has determined to enter into a Ground Lease date as of June 1, 2018, by and between the District, as lessor, and the Trustee, as lessee (the "Ground Lease"); and

Adopted _____

CHAIR Board of Education

CLERK Board of Education

D. WHEREAS, pursuant to a Declaration of Trust by the Trustee and joined by the District dated as of June 1, 2018 (the "Trust Agreement"), the Trustee will issue \$18,060,000 Certificates of Participation, Series 2018C, dated June 21, 2017 (the "Certificates") evidencing the proportionate interests of the owners thereof in lease payments to be made by the District pursuant to the Lease;

E. WHEREAS, the District has retained Springsted Incorporated, as its independent municipal advisor, in connection with the sale of the Certificates, and therefore the District is authorized to negotiate the sale of the Certificates without compliance with the public sale requirements of Minnesota Statutes, Section 475.60; Subdivision 2(9); and

F. WHEREAS, offers to purchase the Certificates were solicited on behalf of the District by Springsted Incorporated; and

NOW THEREFORE, BE IT RESOLVED by the School Board of Independent School District Number 625, Saint Paul, Minnesota, as follows:

1. Acceptance of Offer. The offer of Wells Fargo Bank, National Association in Charlotte, North Carolina (the "Purchaser"), to purchase the Certificates of Participation, Series 2018C (the "Certificates", or individually a "Certificate") from the Lessor in accordance with the terms and at the rates of interest set forth in the Trust Agreement, and to pay therefor the sum of \$18,666,890.85, plus interest accrued to settlement, is hereby found, determined and declared to be the most favorable offer received and is hereby accepted. The District Clerk is directed to retain the deposit of the Purchaser and to forthwith return to the others making offers their good faith deposits.

2. Terms and Conditions of Certificates. The Certificates shall bear interest at the rates, be in such denominations, be numbered, dated, mature, be subject to redemption, be in such form and have such other details and provisions as are prescribed by the Trust Agreement.

3. Approval of Agreements. The Lease, the Ground Lease, and the Trust Agreement are hereby approved in substantially the forms submitted. The District acknowledges and agrees that the Certificates, evidencing the proportionate interests of the owners thereof in the lease payments to be made by the District pursuant to the Lease, will be issued as provided in the Trust Agreement.

4. Execution of Agreements. The Chair and Clerk of the District, or any other officer of the District authorized to act in their place (the "Authorized Officers") are authorized, directed and empowered in the name of the District to execute the following documents in substantially the form presented to this School Board:

- (a) The Lease;
- (b) The Ground Lease; and
- (c) The Trust Agreement;

and such other documents as applicable to consummate the transaction contemplated by this Resolution.

5. Authorization to do Further Acts. The Authorized Officers and the Treasurer of the District are authorized, directed, and empowered in the name of the District to do all further acts and things as they shall deem necessary, advisable, convenient, or proper in connection with or incidental to the foregoing including, without limitation, the execution, acknowledgement, and delivery of any and all instruments, certificates, and documents which may be required in connection with the Lease, the Ground Lease, and the Trust Agreement, and the issuance of Certificates, including a signature and nonlitigation certificate, a nonarbitrage certificate, and certifications relating to the Official Statement.

6. Special and Limited Obligations; Pledge of Tax Levy. The Lease and the obligations of the District thereunder are special, limited obligations of the District payable solely from the proceeds of certain taxes levied pursuant to Minnesota Statutes, Section 126C.40, Subdivision 6, with the approval of the Commissioner of Education, and are not a general obligation of the District and the full faith and credit and ad valorem taxing powers of the District are not pledged to the payment of the Lease, any obligation of the District thereunder, or any amounts paid with respect to the Certificates issued under the Trust Agreement.

7. Tax Levies. For the prompt and full payment of the Rental Payments under the Lease as the same respectively become due, the limited taxing powers, as described below, of the District shall be and are hereby irrevocably pledged.

There is hereby pledged and there shall be deposited in the Rental Payment Account established pursuant to the Trust Agreement all proceeds of the District's "additional capitalized lease levy" authorized pursuant to Minnesota Statutes, Section 126C.40, Subdivision 6 and approved by the Commissioner of Education. There is hereby levied, pursuant to that statutory provision, upon all of the taxable property in the District a direct annual ad valorem tax which shall be spread upon the tax rolls for the collection in the years and amounts set forth below, as part of the general taxes of the District, as follows:

<u>Year of Tax Levy</u>	<u>Year of Tax Collection</u>	<u>Amount</u>
2018	2019	\$1,183,719.24
2019	2020	1,300,612.50
2020	2021	1,300,362.50
2021	2022	1,298,612.50
2022	2023	1,295,362.50
2023	2024	1,295,612.50
2024	2025	1,299,112.50
2025	2026	1,295,612.50
2026	2027	1,300,362.50
2027	2028	1,297,862.50
2028	2029	1,298,362.50
2029	2030	1,300,312.50
2030	2031	1,300,156.25
2031	2032	1,297,818.75
2032	2033	1,299,506.25

2033	2034	1,298,731.25
2034	2035	1,296,775.00
2035	2036	1,297,225.00
2036	2037	1,296,275.00
2037	2038	1,298,925.00

Said additional capitalized lease levy shall be irrevocable as long as the Rental Payments are due under the Lease and are outstanding and unpaid; provided that the District reserves the right and power to reduce the capitalized lease levy in the manner and to the extent permitted by Minnesota Statutes, Section 475.61. The reference in this paragraph to action being taken if and to the extent permitted by law shall not be deemed to include any subsequent changes to the law unless such changes confirm the right and obligation of the District to take such action and to levy such taxes.

8. Continuing Disclosure.

(a) The District is the sole obligated person with respect to the Certificates. The District hereby agrees, in accordance with the provisions of Rule 15c2-12 (the "Rule"), promulgated by the Securities and Exchange Commission (the "Commission") pursuant to the Securities Exchange Act of 1934, as amended, and a Continuing Disclosure Undertaking (the "Undertaking") hereinafter described to:

(1) Provide or cause to be provided to the Municipal Securities Rulemaking Board (the "MSRB") by filing at www.emma.msrb.org in accordance with the Rule, certain annual financial information and operating data in accordance with the Undertaking. The District reserves the right to modify from time to time the terms of the Undertaking as provided therein.

(2) Provide or cause to be provided to the MSRB notice of the occurrence of certain events with respect to the Certificates in not more than ten (10) business days after the occurrence of the event, in accordance with the Undertaking.

(3) Provide or cause to be provided to the MSRB notice of a failure by the District to provide the annual financial information with respect to the District described in the Undertaking, in not more than ten (10) business days following such amendment.

(4) The District agrees that its covenants pursuant to the Rule set forth in this paragraph and in the Undertaking is intended to be for the benefit of the Holders of the Certificates and shall be enforceable on behalf of such Holders; provided that the right to enforce the provisions of these covenants shall be limited to a right to obtain specific enforcement of the District's obligations under the covenants.

(b) The Authorized Officers are hereby authorized and directed to execute on behalf of the District the Undertaking in substantially the form presented to the School Board

subject to such modifications thereof or additions thereto as are (i) consistent with the requirements under the Rule, (ii) required by the Purchaser of the Certificates, and (iii) acceptable to the Authorized Officers.

9. Filing of Resolution; County Auditor Certificate. The Clerk is hereby directed to file a certified copy of this resolution with the County Auditor of Ramsey County, Minnesota, together with such other information as they shall require, and to obtain the County Auditor's Certificate that the Certificates have been entered in the County Auditor's Bond Register, and that the tax levies required by law for the Certificates have been made.

10. State Credit Enhancement Program. The District hereby ratifies and confirms its covenant in the resolution adopted April 24, 2018, obligating itself to notify the Commissioner of Education of a potential default in payment of the Certificates and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee the payment on the Certificates when due. The Chair and Clerk are hereby authorized and directed to enter into an agreement with the paying agent for the Certificates or any department of the State of Minnesota required by the provisions of Minnesota Statutes Section 126C.55.

11. Authentication of Transcript. The Authorized Officers of the District are hereby authorized and requested to prepare and furnish to the Trustee on behalf of the Purchasers of the Certificates, and to the attorneys approving legality of the issuance thereof, certified copies of all proceedings and records of the District relating to the Lease, the Ground Lease, the Trust Agreement, and Certificates and to the financial condition and affairs of the District, and such other affidavits, certificates and information as may be required to show the facts relating to the legality and marketability of said documents and Certificates as they appear from the books and records under their custody and control or as otherwise known to them, and all such certified copies, certificates and affidavits, including any heretofore furnished, shall be deemed representations of the District as to the facts recited therein.

STATE OF MINNESOTA
COUNTY OF RAMSEY
INDEPENDENT SCHOOL DISTRICT NUMBER 625, SAINT PAUL, MINNESOTA

I, the undersigned, being the duly qualified and acting Clerk of Independent School District Number 625, Saint Paul, Minnesota, DO HEREBY CERTIFY that I have compared the attached and foregoing extract of minutes with the original thereof on file in my office, and that the same is a full, true and complete transcript of the minutes of a meeting of the School Board of said District, duly called and held on the date therein indicated, insofar as such minutes relate to considering offers for, and awarding the sale of, \$18,060,000 Certificates of Participation, Series 2018C of said District.

WITNESS my hand this ____ day of May, 2018.

Clerk

Policy Update

Jackie Statum Allen

Assistant Director, Strategic Planning and Policy

Regular Board of Education Meeting

May 22, 2018



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

- First 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

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

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.

MAY 22, 2018

5:30 pm

6:05 pm

REGULAR MEETING OF THE BOARD OF EDUCATION

Open Meeting to Hear Public Comment

Board of Education Meeting

JUNE 12, 2018

4:00 pm

SPECIAL MEETING OF THE BOARD OF EDUCATION

Non-Renewals

JUNE 12, 2018

4:30 pm

COMMITTEE OF THE BOARD 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

May 19, 2018

Mayor's State of our City Summit

8:30am | Johnson Senior High School

* 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.