Saint Paul Public Schools

Regular Meeting

Tuesday, April 24, 2018 6:05 PM

SAINT PAUL PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION



Zuki Ellis
Chair



Steven Marchese
Vice Chair



Jeanelle Foster
Clerk



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John Brodrick
Director



Mary Vanderwert
Director



Marny Xiong
Director



ADMINISTRATION
Dr. Joe Gothard
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Steven Marchese, Vice Chair

SPPS VISION STATEMENT

Imagine every student
Inspired, challenged, and cared for by exceptional educators
Imagine your family
Welcomed, respected, and valued by exceptional schools
Imagine our community
United, strengthened, and prepared for an exceptional future
Saint Paul Public Schools: Where imagination meets destination
****
MISSION of the Saint Paul Public Schools – PREMIER EDUCATION FOR ALL
****
Long-Range Goals Adopted by the Board:

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

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

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

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

April 24, 2018
6:05 PM

A G E N D A

I. **CALL TO ORDER**

II. **ROLL CALL**

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IV. **RECOGNITIONS**

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XIV. **ADJOURNMENT**

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

DATE: April 24, 2018

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. 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."

2. Becky was recognized by colleagues statewide on Feb. 8 during the annual statewide convention of Minnesota's elementary principals.

3. 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

March 20, 2018

I. CALL TO ORDER

The meeting was called to order at 6:07 p.m.

II. ROLL CALL

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

Mr. Brodrick joined at 6:09 p.m.

SEAB Member(s): M. Omar, T. Htoo

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

Chair Ellis noted that due to timing for SEAB members to respond to the Old Business agenda item of the Resolution to Address Gun Violence in Our School Community, that it be moved to immediately follow the Committee Report in the order of the main agenda.

MOTION: Ms. Ellis and Ms. Foster moved approval of the Order of the Main Agenda with one change – to move Old Business to immediately follow the Committee Reports. The motion was seconded by Mr. Schumacher and Mr. Marchese.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31227 Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools That Have Won Athletic Awards and Championships

1. Highland Park Middle School – The girls' basketball team was middle school city champion.
2. Highland Park Middle School – The boys' basketball team was middle school city champion.
3. Washington Technology Magnet – The wrestling team was middle school city champion.
4. Washington Technology Magnet – The wrestling team was city champion.
5. Humboldt High School – The wrestling team had a state tournament qualifier.
6. Harding Senior High School – The wrestling team had a state tournament qualifier.
7. Central Senior High School – The girls' Nordic ski team had three state tournament qualifiers.
8. Central Senior High School – The boys' Nordic ski team had two state tournament qualifiers.
9. Central Senior High School – The boys' swim team had one state tournament qualifier.
10. Johnson Senior High School – The wrestling team had two state tournament qualifiers.

11. Johnson Senior High School – The boys' basketball team were city champions.
12. Johnson Senior High School – The boys' swimming team had a state tournament qualifier.
13. Como Park Senior High School – The girls' basketball team were city champions.
14. Como Park Senior High School - The wrestling team had a state tournament qualifier.
15. Como Park Senior High School – The boys' swimming team had four state tournament qualifiers.
16. Highland Park Senior High School – The boys' Nordic ski team was city champion and qualified for the state tournament.
17. Highland Park Senior High School – The girls' Nordic ski team was city champion and qualified for the state tournament.
18. Highland Park Senior High School/SPA – The boys' co-op swim team was city champion.
19. Highland Park Senior High School – The girls' gymnastics team were city champions and had one state tournament qualifier.
20. Highland Park Senior High School – The alpine ski team had one state tournament qualifier.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Foster moved approval of the Order of the Consent Agenda. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

MOTION: Mr. Schumacher moved to pull F8 – Bid No. A213552-A District-Wide Facilities Planning Moving Services for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of February 20, 2018
B. Minutes of the Special Meeting of the Board of Education of February 22, 2018

MOTION: Mr. Schumacher moved approval of the Minutes of the Regular Meeting of the Board of Education of February 20, 2018 and the Minutes of the Special Meeting of the Board of Education of February 22, 2018 as published. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

Mr. Schumacher	Yes
Mr. Marchese	Yes

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of March 6, 2018

At the March 6th Committee of the Board meeting, Superintendent Gothard began with an introduction to a presentation on the 2017 graduation results. This information led to discussion with the Board that focused on the data analysis leading to college and career pathways and readiness, support programs within high schools, the factors that play a role in individual school graduation rates, tracking students after graduation, and the value and importance of graduating from a SPPS high school.

A brief recap of the strategic plan development was also discussed. Community input sessions were a main topic, with the district-wide session scheduled for March 21st at Harding High School. Smaller meetings can also be requested with a trained facilitator. This sparked conversation on outreach within the district to ensure everyone's authentic voices can be shared in the strategic plan.

The Legislative Update included information on the current session, the budget forecast, legislation for schools and school safety, and TRA and Saint Paul Teacher Pension information.

The report from SEAB stated that they are currently looking at the lack of diversity in AP and IB classes, and beginning their research into the students in those classes and the racial gap. In addition to their support of the demonstrations against gun violence, SEAB is also collaborating with the Board and staff to draft a resolution against gun violence. Discussion on the resolution involved the importance of the statements that teachers should not be asked to carry weapons, as well as the crucial role of mental health counselors in schools. Board members noted that the context of the resolution related to our concerns within schools, learning environments, and the well-being of our students.

Lastly, three presentations from our Finance department were shown. The first was the Fiscal Year 2019 General Fund Budget Update. The current general fund numbers have not changed yet, but the budget timeline has been extended to allow more time for schools to submit their budgets. School budget presentations will allow principals to give their families an informational, overall financial picture of the schools. These conversations will be framed in a way to show how it will affect our students and families, but also about who we are as a school community.

The First FY2017-2018 Budget Revision was presented, which included the changes to the adopted budget. Examples of encumbered expenses carried over were reviewed, as well as information on carryover dollars and discretionary funds, which are mindfully and purposefully planned by principals. The Board then approved the revised budget for fiscal year 2017-2018.

Third, the December 2017 Quarterly Budget Report was shown. It is an update to the Board on the current fiscal year 2017-2018 budget, and one of the highlights showed the unassigned fund balance amount, which is required to be at least 5% per Board policy – we are currently at 5.5%. The Board also approved the acceptance of this report as presented.

Finally, the Board conducted a work session on the joint powers agreement with SPPS and Ramsey County.

MOTION: Mr. Marchese moved the Board accept the report on the March 6, 2018 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Mr. Brodrick

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

Superintendent Gothard went on to note the impassioned discussion on gun violence. It is great to see our students so comfortable in engaging with us, and says a lot the model and importance for student voice. He commended both the Board and SEAB for their work in this resolution. The pride from SEAB for representing our student body is evident.

He also mentioned that many staff and board members also participated in National Walk-Out Day last week. He thanked each of the school buildings; each was given the task of being supportive to students who chose to participate, and they did. The reports from schools presented that they were supportive, and created spaces and opportunities for students to participate if they chose. We showed students that we are listening, compassionate, and caring. In providing them that environment, we are showing them that they can achieve amazing results in coming together. In speaking to students, they are demanding actions and to be heard. The resolution speaks to that, but also ongoing conversations. Students will be doing more than speaking; they will also be listening with their eyes. This generation is interested in being part of the solution, and they also want to see change and feel change. They want to be proud of change in their environments and with their peers. Laws aside, we need to continue to engage SEAB and all students and stakeholders, and have deep conversations about not only school safety, but also student safety, including mental health and other aspects they bring. Each day is complex and an opportunity to engage in new ways and to direct students in ways to succeed. Our staff did an amazing job to be present, while also giving space for 17 minutes to allow students to express how they feel about recent activities across country. To the schools affected by gun violence, our hearts go out to them. As a community, we will work together. He noted the deep appreciation to the Board for their support, and to our schools buildings for supporting our students and allowing them to speak their voice on this issue.

He then when on to introduce the 2017 Senior Survey Results, which are highlights of a very comprehensive report from seniors who graduated in 2017 and were distributed to schools by the Office of College and Career Readiness, as well as Office of Research, Evaluation, and Assessment. He went on to introduce the presenters, Dr. Kate Wilcox-Harris, Darren Ginther, Dr. Theresa Battle, and Dr. Stacy Gray-Akyea.

(Topics will be presented at each BOE and COB meeting to ensure we are presenting on our achievement focus topics. These will be opportunities to learn more and ask questions about this important work.)

A. <u>2017 Senior Survey Results</u>

Senior Survey

- SPPS-created
- Perceptions from our SPPS Seniors
    - High school experiences
    - Learning
    - Relationships and support for post-secondary
- 68 questions
- Process
    - Seniors take the survey at the end of the year
    - Online via Naviance
- Results
    - District-Wide: with student group disaggregation
    - School Level: no student group disaggregation

(Interpretation for the survey results was then reviewed. Disaggregation by racial group will be shown at the top, with the district summary included near the bottom of each slide.)

SPPS College and Career Readiness Framework
Each of these pillars must be in place for a student to experience post-secondary success.

- The five pillars include:
    - Academic
    - Admissions
    - Career
    - Financial
    - Personal/Social

Senior Survey: Responses

- Number of seniors as of June 1, 2017: 2,497 eligible
- Number of senior survey responses: 2,091
    - 93% response rate
        - Alaskan/Native American: 2%
        - Asian/Pacific Islander: 43%
        - Black, not Hispanic: 23%
        - Hispanic: 11%
        - White: 21%
- Naviance tool allows us to see data from 9th-12th grade. It has been in place for at least the past 10 years.

Senior Survey: Academic

- The ability to succeed in first year classes that earn credit at a technical college, community college, or four-year college or university
- Seniors agreed across all groups that they took classes that challenged them (91% of all seniors).
- The data showing the responses since 2004 was also presented, with an increase over time.
- 89% of all seniors agreed their teacher stimulated their thinking and interest in learning.
    - The Board noted that this is a wonderful response for our teaching staff.
- 46% (nearly half) of seniors reported earning some college credit in high school.
    - One student group did not follow the pattern – white students reported earning college rates at a higher percentage that other racial groups. It's good news that we have a student group that is achieving above 50% of earning college credit in high school, but also illustrates a need to create proportionality so that all student groups are above that 50% rate of earning college credit in high school.
    - Our students earned $3.8M in college credits last year.

Senior Survey: Career

- The ability to identify careers that match personal, financial, and other goals, along with an understanding of the skills, credentials, and experiences required to succeed in those careers.
- More than half of seniors reported their classes prepared them for 2-year of 4-year college.

Senior Survey: Admissions

- The ability to meet admission requirements at a range of postsecondary institutions
- There were 4,701 college acceptances at the time of survey administration. Students are prepared for an education across the United States, as well as abroad.
    - It averages out to 2.5/student, and one student could get 12 acceptances. Is that information broken out separately, and by demographics? Answer: It is disaggregated by school within the full report. It was also reported that this topic is one of the hot topics within the report. It is an intense place that schools go to, and feel ownership for those schools.
- Seniors' agreement to receiving assistance with post-secondary plans has increased over time.
    - There is now a college and career component of the curriculum starting in kindergarten.
    - For Naviance, we had 94.73% of 12th grader completing final learning objective, which is applying to a post-secondary option.

- Our counselors do an amazing job of both looking at the aggregate, as well as the individual sessions with students and families to achieve their goals.
- Mary Gannon, from AGAPE High School, then shared her experiences as a school counselor.

Senior Survey: Financial

- The ability to cover the cost of the first semester of study at a postsecondary institution
- An overwhelming percentage of seniors reported knowing about financial support for post-secondary plans.
- Seniors have applied for scholarships more than loans or grants.

Senior Survey: Personal/Social

- The ability to set educational goals, make and monitor progress toward goals, and create relationships with peers and adults that support success.
- Parents and school counselors are primary sources of help for seniors when discussing classes to take for college and career.
  - Rebecca Schmitz then shared her experience as a school counselor at Washington Tech.
  - White students reported parents as their primary source, while all other student groups reported school counselor as their primary source.
- Seniors who report feeling safe has increased over time.
  - It was noted that while this is a student's interpretation, we do know how school culture, school climate, initiatives and projects, and restorative practices that cultivate that belief.

QUESTIONS/DISCUSSION:

- Staff noted that they will point out those trends where the ethnic background of the responders were different from the district-wide response.
- Who runs the high school and career resources centers? If it is not the career counselor, would that fall under the 'other' category? Answer: The 'other' category could mean a family member, or coach, or all of the above. It may mean that they received help outside of school; it could be a mentor. At the vast majority of our schools, the counselor does run the Early College Counselors. We are aiming to be proactive to go out and engage students, especially those who may be underrepresented. EAs also assist in the Early College Counseling centers. Our college access partners also assist in the centers.
- Are our college and career counselors also dealing with social and emotional counseling? Answer: Yes, they are licensed school counselors.
- How is the Naviance tool administered to students? Is it during class, or by a certain date? Answer: At Washington Tech, the counselor goes into a classroom to introduce the survey and how the data will be used. Then, the students take the survey in class. It's also included in the 'check-out process' for seniors. While it can be a challenge sometimes, students like to do tasks related to graduation.
- Our students have to have a post-secondary career or education plan. Is that mandatory? Does every senior have that? Answer: Our plan is that 100% of students have it. Some schools have a paper format, whereas others use Naviance. We send progress letters home about the academic information for students, and within that letter, it directs families to Naviance. Legislation says that incoming 9th graders need to have started their plan – we start it in 6th grade. In Naviance, they select their post-secondary plan as a senior.
  - The legislature passed that several years back. Are we able to sufficiently satisfy the state on this across the board in all schools? Answer: Yes, we are. We can also do better. We continue to work on that with counseling leadership and counselors to be practical. Two big pieces of the legislation are to start their plan in the 9th grade, and then document that process in our transcripts.
  - The Board noted that sometimes the legislative mandates can be sometimes cumbersome, and another "hoop to jump through." The way we're handling it, are we doing a better job to give kids the idea that they should have a plan? Yes, the K-12

capstone – that we know there is a plan, and we have that plan in place, they are applying, and they know what they need to do to get to their final plan. In the K-12 core curriculum, college and career readiness are an aspect. The requirement of the state is to track a student's plan from 9th-12th grade, whereas we start Naviance in 6th grade, knowing that the final plan won't happen until 12th grade when students know more about where they'd like to go and what they'd like to do. We want to do what's best for our students and families, where it is a working plan, and a 'two-way street' plan where students can interact with their plan and work with counselors.
    - We want to make that distinction between simply doing this for legislation, and take it a step further so that it is not simple checking a box. Answer: Correct.
- What is the process for using the data from the senior survey, and how has it changed our practice over time? Answer: For some of the bigger topics, schools change their scope based on this data. Additionally, the school counselors analyze the data for key takeaways, and how to improve our practice. It is an ongoing conversation; if we are going to measure it, what will we do with it?
- If we start Naviance in the 6th grade, do we survey them at that time as well as an entry point for college and career readiness, so that we are able to compare the data? Answer: Yes, in the 6th grade, it is About Me. It looks into interests, values, who they are, what they are about. In the 9th grade, it filters it to a career cluster, and what kinds of careers align with that student. In 10th grade it is the resume; 11th grade is college maps; and the 12th grade milestone is the application process, whether it be a college, military, etc. It is about helping that evolution and discovery for students about their plan.
- Parents receive a lot of information, and how do we filter it to parents in different venues and stress the importance of this information? A lot of our parents may not be familiar with the college application process. There is that importance parent education part.
- How does this fit into academic advising and course selection, so that our students are able compete with admission and scholarships. It seems like the college and career pathway that a student is on, that might indicate classes, levels, or coursework and electives that they should take. Is there is a tie-in with these things? Answer: Yes, there is. At a macro level, we are working to increase credit-earning classes to align with post-secondary education to match with that progress for the degree. One important aspect is getting proportionality of students who may be underrepresented in those more rigorous classes. One example may be counselors calling parents to tell them about how their child may excel in an AP or IB class, and how impactful that would be as a parent.
    - It seems that will require intervention from staff to tell students that they can do AP, or IB, even before PSEO. That path will require steps along the way, and if there are courses that we are advising students to take, the burden may fall onto staff to complete that reach-out. What is the counselor to student ratio to complete that work and to ensure it is accomplishable? Answer: At Washington Tech, there are 7 grade-level counselors. In the 12th grade, counselors go into each classroom to speak about registration, and current students in those early college programs also speak to students about options. In reference to career and interest inventories, teachers and counselors can look into that data. Students' schedules are then built around those interests to take classes relevant to their college and career pathway, as well as applications to colleges.
    - In comprehensive high schools, it will require more individual attention to the students because there is not the institutional pathway. Do we have the resources to help students get to that place? Answer: The pathways course is an important topic. We are developing pathways at all schools.
        - How is the accessibility to different pathways? Given the current system, there is limitation to where students can go and transportation. At the high school level, there may be reasons to move to a pathway focus high school system, and then we need to change the way we are rooting students throughout the system with access to that depending on where they live. As we think about high schools we have, and what makes them appealing, and meeting need to for students, if it is a pathway program or more comprehensive program, we

need to think about the supports for those schools because the burden will fall back to counselors and others to fill in gap. Answer: Yes – we are building it right now. The model is based on the career pathways academy, where students start their day at their high school, and then go to Saint Paul College to be part of Career Pathways Academy. A student at Central might start out at Central, and then go to another school based on their interest. We need to be deliberate to connect kids to pathway most interested. Some pathways may be more challenging that others, but we are working through that.

- There is also the belief that students should not go so far deep into a career pathway that they cannot explore other careers. This is liberal arts versus a technical education debate. It is the intentionality that we bring to that planning process that becomes part of this issue. Everyone changes their mind, and we give students that framework for what they'd like to explore.

- Superintendent Gothard also noted the college and career pathways are included in the draft of the strategic plan. Visibility is a major part – for staff to see learning opportunities for students; we partner with the community in many ways; we have a thriving work force that claims there is a gap and we need to find a way to fill that. Most important is the visibility of our student to know that they matter, they have an impact on the community, and possess so many great skills and assets. Our job to is to provide and show these unique pathways to them to thrive. Our team is on to some great work, and we have a great team of people working on this to build upon system wide.
- How many counselors do we have in our system? Answer: 116 individuals. In our high schools, it's around 40 and includes early college counselors, which may be split positions. From a social/emotional standpoint, there are also over 100 social workers. That combination of college access programs, and that system to provide support for school, and how they collaborate to work together to provide support for our students.
- A board member also noted that he feels our schools are safe, and may even be refuges for our students. If we look at the data, we see that a little over 90% responded that they feel safe in school. How can we use this data to identify students in their earlier years that are experiencing a feeling of insecurity? Who are they, and how can we make them safe? Answer: With an increase of counselors and social workers, there has been a prevalence of concerning behavior at the elementary level. While it's challenging to see at that level, it's also a benefit to catch it early before it manifests itself to the upper level grades. They are our kids, and we need to serve them. It's a thanks to those service providers at the elementary level to serve those kids. It is not a short-term goal; it will be intense, and hard work, and work that needs to be done. We do need to find ways to find those kids, and their issues.
    - A board member also noted that while this is a senior survey, it may not capture those kids who maybe didn't make it to their senior year because of their insecurities. In going back to the resolution discussion, we need to spend money on detecting that kids are having problems instead of metal detectors.
        - We did take a look a little deeper, and those racial groups that looked into groups that agreed and strongly agreed on this topic. The racial group that agreed the strongest was the Hispanic students at 94%, followed by White students and Asian students at 93.7%. Black students reported in at 91.5%. American Indian students reported feeling safe (strongly agree or agree) at 87.1%. We can look at that information to determine next steps, or to phrase questions to dig a little deeper into the next survey.

B. Human Resource Transactions

MOTION: Mr. Schumacher moved approval of the HR Transactions for the period February 1, 2018 through February 28, 2018. Ms. Foster seconded the motion.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Ellis moved approval of all items within the Consent Agenda with the exception of item F8 – Bid No. A213552-A District-Wide Facilities Planning Moving Services, which was pulled for separate consideration. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31228 February 2018 Central P.A.C. Donation

That the Board of Education authorize the Superintendent (designee) to accept the $5,830 gift from the Central P.A.C. and provide a letter of expressing appreciation for the gift.

B. Grants

BF 31229 Request for Permission to Submit Two Grants to AAA Minnesota/Iowa

That the Board of Education authorize the Superintendent (designee) to submit two grants to AAA Minnesota/Iowa for funds to support a one-day Safety Camp and Capitol Hill Magnet School's Bike to School Day; to accept funds, if awarded; and to implement the projects as specified in the award documents.

BF 31230 Request for Permission to Submit a Grant to ERIK'S Bike Shop Grant Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to ERIK'S Bike Shop for funds to support Project Bike Tech; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31231 Request for Permission to Submit a Grant Application to the French-American Cultural Exchange (FACE) Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the FACE Foundation for funds to support French immersion at Central Senior High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31232 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 provide literacy coaching and supplies to provide a literacy rich environment; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31233 Request for Permission to Submit a Grant to Travelers Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to Travelers Foundation to support academy programming in SPPS; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31234 Request for Permission to Accept a Grant from the Women's Foundation of Minnesota

That the Board of Education authorize the Superintendent (designee) to accept funds from the Women's Foundation of Minnesota to promote healthy attitudes toward gender equality in the district; and to implement the project as specified in the award documents.

C. Contracts

BF 31235 MN Computers for Schools

That the Board of Education approves the services of MCFS and collaboration with Humboldt High School.

BF 31236 Request for Proposal (RFP) – No.A213690-AA – Firewall

That the Board of Education authorize award of RFP No. A213690-A to DirSec, for the purchase of a Firewall system not to exceed $769,000.

D. Agreements

BF 31237 Approval to Enter Into a Partnership with '18 Online' and MetroECSU Statewide Partnership' for Teacher Credentialing

That the Board of Education authorize the Superintendent (designee) to approve the partnership with '18 Online' and MetroECSU 'Statewide Partnership'.

BF 31238 SPPS Supplemental Literacy Support

The Board of Education authorize the use of funds to provide literacy materials to support district literacy goals.

E. Administrative Items

BF 31239 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective March 29, 2018, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31240 Monthly Operating Authority

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

(a)	General Account #0002821-0002867 #7002631-7002683 #0002076-0002155	#687815-689287	$54,725,719.66
(b)	Debt Service	-0-	$29,673,524.86
(c)	Construction	-0-	$10,468,641.43
			$94,867,885.95

Included in the above disbursements are 2 payrolls in the amount of $37,051,405.12 and overtime of $120,717.15 or 0.33% 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 June 30, 2018.

BF 31241 Land Under Transit-Way Bridge South of Como Lease Agreement Extension with the University of Minnesota

That the Board of Education authorize the Superintendent to execute a license agreement extension between the Regents of the University of Minnesota and Independent School District No. 625 allowing the district to lease land under the University of Minnesota transit-way bridge for 1930 Como Avenue material and equipment storage and subject to all other terms and conditions of said license agreement.

BF 31242 Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, Exclusive Representative for Educational Assistants

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those educational assistant employees in this District for whom the Saint Paul Federation of Teachers is the exclusive representative; duration of said Agreement is for the period of July 1, 2017 through June 30, 2019.

BF 31243 Approval of Employment Agreement between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, Exclusive Representative for School and Community Service Professionals

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those School and Community Service Professional employees in this school district for whom the Saint Paul

Federation of Teachers is the exclusive representative; duration of said Agreement is for the period of July 1, 2017 through June 30, 2019.

BF 31244 Approval of Employment Agreement and Related Memoranda of Agreement Between Independent School District No. 625, Saint Paul Public Schools and Saint Paul Federation of Teachers, Local 28, Exclusive Representative for Teachers, for 2017-2019

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for teachers in this school district for whom Saint Paul Federation of Teachers, Local 28 is the exclusive representative; duration of said Agreement is for the period of July 1, 2017 through June 30, 2019; and approve and adopt the related Memoranda of Agreement.

F. Bids

BF 31245 Bid No. A211302-A St. Anthony Park Elementary Addition & Building Renovation – Food Service Equipment/WS-11F

That the Board of Education authorize the award of Bid No. A211302-A St. Anthony Park Elementary Addition & Renovation to Rapids Food Service for the lump sum base bid for $150,008.00.

BF 31246 Bid No. A213788-A Highland Park Elementary Building Renovation – Concrete & Masonry/WS-3A

That the Board of Education authorize the award of Bid No. A213788-A Highland Park Elementary Building Renovation to Steenburg Watrud for the lump sum base bid for $199,300.00.

BF 31247 Bid No. A213790-A Highland Park Elementary Building Renovation – Carpentry & Demo/WS-6A

That the Board of Education authorize the award of Bid No. A213790-A Highland Park Elementary Building Renovation to Meisinger Construction for the lump sum base bid for $412,000.00.

BF 31248 Bid No. A213792-A Highland Park Elementary Building Renovation – Roofing & Metal Panels/WS-7H

That the Board of Education authorize the award of Bid No. A213792-A Highland Park Elementary Building Renovation to Burwald Roofing for the lump sum base bid for $454,770.00.

BF 31249 Bid No. A213798-A Highland Park Elementary Building Renovation – Flooring/WS-9D

That the Board of Education authorize the award of Bid No. A213798-A Highland Park Elementary Building Renovation to Grazzini Brothers for the lump sum base bid for $185,875.00.

BF 31250 Bid No. A213802-A Highland Park Elementary Building Renovation – Electrical & Tech/WS-26A

That the Board of Education authorize the award of Bid No. A213802-A Highland Park Elementary Building Renovation to B&B Electric for the lump sum base bid for $420,000.00.

BF 31251 Bid No. A213803-A Highland Park Elementary Building Renovation – Excavation & Site Work/WS-31A

That the Board of Education authorize the award of Bid No. A213803-A Highland Park Elementary Building Renovation to Urban Companies for the lump sum base bid for $109,500.00.

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31252 Bid No. A213552-A District-Wide Facilities Planning Moving Services

Director Brodrick requested more information on this item, as well as more information on the balance between our own staff and external contracted partners. Jackie Turner, Chief Operations Officer, introduced this item. It is for approval in a proactive manner as we are anticipating the moving of furniture for the upcoming summer. We have a limited number of full-time moving staff and we will be using their resources to help in these projects. Our distribution team, who is on a 10-month cycle, will also be involved in this process. Because of their 10-month cycle, we work around their time-off requests. Finally, we reach out to our contracted community partners in the event that we will need to increase our capacity for our summer moves. This is a three-prong approach to ensure that all furniture is moved by the end of the summer in preparation for students in the fall.

- How has the whole furniture operation evolved over the years? What will this look like? How are we going to work with our own people, and the opportunity for the bargaining unit to input how this will affect them? Answer: Over the last decade, our distribution operating team has undergone some changes. We did offer a much more robust and full service operation from our Johnson Parkway storehouse. Over the past 7 years, we have had a lean distribution force with 4-5 year-round individuals, and about 10 10-month employees who are usually focused on delivering food during the school year. During our summer pushes to relocate programs and realign needs around the district. Our core strategy is the 4-5 employees who are with us year-round who are our core staff, and incredibly important staff members. As demands flex, we offer elongated employment time for our 10-month staff members, who are also delivering S-Term food and helping in moving furniture and supplies. Summers, such as the upcoming summer, with significant and unmovable schedule demands from construction and programmatic changes require extra staff to complete the process within the allocated timeframe. Three years ago, we got out of our warehouse space on Prior Avenue, which was primarily furniture storage. Without that, we are without that flexibility to triage furniture, and have a more strategic and surgical operation. In the upcoming work plan, it will tell us more about our staff and their plans. It is a high-volume summer for us, and this contract will allow us to accomplish this moving process.

M**OTION: Mr. Brodrick moved that the Board of Education authorize the award of Bid No. A213552-A District-Wide Furniture Moving to All Furniture for the lump sum base bid for $150,000.00. The motion was seconded by Ms. Vanderwert.**

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

Director Schumacher introduced a resolution for consideration by the Board in response to the increased incidents involving gun violence that have caused injuries and deaths in schools across the nation. These tragic events have heightened our awareness for school safety and have caused our school communities to reflect on what can be done to fulfill our responsibility to protect our students, staff, and families from harm. Students across the country have responded to these acts of violence. Their determination to take meaningful steps to prevent further trauma from gun violence has struck a chord locally and nationally. Several new measures have been passed in other states to address this issue of gun safety. Our students in Saint Paul and across the Metro have also taken the lead to advocate for gun safety measures in Minnesota. In support of their leadership and the safety concerns of our community members, we have worked with SEAB to create a resolution to fulfill our Board obligation to do everything in our power to advocate for a safe learning environment for all of our students, families, and staff. Out of respect for our students and their collaboration in this work, they led in the reading of the resolution.

BF 31253 Resolution to Address Gun Violence in Our School Community

RESOLUTION TO ADDRESS GUN VIOLENCE IN OUR SCHOOL COMMUNITY

WHEREAS, there is a need for the nation's school systems to express their positions on school safety matters that affect students and the children residing in its cities; and

WHEREAS, the Board of Education of the Saint Paul Public School District is accountable to the community for constantly monitoring the conditions affecting the district as a whole and especially the health and welfare of our 42,000 staff and students; and

WHEREAS, our students, staff and families have the right to expect our federal, state and local officials and there agencies to ensure a safe and supportive learning environment free from violence and trauma; and

WHEREAS, our students are publicly expressing concern for their well-being and safety and have demanded for policymakers and elected officials to act immediately to protect them while in school and out; and

WHEREAS, the multiple school shootings, injuries and deaths that the nation has witnessed over the years have complex causes requiring multiple solutions; and

WHEREAS, many of these outcomes could have been changed with common sense laws that prevent gun violence; and

WHEREAS, many schools lack the mental health counselors, psychologists, and social workers they need to identify and work with students showing warning signs for violence; and

WHEREAS, schools across the country also need considerable additional resources to plan for the possibility of such acts of violence, coordinate with law enforcement, and secure their buildings from intruders; and

WHEREAS, there is no viable research to suggest that adding guns into a school setting or arming teachers would prevent these acts of violence; and

WHEREAS, teachers should not be asked or encouraged to keep weapons accessible in their classrooms; and

WHEREAS, the nation's data collection on gun violence and gun ownership is inadequate to monitor, understand, or prevent these events from happening; and

WHEREAS, the Student Engagement and Advancement Board has worked with the Board of Education of the Saint Paul Public Schools to create this resolution reflecting a student's perspective on this issue; therefore

BE IT RESOLVED THAT the Board of Education of the Saint Paul Public Schools calls on our federal, state and local elected officials and agencies to take effective and comprehensive action to protect school children from gun violence, including:

- Enacting laws, policies and procedures that prevent individuals who pose a threat to themselves or others from possessing guns;
- Enacting a ban on assault weapons, bump stocks and raising the minimum age to purchase a firearm to 21;
- Requiring universal background checks in order to possess any type of firearm;
- Extending the perimeter of Gun-Free School Zones;
- Appropriating adequate new funds to increase the numbers of counselors, mental health staff, psychologists, and social workers in our schools to address mental health and trauma experienced by our students;
- Appropriating adequate funds to proactively build school climates where everyone thrives;
- Expanding funding to make building alterations that may be necessary to protect students, teachers, and staff;
- Requiring that states and the federal government collect necessary data to track, monitor, understand, and prevent violence in America.

BE IT FURTHER RESOLVED THAT the Board of Education of the Saint Paul Public Schools is opposed to arming teachers to protect schools and children, as well as any attempts to weaken current gun control laws either in Minnesota or nationally.

M**OTION: Mr. Schumacher moved that the Board of Education approve the Resolution to Address Gun Violence in Our School Community as presented. The motion was seconded by Ms. Xiong.**

QUESTIONS/DISCUSSION:

- Director Marchese noted that he supports and is pleased the Board is considering this resolution. He also addressed a few items pertaining to this topic. With two sons in high school, they have had to walk out of their building twice to gain the attention and inform people that gun violence is unacceptable to them – and we need to think about that. We have rhetoric being discussed at the legislature about "hardening the target". Our schools are places of learning – they are not fortresses or prisons. It is concerning that the rhetoric of response is to normalize this issue for our schools and community. We need to recognize that this is not normal in our schools, and not how they should be run. There are concerns that the conversation has been reactive; that the funding for safety has not been appropriated at the state or federal legislative level for teachers, mental health supports, and psychologists – all of which have been documented as need for our special education and ELL students, and all of which require funding. The legislature can find money for metal detectors, but cannot find funding for special education teachers. This is a terrible message to send to our children. The budget we have is limited by the resources we have, and we can use that money to improve the safety of our schools, which is one of the primary responsibilities, but cannot put EAs and TAs in our classrooms. The burden of gun ownership also will be borne of our students and staff. That is the reason that students are in the community speaking for their lives and speaking to all of us. There is a lot at stake for them. Every right stated in the Bill of Rights is subject to reasonable regulation. We have the opportunity to have reasonable regulations for the ownerships of guns - those should be borne of the people who own the guns; not our students or teachers. It is not the job of the District to introduce gun control when the legislature will not do it for itself. We need to have an honest conversation with our elected leaders and to have them do their job to safeguard our schools. Our legislatures need to stop being tied to

organizations such as the NRA, and start being an advocate for our kids that they deserve and need.

- Director Foster spoke in response to the public inquiries asking the Board to not put political values within the school system and our decisions of the Board. We each hold different values around gun laws and gun reform, our role here is to the students, families, and staff in our District. It is our responsibility to listen to the voices and concerns of each and every individual and to create policy and action around that so our children can feel supported and know they have leadership that will stand by them and ensure their safety. This decisions is not about political views; it is about the voices of the children, families and staff within Saint Paul that we have a duty and obligation to serve.
- SEAB notes that they support the national student movement for increased gun control policies. They believe people of all ages are problem solvers to contribute to our society. Students need to know they have a voice and need to feel empowered to share that voice. The only way to know their power is to teach them. Therefore, we feel strongly that SPPS should teach students how to be a good citizen and engaged in civil affairs.
- SEAB also noted that there is one challenge with this movement and that we are not acknowledging that gun violence has been a prevalent problem in communities of color making this movement overall non-intersectional. They also noted that statement 8 within with the resolution that calls for additional resources to plan for possible acts, coordinate with law enforcement, and secure their buildings. They noted their confusion on what it means to coordinate with law enforcement – if that means more SROs in schools, that, personally, may be a problem since they believe SROs are a problem and that we don't need more. They stated that the demographics of the high schools determine SROs, and that it is an important point to make.
    - The Board responded that the coordination with law enforcement pertains to these acts of violence. There have been a number of conversations on what makes our schools safe. This does not change the direction on the current conversations with our SROs and police department on training. However, we do understand the concern and appreciate that point.
- Lastly, SEAB members noted that they are happy to incorporate their student voice with the resolution, as well as on behalf of students who are excited to speak out more. They are very glad they had this opportunity.
    - The Board noted that they appreciate the leadership that students and SEAB have taken on this. Adults have been working on this for a long time with nothing happening. The perspective of students has helped all of us to personalize it, and understand the point of view of our students who go to school every day with anxiety, fear, and disruption this issue causes for safety in our schools. Ultimately, this perspective is most effective in helping us to think about this in a more effective and productive way. We really appreciate the work of SEAB and their conversations.
- Director Vanderwert also seconded the comments made. She also wanted to state how proud she is of our students who are taking the lead and taking the risk to raise their voice on this issue. They are showing us how to lead, and other generations have not taken this lead. She is heartened by their actions and their challenge about how we are as a community. This is a point in all communities about who we are and what we will define as acceptable and not. While we need to deal with this horrible time in history, we can take this time and chart our course in a more positive way, or one that takes us down the route of fear and anger. I believe we will that this world in a stronger direction.

The motion was approved with the following roll call vote:

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

XI. NEW BUSINESS

BF 31254 Resolution Establishing Procedures Relating to Compliance with Reimbursement Bond Regulations Under the Internal Revenue Code for the Purchase of the Former Crosswinds School Property

Brian Kinder, Accountant, and Kelly Smith of Springstedt, introduced this resolution. It is before the Board on recommendation of our bond counsel in consult with Springstedt. It is an item that needs to go before the Board because of the gap between the time that we purchased Crosswinds and the time that we will be issuing bonds.

M**OTION: Mr. Schumacher moved that the Board of Education approve the Resolution Establishing Procedures Relating to Compliance with Reimbursement Bond Regulations Under the Internal Revenue Code for the Purchase of the Former Crosswinds School Property as presented. The motion was seconded by Mr. Brodrick.**

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses - None

B. Items for Future Agendas

- In the discussion on college and career pathways, Director Foster noted that she would like a public discussion on unions, internships, and external partners who work with our students for different opportunities. She believes that our community needs to hear that work that is happening. Director Brodrick also noted that he echoes that topic. We need to do a better job in this area, and particularly with some students who need early-on, hands-on education. College may not be the pathway for all our students.

C. Board of Education Reports/Communications

- Director Vanderwert provided an update on the Saint Paul Children's Collaborative. They have reaffirmed their mission. They also approved their guiding principles. They discussed what that means, and what they will focus on. There have been six goals in the past, which they are also working on, with kindergarten readiness as a priority. They also interested in ensuring that kids are reading by 3rd grade. They also combined a couple goals in connecting kids to caring adults and ensuring that they are safe and free of abuse and neglect. Next steps will be to determine strategies to use, how to report those, and who else will need to be at the table to address those needs. A subcommittee on the 3K efforts have established a steering committee that consists of folks to make decisions. It will meet next week to get started to give direction to the design team.
- Director Foster noted that the NEAT Advisory did meet and details will be shared at the next meeting.
- Chair Ellis provided a recap of MSBA's Day at the Capital and the MSBA board meeting. While the focus of the delegate assembly was the special education cross-subsidy, the focus of the Day at the Capital instead revolved around school safety. There were mixed feelings on this because the special education cross-subsidy is a priority for schools, but legislatures did not focus on that topic.
- Several board members did attend walk-out events at area high schools, including Harding and Central. It was amazing to watch students and listen to them, while allowing them that space without entering it. In speaking with students, they were very happy that the District

is supporting their actions and taking this issue very seriously, as well as the role of SEAB in this matter. They also made it clear that the role of the Board is still to work on this topic.

- Chair Ellis also provided an update on the pension issue.
- MSBA school board members took the special education cross-subsidy resolution to Washington, D.C. SPPS was one of the first districts to pass this resolution after the Delegate Assembly in December.
- Several board members attended events during the Gordon Parks Anniversary Week, as well as the celebration gala.
- Chair Ellis and Superintendent Gothard attending the Beat the Odds Scholarship Event. It was beautiful to watch our students receive these scholarships, as well as student across the state. There were amazing stories about overcoming so much to get to that point.
- While we didn't pull them from the consent agenda, the Board did approve the contracts with SPFT. This is the first step in moving forward to benefit our students in the district.
- The conversations on the strategic plan are a good place for us to be. Thanks to the Board and staff for their support in this process. We show up in amazing ways for our students, and we see you and appreciate you.
- Director Brodrick thanked Chair Ellis for her remarks. We need to continue to ask our legislatures at the state and national level to make good on their promise to us for the special education cross-subsidy. He also harkened back to Director Marchese's remarks on spending money earlier for school safety, instead of reactively. We need to look out for those kids.

XIII. FUTURE MEETING SCHEDULE

M**OTION: Mr. Schumacher moved that the Board of Education schedule a Special Meeting of the Board of Education for the purpose of a Board Retreat on Saturday, April 14, 2018, and a Special (Closed) Meeting of the Board of Education for the purpose of discussing school safety information on Thursday, April 19, 2018. The motion was seconded by Ms. Ellis.**

The motion was approved with the following roll call vote:

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

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

- April 24
- 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)

- April 10
- May 8
- June 12

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

XIV. ADJOURNMENT

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

The meeting adjourned at 9:31 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
April 10, 2018

PRESENT:	Board of Education:	S. Marchese, J. Schumacher, J. Foster, J. Brodrick, M, Vanderwert, M. Xiong, Z. Ellis
	SEAB:	M. Omar, E. Rypa
	Staff:	M. Hoerth, H. Kilgore, H. Ott, N. Cameron, G. Ghere, I. Davis, L. Sayles-Adams, M. Dols-Klingel, A. Collins, T. Stewart-Downey, T. Battle, T. Tran, C. Babadjanian, P. Busta, C. Malaney, C. Baker, S. Dahlke
	Other:	D. Walters, J. Verges, T. Lonetree, T. Dreker, J. Kopp

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 few announcements. It has been fun to see photos and hear stories as students and teachers were on Spring Break. He noted his gratefulness for staff, many of whom were working and organizing during Spring Break. He is excited for 4th quarter, with the budget and strategic plan progress, as well as the day-to-day work and learning. There is great work ahead of us in the 4th quarter to propel us into the future. He also mentioned Director Marny Xiong's campaign party on Saturday night, and it was great to see the Hmong community and Saint Paul community welcome her onto the school board. It was wonderful to see how much this experience meant to her family and the community, and was grateful that he was able to join in the celebration. Superintendent Gothard also shared that Nancy Cameron, general counsel for the District for the past 25 years, has announced that she will be retiring this summer. The transition planning has started. Her role is dual-reporting – both to the superintendent, as well as the Board. We will be coming together to plan the transition, and allow Nancy to retire knowing that her work will continue and thanked her for her meaningful contributions to SPPS.

B. SEAB Update

SEAB Member Rypa and SEAB Member Omar provided an update on the current work of SEAB. They are continuing their work on analyzing the lack of diversity in advanced classes, and working through the question of how they can diversify advanced classes in schools. SEAB members have split up into subcategories to further analyze their data, including meeting with MLL students and department, as well as teachers and counselors. Recently a survey was sent to teachers, and that primary input included comments from teachers and counselors and their work to diversify and encourage students of color to take classes, reasons for dropping classes, etc. Another proposal from SEAB is to discontinue the Top 10 students and instead implement the Latin honors system, similar to colleges and universities.

QUESTIONS/DISCUSSION:

- Director Vanderwert noted that the Latin honors recognition is a great idea and would allow for more students to be recognized at graduation.

- Director Xiong also stated that the Latin honors recognition is a brilliant idea, especially in that it aligns with higher education and we would then be able to celebrate a different variety of students on multiple levels, and celebrating the many levels of student success.

C. Mathematics Overview

Superintendent Gothard welcomed the math coaching team, as well as Paul Holm, Assistant Director, and Hans Ott, Assistant Superintendent from the Office of Teaching and Learning.

- A video showing teachers and students engaged in math across the District was shown.
- Conceptual understanding leads to procedural fluency. An example of determining the area of a 3D rectangle was presented to show different conceptual ways of understanding, which leads to procedural fluency.
- Math curriculum is based on the foundational pieces, and each class adds a layer to that understanding.
- Student voice is also important in understanding math.

Mathematics in SPPS

- Curriculum – SPPS K-12 mathematics curriculum
- Instructional Model – SPPS Math Review, Math Workshop Model, Number Talks/Strings, Making Sense of Mathematics through Task, Question, Evidence
- Materials – SPPS Math Review, Everyday Mathematics, and Holt

The Mathematics Team of Ishmael Robinson, Thanh Tran, Christina Babadjanian, Patti Busta, and Collin Malaney were introduced.

The math focus is grounded in ESSA – Every Student Succeeds Act. Accountability measure include:

- Academic Achievement
- Progress toward English Language Proficiency
- Academic Progress
- Graduation Rates
- Consistent Attendance

Under the new model in MCA III: Grade 8 Math Proficiency there are two additional demographic groups, including Native Hawaiian or Other Pacific Islander and Two or More Races, in addition to Black, Hispanic, Asian, American Indian/Alaska Native, White, ELL, SPED, and FRL.

MCA Math Achievement

- MCA III: Grade 8 Math Achievement 2017
  - Exceeds: 11%
  - Meets: 24%
  - Partially Meets: 21%
  - Does Not Meet: 44%
- The breakdown of demographical groups that meet or exceeds was then shown, with SPPS All Students at 34.3% compared to the State All Students at 58%. All groups fell below the State percentage, except ELL which was at 15.7% compared to the state of 14.2%.

MCA Academic Progress

- MCA III: Grade 8 Math Academic Progress
  - Low: 33.7%
  - Medium: 43.5%
  - High: 22.8%

- The MCA III: 8th Grade Math growth comparison for SPPS and the State was presented. SPPS has seen 3 consecutive years of accelerated growth, while the State has seen consecutive years of decline.
- The MCA III: 8th Grade Math growth was then broken down by All Students, FRP, ELL, and SPED students for low, medium, and high growth as compared to state data.
    - Data by racial group and 8th grade math growth was also presented compared to state data.
    - The key is growth and how to move quickly up that ladder.

SCIP Alignment (School Continuous Improvement Plan)

- Strategic Professional Development
    - Involves a Comprehensive Needs Assessment, Improvement Planning, and Review
    - We use our own data, MCA data, and develop goals for literacy and math
- Professional Development
    - Scope and Expectations
        - Foundational Professional Development
        - Strategic Professional Development
        - Focused Professional Development
    - Strategic Professional Development begins Opening Week, and throughout the year in November, March through the Summer; discourse and conceptual understanding moving toward procedural fluency is stressed to allow our teachers and students to engage in math in different ways, and supporting the adults to get to that point
    - Practice profiles, roadmaps for solid and instructional practices in schools
    - Evidence-based, and instructional roadmaps are embedded in SCIPs and work in the school
    - Make sense of mathematics using Task, Questions, and Evidence

Focused Professional Development for Pilot Sites

- Opening Week, October Cohort Day, November, December Cohort Day, and March
- PLCs and individual teacher learning is important
- There are 14 pilot sites
    - 25 hours per year for every grade level
    - 2017-2018: 14 sites, 89 classrooms across grades 3-9
    - Unpacking a course in SPPS was reviewed. Year 1 involves revisiting scope and sequence, and developing quarterly interim assessments. Year 2 involved data driven instruction, SPPS Math Review, and number talks/number strings. Year 3 involves adapting instruction based on student needs and reflecting on instruction.

Building on Our Success: Pilot Site Example

- An example of how the quarterly assessments has helped was presented to guide and focus the instruction, and in terms of benchmarks. Each year, another piece is built onto the foundational pieces.
- We need to ensure students are retaining information and building upon what they have previously learned.
- Through these pilot sites, we are able to see where further instruction is needed based on the pre and post percentage data. It is clear what supports are required, as well as strategic ideas. Teachers can check in with their colleagues to determine what is working well.

<u>QUESTIONS/DISCUSSION:</u>

- How does math apply to career paths as they are developed, and how does that look? Answer: In all stages of math, certain lessons are tailored to real world applications and each level has benchmarks to tie to the real world. As we change in growth to career pathway models, students will know they will explore finance math exploration or technology math exploration based on their high school choices. OWL, for example, went to the state capital to present their data research on

addressing homelessness. They presented their research to state representatives with their math models and asked them if the math aligns with their beliefs. They are interacting with real world issues for social change.

- In those career pathways that are starting earlier than 8th grade, what does that look like as we expand the pathways? Answer: In IB and PYP, units of study connect to bigger projects. Authentic math tasks are built into the lesson plans to highlight career pathways. We also connect math in younger grades. For example, at Mississippi, there are plans around sequencing in teaching shapes through artwork, or using dance to choreograph shapes. Another example is at Murray and their work with the Raptor Center and data on lead in the environment. We need to think about the different sites and partnerships and work to enhance those pathways within the complex picture.
- In thinking about PreK to second grade and learning the concepts of math, and then testing in grades three through nine, how are we teaching our students to learn to like math and concepts of math versus simply learning it for testing purposes? What are we doing in PreK through 2nd grade to prepare our students? Answer: We are doing math supports in those PreK through second grades, however we know in our youngest learners the assurance for success is reading by grade three, and therefore, PreK to second grade is primarily composed of literacy strategies. Professional development with PreK to 2dn grade teachers is tailored to literacy. Teachers have capacity to do so much in a year; the emphasis is on literacy. There is PLC work in math and there are supports from the team for math for those teachers as well. The same tools and data are available, but the intensity is towards those 3-9 grades. There are two constraints as well – the size of the team and the number TOSAs.
- When we say "8th grade math proficiency," does that mean knowledge of algebra? Answer: 8th grade math emphasizes algebra the most, and is a heavy component of the benchmarks for 8th grade. Data and statistics, numbers, and geometry are also measured.
- How does the data line up between the quarterly assessments versus the data from FastBridge? How do both come into play for teachers to understand their students, as well as when are our kids learning versus doing well on test scores? Answer: The focus on FAST is in literacy this year; the math assessment has had a soft launch. Math will be coming online in the next year or two years. Benchmark assessment are being driven out of pilot schools, and that data will be available in the next 12-18 months to be able to align there. We also know that state standards will be re-written and we will need to look at the curriculum again and along the way.
- How can we use literacy to support math and vice versa? One observation from Headstart is that they are looking at the social-emotional skills in kids who are low in math, and wondering if we should be working on that too; are we missing something else when looking at math skills? Answer: Data points are helpful. It's great to have creative thinking in the comprehensive needs of our students, especially in literacy and math connection. We have seen improved scores in math when literacy skills are improved and vice versa; there is a tight connection between those two areas. There has also been resources from a 3M grant that aligns literacy, science and math where students read a specific book and build a play store around the book to connect with numbers and prices, while connecting the cost of one item with another and looking at math in that way. Schoology also allows teachers to connect to those benchmarks and core materials, as well as to learn from each other in ways to connect literacy and math through information and discussion boards to build collaboration and curate those collections. Math concepts can also be built into music and dance, with beats and choreography as examples.
- What are the math options in high schools? We know Algebra is in 8th grade, what classes are in 10th and 11th grade? Answer: The general progression is algebra, intermediate algebra, geometry, algebra 2 – state standards require students to excel through algebra 2. Following those classes are functions, stats, and trigonometry, with pre-calculus, calculus, AP calculus, AP statistics, and it goes on after that. It was mentioned that in talking with teachers, some of them really encourage their students to go onto the next level of math. In going back to if there a limit to math – we are here to dispel that notion. Math is not a limit to success, and it will not be a gatekeeper; math is a subject that will open doors for our students.
- Is there data to show that math skills have increased due to resources in technology? Answer: The data we do have in terms of technology is how students communicate with math. It's incredible to see the video collections of our younger students learning math. Students are creating authentic

work about math, with how they are learning and presentations, tools, and models. It will also be incorporated as part of evaluation in the strategic plan.

- Why are we using state benchmarks versus purchasing other curriculum? How are we supporting advanced math? Thanks for the MCA data – how do we rank in the state as a district in terms of MCA math scores. Answer: For the MCA data, that information can be sent. On the benchmarks versus buying materials, no materials bought align to what our teachers need to teach directly. They are generally composed for the larger states who adopt the materials for the whole state. The publishers publish materials, and we take those materials apart based on the state standards and align to the curriculum as to what the state is requiring us to teach. We re-shuffle materials to align to curriculum. We look at what each benchmark means, and the depth of knowledge that is involved in each benchmark, and the materials that will best support that and be responsive to our kids. We look at the curriculum as to what we need to teach our kids, and at what level. The legislature also sets forth what students need to learn. In keeping with the advanced math classes, we want our students to be eligible for college credits in that advanced coursework in the early college model.
- The data shared at the beginning show that the numbers are discouraging and have been for a consistent period of time. In talking about the curriculum, instructional model and PD, that is all appreciated. There are concerns about the sense of urgency and the outcomes that are not converting to acceptable numbers. At what point of materials or models do we determine it isn't working, and move to try something new? Is that something we will hear or will be part of the strategic plan? Answer: The process for that is the curriculum review cycle, where we are working on that model each year on what we are investigating and those big change moments. We need to measure the order of those big changes, as well as affordability. We believe the data from the pilot studies is highly leverage-able. It is allowing us to analyze the mindsets of how our educators teach, and how students are approaching math. It is using that data to bring the measures up on our 38,000 kids. We are trying to measure those changes at the appropriate speed. There are some pieces that can move faster, especially with digital resources where students can learn independently and self-accelerate. We are in the innovation phase to move towards change and want it to align with the district strategic plan, and state standards. It's challenging when the system changes though, and we need to be prepared with teacher buy-in.
    - We appreciate that we are not throwing everything out the window when standards change. However, we still have proficiency levels below what is acceptable and has persisted over periods of time. The intent and expectations needs to remain the same, regardless of what MDE says in terms of standards. We need to make a statement about how we will achieve and develop those next steps, which will require some real change. We are at the moment where we can change in a precipitous way.
    - That clear focus on those key priorities, and when we allocate resources can help us to make those significant changes. We are ready to engage, and encouraging teacher innovative in the pilot sites, so that if we are to make major jumps, we have a vision on where to go to make sustained changes.
- A board member noted that we have a responsibility to ensure our kids are successful, and we will need to communicate to our students, families, and staff what it will take for our kids to be successful and those supports and resources necessary. We need to be clear about this message, our vision, and our plan for what we need to do.
- How does the data align horizontally across the district? For schools that are doing well, how do we share those strategies and techniques? Answer: It is important to find those teacher leaders where strategies are succeeding. There are PD development days, breakout sessions, and more traditional routes of sharing that knowledge for teacher leaders to offer their support and expertise. Cohort days are also an opportunity for teachers to share their experiences and resources, to ask questions, and to find out what equitably works across the district.

D. Integration Task Force Report - Discussion

Vice Chair Marchese provided an introduction and background information on the Integration Task Force, and their report, which was presented to the Board at the February 13, 2018 Committee of the Board Meeting. The task force was created as a joint effort with SPFT, SPPS, and the Board

from the previous labor agreement. Community members care about this topic, and have done a great job in the overview and in recognizing that there is more to address than in the presentation. This is an opportunity to have a conversation about the report and the next action steps related to the report, including hearing responses from the report, ways to think about incorporating goals into the strategic planning process, working with the NAACP, and well as the Superintendent's review of the report and his areas of next steps in this work. The task force would like to see their work led forward.

Board members noted their appreciation for this report. It is a long overdue focus in our district. It is humbling to read about the ways in which the task force transitioned to pointing a way forward in this process. Its purpose was to look at integration and segregation within the district and make recommendations to move towards a more integrated district. The language was broad enough that the task force had flexibility in how to get to that place. The report summarizes the best efforts of this group to provide definitions and to look at models, and provide direction and bring it back to the Board and SPFT. This report anticipated that this report is part of the process, not a final step.

The goal of the task force was to share a definition and value statement, and recommend to the Board the specific goal strategies to align with the shared vision. There is a definitional aspect, as well as the visionary aspect. There are three critical findings they made, including that integration promotes increased academic achievement, can improve life outcomes, promotes important civic and social benefits, and that segregated schools are associated with lower academic achievement. They've also identified values on the definition of integration.

A board member noted that it was challenging to have multiple definitions of integration, both according to the state and to MDE within this report. He appreciated the definition as a starting point to set goals as to what we want our schools to look like. At the beginning, the definition wasn't clear on what integration meant. This is an attempt to overcome that, however it is challenging to look at the language and information and not be clear what we're talking about in terms of understanding, and are those terms accepted beyond the district, including with MDE. It's difficult to be grounded in this.

Another board member stated that as she read it, she thought our schools are diverse already. It seems like it is saying that our students are going to integrated schools, and they actually are not, since there is segregation within the building. Our work in equity is very important. The integration of our students living and working together is more important than them physically being in the same building. There is work beyond the physical movement of folks, and it is important work for us to do.

Another board member explained that as we plan we need to ensure the district is inclusive during the process, and noted that there may have been different viewpoints from the task group if there was more diversity in the committee members, and was more representative of the demographics of our district. The conclusions and perceptions may have been different. We also need to look at the other aspects of integration, such as transportation, and ensure we are working on those as well. How are we ensuring inclusiveness throughout the entire process from beginning to end? Another board member also stressed the importance of inclusiveness in this report and this process. At all points, we need to be working with our families, kids, and community stakeholders. We need to look to the resources beyond the district, including at the legislature.

This report continues to bring issues to the forefront and the impact on our students. We talk about integration and according to the report, the responsibility falls to SPPS to go above and beyond in compliance and accountability. That's a big question that groups of people are examining. We talk about including family and student choice and voice and how we're guiding the new direction to meet the families and students we are serving. We need to change our practices on how we are shaping and guiding our district. This speaks to the institution of Saint Paul Schools, and that is the mode we need to get out of. We need to define what integration is between different groups,

communities, transportation needs, and the options for schools for our families and students to attend.

Superintendent Gothard went on to thank everyone for their input and work in this process. We want to be a partnership with the community in this work. He reviewed the success of integration in our schools, including positive students experiences, removing barriers, and what integration should achieve. Integration is far more than school demographics, it is how schools feel. Work in our strategic plan and Reimagine Minnesota is also underway. We need to be intentional in our understanding, while other programs are moving simultaneously. We need focus in our resource deployment and focus intently on those areas mentioned and others. In looking at the recommendations and action steps, the strategic plan framework, and prioritize, assign, and align resources to understand and achieve outcomes. There are four categories that the recommendations and action steps can be divided – short-term, medium, long-term, and items that we will not do due to being outside our bandwidth or control.

A board member stated that many of the action items are consistent with the needs of other districts as well. He noted that in a larger way we need to focus our efforts to be inclusive. It would be interesting to research the integration efforts of other districts across the nation. Transportation is also a big piece of integration work, and we need to build programs that parents want. It is great to get a broader look and to mesh with the work of Reimagine Minnesota, and other groups out there so that we are not working in isolation; it needs to brought out into these other entities for all perspectives. This report also needs to be vetted with other diverse groups to gain their feedback as well, or an enhanced task force could review.

Another board member noted that these are helpful points to make and are not inconsistent with what the task force expects. The recognize the limitations, and felt they were clear about where they don't feel like they were qualified to go, or should be going. It is respectful of the district and us to bring back to others the responsibility for taking it forward. In going back to the inclusion of perspectives, they were aware that there were things they did not know in recognition of the absence of others in the room. They acknowledged that they needed to produce a report, and then bring back the conversation that everyone needs to have. We don't need to make hard decisions about the fifty goals right this minute, but if we want this vetted in a bigger group, we need to be willing to go back to the group or an enhanced group for their assistance. If there are specific things to incorporate into the plans, those should be determined with administration and the strategic plan. They are willing to participate in furthering this work.

Superintendent Gothard also noted that in the contract negotiations with SPFT, they have established different ways of collaboration that was clear in the letter of intent. He will also be meeting to NAACP to discuss this work. There are dozens of actions steps to further discuss both with the group, as well as administration, and he is curious and excited to her their responses as well.

A board member emphasized that many of the action items are great steps to be included in the strategic plan process, and can be included as strategic initiatives. There was a facilitated session with Assistant Director Allen on the strategic plan framework as well.

Chief Turner added that the task force will spend time prioritizing within those areas of short-term, mid-term, long-term, and they realize there are items that the District will not be able to do due to resources, capacity, or staffing. We will be there as staff to continue to support them, and they are open to continuing their work.

Finally, another board member requested that we bring these items to the new city administration and mayor's office to be included on an upcoming agenda. One of the task force's goals is to present these items to the city council and Ramsey County to partner with our community, as well as the Superintendent. One of the prioritizes for the city administration is education, as well as housing stability and economics, and we are hearing similar priorities within this report. Vice Chair

Marchese and Chief Turner will be at the meeting with NAACP and will provide feedback. It's important that we consolidate and narrow down. Operationally, we need to think about these recommendations as a district to provide direction to administration, and in coming back together, how we work in collaboration and communication with 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, including an update on the general fund budget, school & program budget, and the budget adoption calendar.

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)**	

FY2018-2019 General Fund Projected Revenue

Projected Revenue Changes:	Amount $M
General Fund Levy Increase (revenue restricted to specific levy items)	$ 5.3
State Aid Increase (mostly due to increase in per pupil funding amount)	$ 2.1
Compensatory Education Decrease (based on 10/1/17 Free & Reduced lunch count)	$ (0.8)
Total FY19 Projected Revenue Increase	**$ 6.6**

FY2018-2019 General Fund Projected Expenditures

Projected Expenditure Changes:	Amount $M
Inflationary impact of "rolling over" the FY 2017-18 Adopted salary & benefits budget	$ 23.4
Inflationary impact of "rolling over" the FY 2017-18 Adopted non-salary budget	$ 0.4
Total FY19 Projected Expenditure Increase*	**$ 23.8**

*Assuming all FY2017-18 budgeted expenditures are rolled forward to FY2018-19.

Staffing the Schools

General Budget Information

- The budget meets contractual obligations
- FY19 Revenue budget based on current law
- All schools do not receive the same amount of money per pupil because:
    - Some school funding is categorical (it has specific criteria on its spending)
    - Funding for Comp Ed and Title 1 follow the students on a one year delay (previous Oct. 1 count)

- Higher poverty schools have greater access to categorical dollars than lower poverty sites
- School enrollment affects the dollars allocated
- The FY2018-2019 School Staffing Criteria were reviewed, with the six different site configurations, and staffing categories for each site.

2018-2019 MOA Teacher Class Size Cap – Higher Poverty Sites

Grade	FY19 Cap
PreK	20
K	25
1-3	26
4-5	30
6-8	36
9-12	38

2018-2019 MOA Teacher Class Size Cap – Lower Poverty Sites

Grade	FY19 Cap
PreK	20
K	27
1-3	28
4-5	31
6-8	38
9-12	40

General Fund Budget Categories

- Schools
- School Service Support
- Districtwide Support
- Administration

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	TBD		
Districtwide Support	$90,033,697	TBD		
Central Administration	$3,533,366	TBD		
Total	**$521,446,074**			

FY2018-2019 School & Program Budget Update

- School allocations were sent out on April 9
- School budget meetings over the next 2 weeks and due back April 27

- Program allocations will be sent out on April 16 and due back April 27

FY2018-2019 Budget Timeline

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

Date	Description
April 9, 2018 April 16, 2018	Distribute school allocations 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
April 27, 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)

Chief Schrul also commended the Finance Office team, especially Curtis Mahaney, Arleen Schilling, and Jim Engen for their work during this budget time.

QUESTIONS/DISCUSSION:

- Would it be possible to look at these numbers in terms of personnel for schools, school service support, districtwide support, and central administration? Would it be possible to receive information on the number of FTEs for each of those 4 areas? Answer: Yes, that information can be provided to the Board.
- Could you please provide more information on the survey? Answer: It was created to ask principals when their community budget meeting will be held, how many people attended, and feedback including if the presentations were helpful, to gain feedback on the video, etc. It is a short survey.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 7:01 p.m. The motion passed by acclaim.

IV. WORK SESSION

The Board then moved onto a work session for policies regarding holidays and celebrations. This included a background on the current policies, as well as the recommendation to bring this policy to the Policy Work Group for further review.

The Board also participated in a facilitated session on input for the Strategic Plan.

The Board also discussed the upcoming 2018 graduation calendar and board member participation in those ceremonies.

Respectfully submitted,
Sarah Dahlke
Assistant Clerk

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The Importance of Advanced Course Participation

April 24, 2018

Tonight's Goals

- Understand advanced coursework offerings
- Review student participation and success in advanced coursework
- Highlight AVID supports in schools



Advanced Courses Include:

6-12

- Accelerated level courses
- Honors

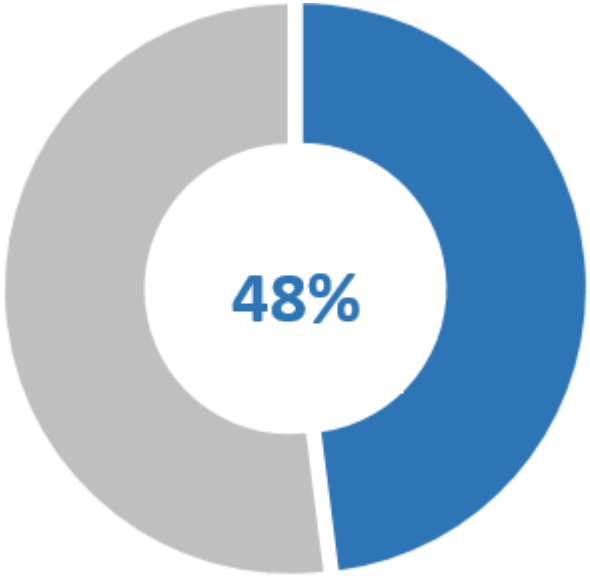
9-12

- Career and Technical Education
- Concurrent Enrollment
- College in the Schools
- Advanced Placement (AP)
- International Baccalaureate (IB) Diploma Program
- Post-secondary Educational Options



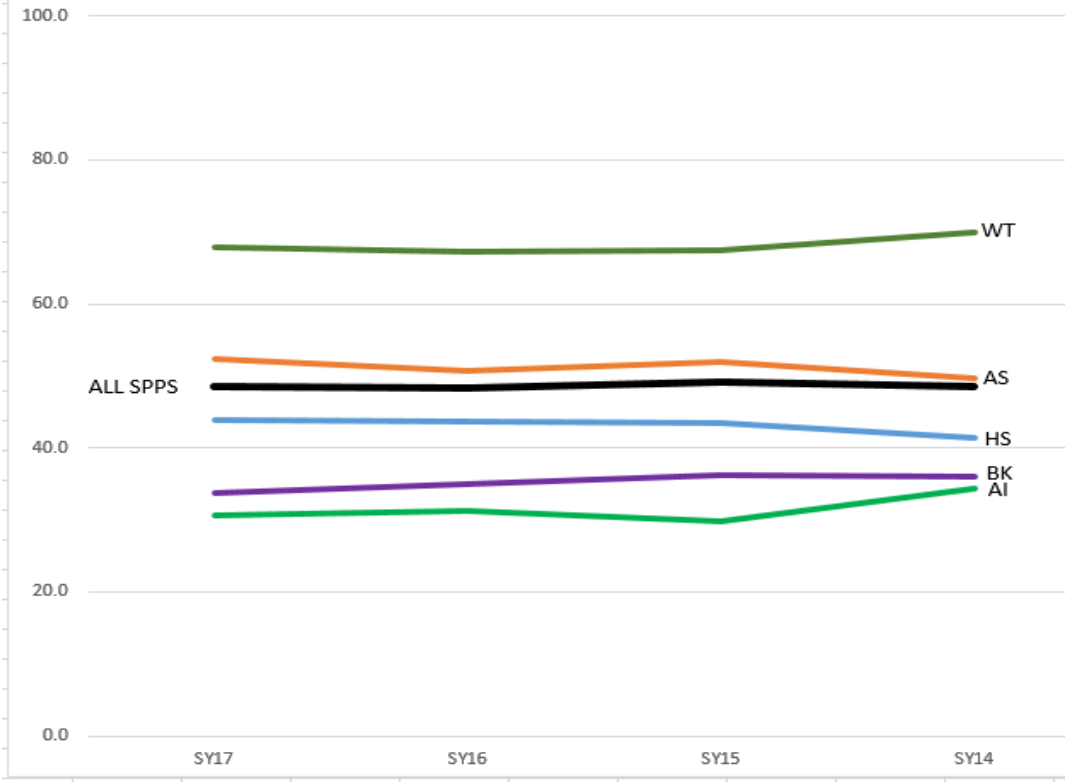
Advanced Course Participation

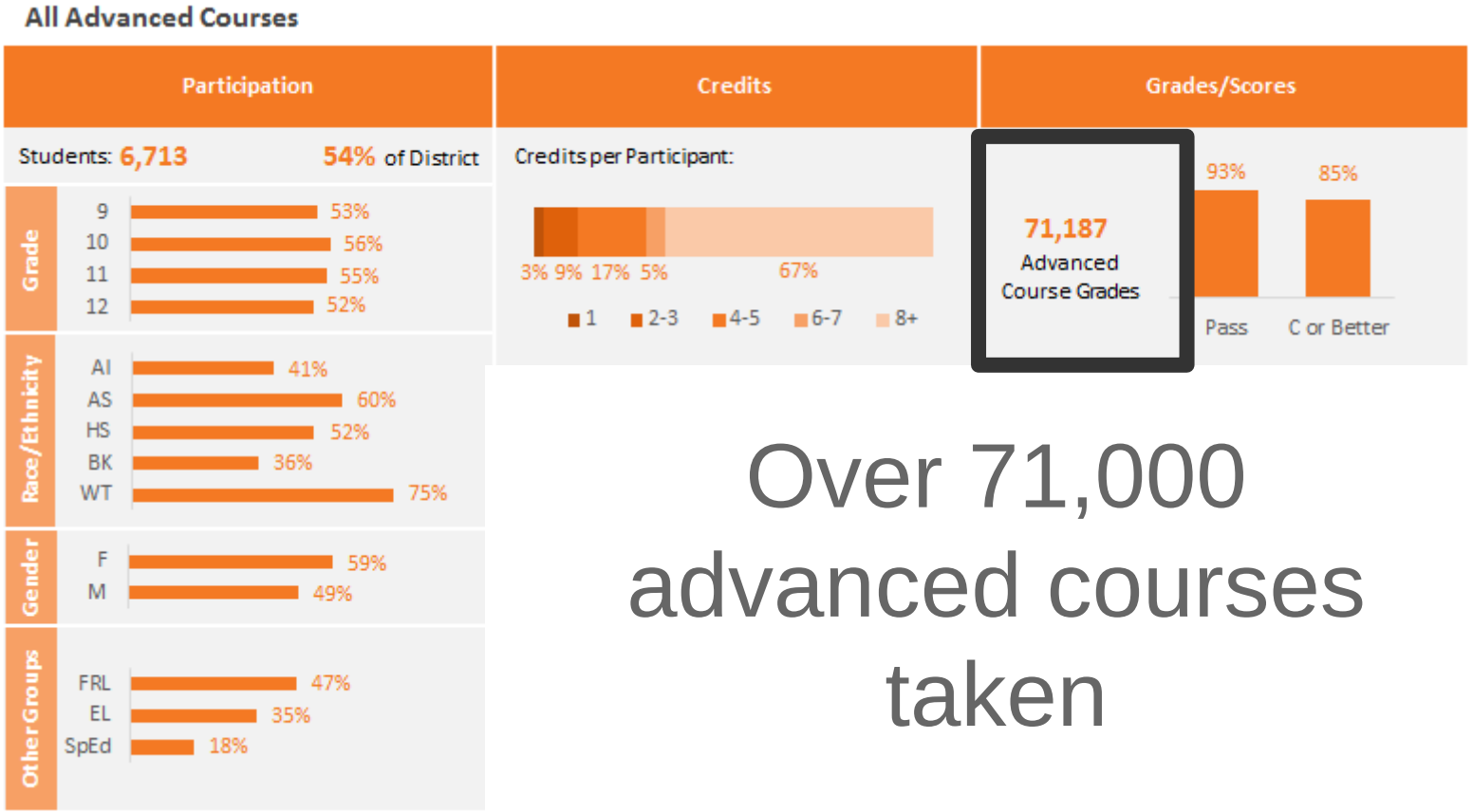
In SY 2016-17 nearly half of all students grades 6-12 completed at least one advanced course.



Advanced Course Participation

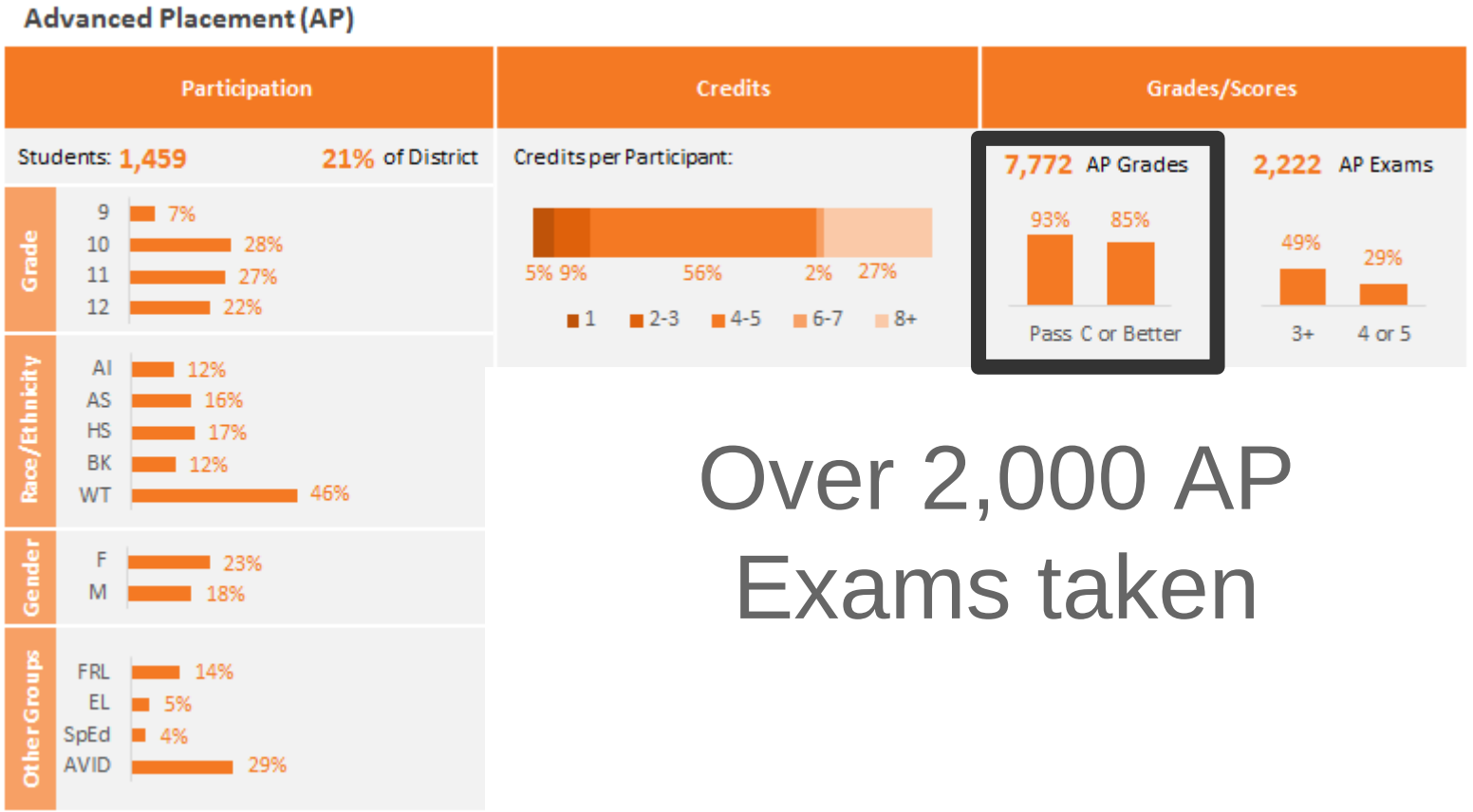
Advanced course participation ranges across student racial and ethnic groups in grades 6 - 12.





Over 71,000 advanced courses taken

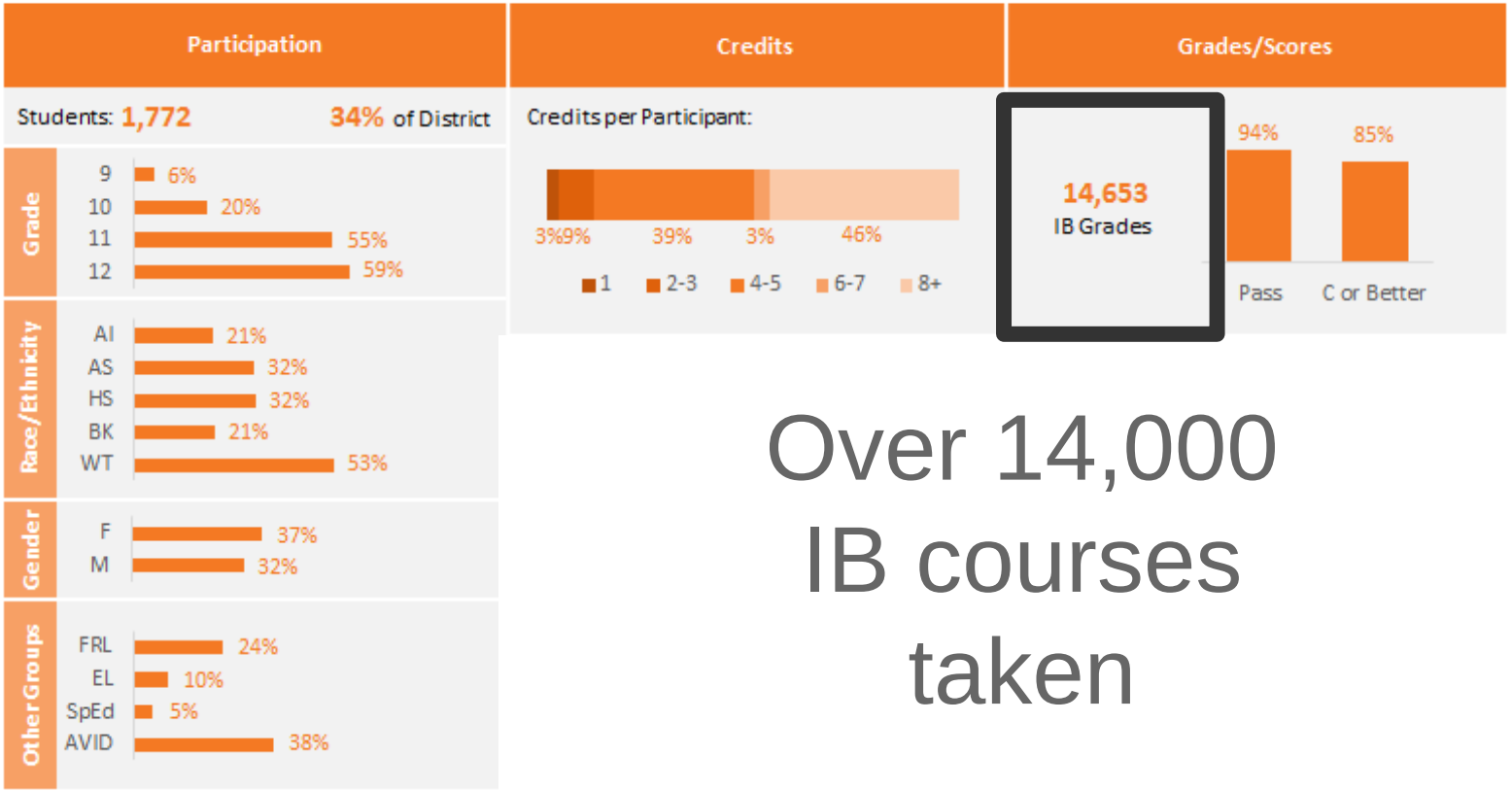
Grades 9-12 in 2016-2017



Over 2,000 AP Exams taken

Grades 9-12 in 2016-2017

International Baccalaureate (IB)



Over 14,000 IB courses taken

Grades 9-12 in 2016-2017

Increasing Advanced Coursework Participation

Saint Paul Public Schools
A World of Opportunities

AVID Courses

- AVID Elective
  - African-American
  - American Indian
  - Hmong
- AVID Co-Taught
  - Specialized Services
  - English Language Learners
- Schoolwide AVID

Outcomes

Middle and High School

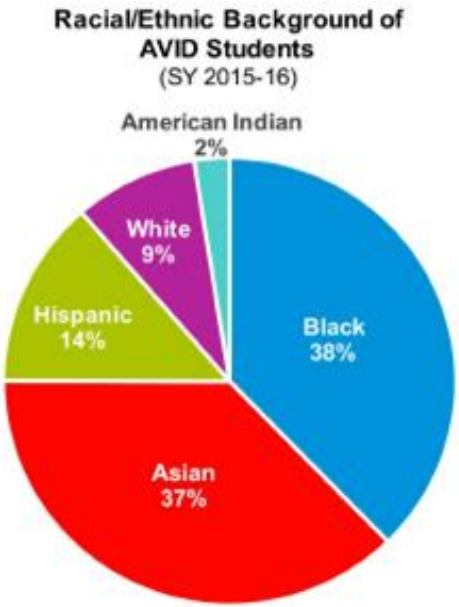
- Organization
- Gaining confidence
- Connecting with families
- Study skills
- Tutoring
- Attendance
- Visiting colleges
- Exploring future careers
- Advanced coursework

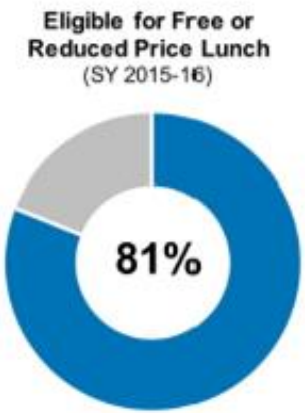
Juniors and Seniors

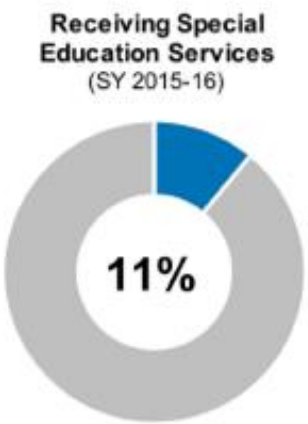
- College applications
- College life preparation
- FAFSA
- Applying for jobs
- Resumes
- ACT preparation
- Scholarships and grants

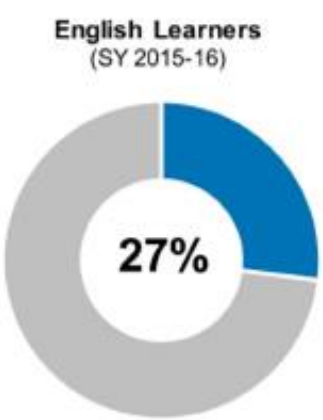


Our AVID students are...



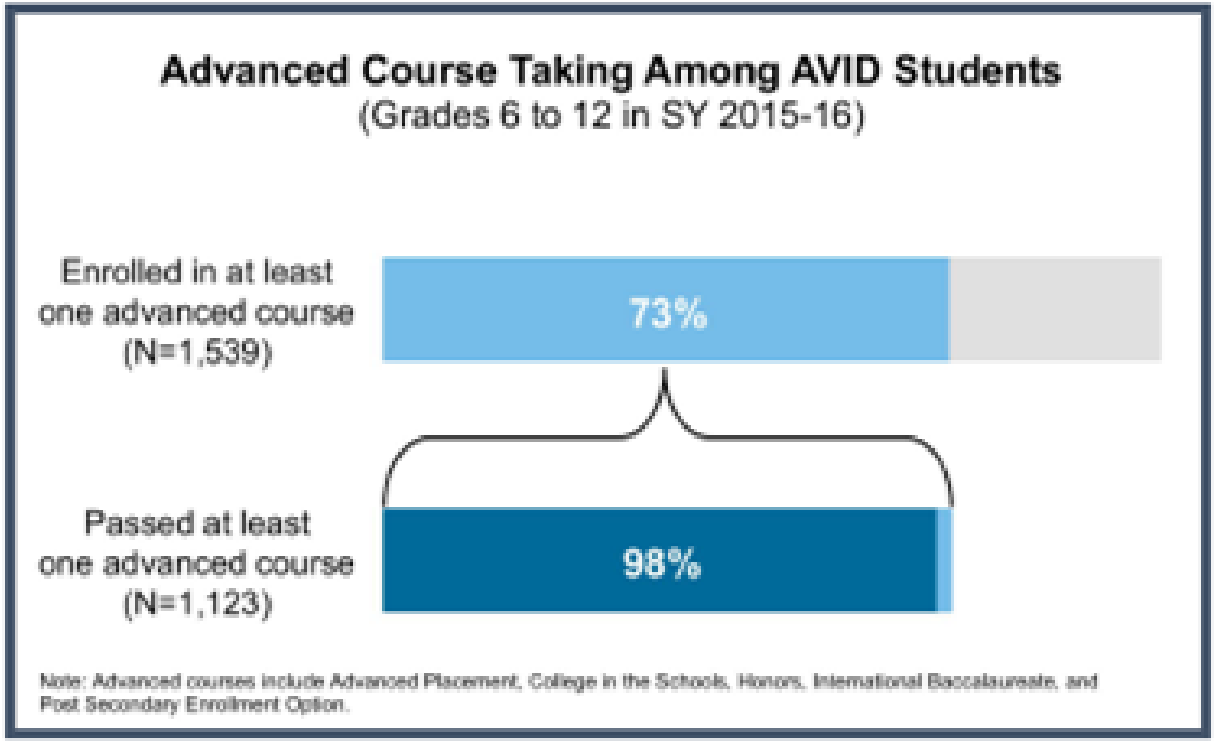






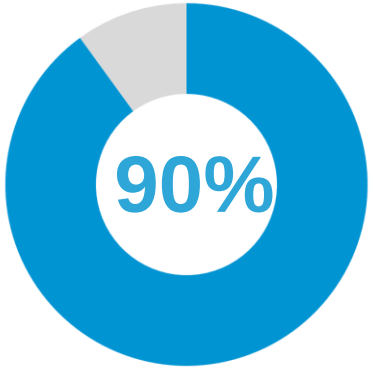
Harding High School Spotlight

Participation & Success



Humboldt Secondary School Spotlight

AVID Outcomes

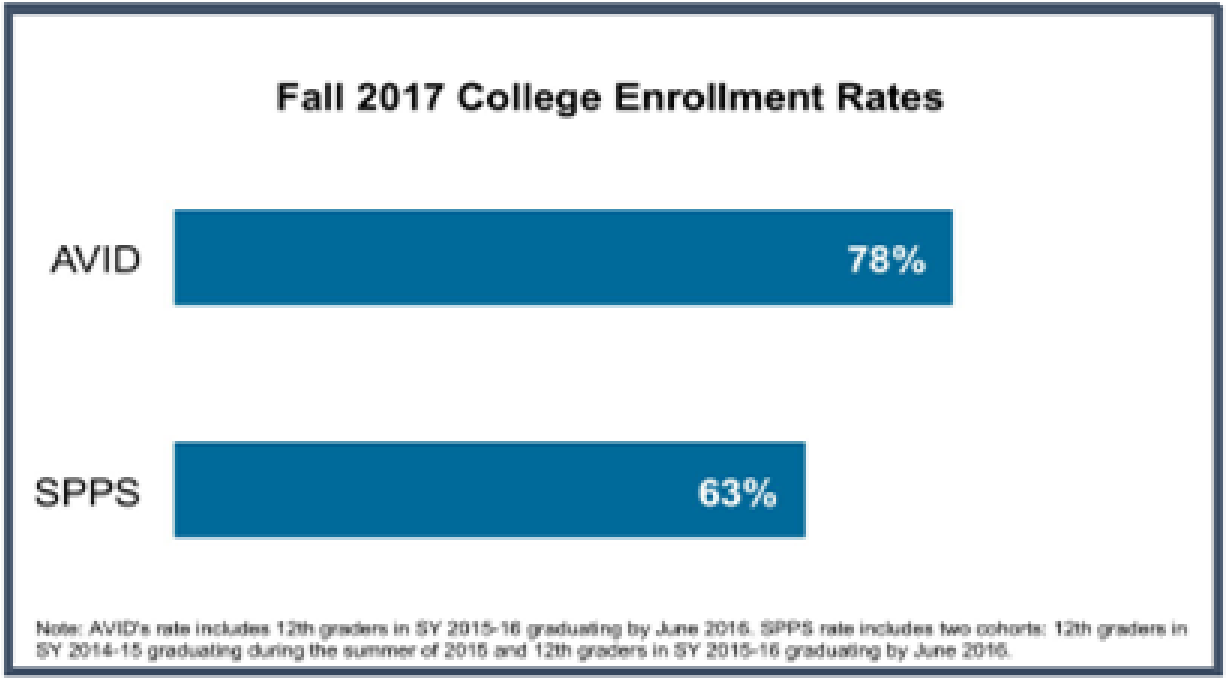


Students receiving special education services passing AVID electives.

Greater average GPA

AVID students have an average GPA higher than non-AVID students.

College Enrollment



SPPS Graduate Spotlight

Next Steps

- Celebrate advanced coursework articulation and participation
- Interrupting equity in student participation
- Build additional connections to career pathways
- Capitalize on AVID supports





Thank You

FY 2018-2019 Budget Update
Board of Education

April 24, 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 General Fund budget update
- School & Program budget update
- Budget Adoption calendar

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FY2018-19 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

60



Staffing the Schools

General Budget Information

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

FY2018-2019
School Staffing Criteria

Site Configurations

- Pre-K – 5
- K – 8
- Dual Campus
- 6 – 8
- 6 – 12
- 9 - 12

Staffing Categories

- Principal
- Assistant Principal
- Administrative Intern
- Teachers
- Clerks
- Counselors
- Library Media Specialists
- Nurses
- Social Workers
- Psychologists
- MLL Teachers
- Library Support (EA or TA)
- Site Staff for Program Articulation

2018-19 MOA Teacher Class Size Cap Higher Poverty Sites

Grade	FY19 Cap
Pre-K	20
KG	25
1 – 3	26
4 – 5	30
6 – 8	36
9 - 12	38

Higher Poverty threshold is the top 30 schools per the teacher's contract

2018-19 MOA Teacher Class Size Cap Lower Poverty Sites

Grade	FY19 Cap
Pre-K	20
KG	27
1 – 3	28
4 – 5	31
6 – 8	38
9 - 12	40

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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)**	

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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)

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General Fund Budget Categories

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

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FY19 Proposed General Fund Big Picture – Expenditures (April)

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	$186,550,116	$6,037,073	3.3%
District-wide Support*	$90,033,697	$96,100,310	$6,066,613	6.7%
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**		

Why a $6 m Increase to School Support Services?

Area	FY18 Adopted	FY19 Proposed	FY18 vs FY19 Difference
School Support Services	$180,513,043	$186,550,116	**$6,037,073**

FY19 School Support Services Program Area (areas increasing)	Amount
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 program areas did not have an increase	

Why a $6 m Increase to District-wide Support Services?

Area	FY18 Adopted	FY19 Proposed	FY18 vs FY19 Difference
District-wide Support Services	$90,033,697	$96,100,310	**$6,066,613**

FY19 District-wide Support Services Program Area (areas increasing)	Amount
Long Term Facilities Mtc (LTFM) General Fund – Facilities Master Plan (funding tied to property tax levy)	$5,989,000
Utilities & Custodial (inflation & building expansions)	$522,445
SUTR Program	$1,000,000
Employee Benefits (Districtwide)	$179,852
Insurance	$300,000
Safety & Security	$81,384
All other program areas did not have an increase	

FY 2018-19 Budget Timeline

Date	Description
December 19, 2017	SPPS Board of Education Certifies Pay 18 Levy for FY 2018-19
December 2017 - January 2018	FY 2018-19 Revenue & Expenditure Projections (utilizing FY19 enrollment by grade projections and preliminary 10/1/17 by school by grade enrollment numbers)
February 13, 2018	Presentation of FY19 Budget Guidelines & Preliminary FY19 General Fund budget summary at the Committee of the Board meeting
February 20, 2018	FY19 General Fund budget summary presentation at BOE meeting
February 26, 2018	REA Office & Asst Supts provide final FY19 enrollment by school by grade projections to Finance Dept
February 27- March 29, 2018	Finance prepares FY19 budget allocations & system testing (pending Feb 26 vs. March enrollment & planning criteria are received by the Finance Dept)

FY 2018-19 Budget Timeline

Date	Description
April 9, 2018 April 24, 2018	Distribute school allocations 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
April 27, 2018 May 4, 2018	School budgets returned & HR Staffing worksheets due Program budgets returned & Program Staffing worksheets due
June 19, 2018	FY 2018-19 Budget adopted by the Board of Education

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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)

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Questions?

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SCHOOL CHOICE SEASON

2018-19 Lottery Results

Admission Priorities

Admission Priorities at a Glance

Priority Level	Pre-K*	Elementary			Middle and High School
		Community School	Regional Magnet	District Magnet	
1	Community School Zone	Community School Zone	Regional	Reflecting St. Paul	Magnet/Articulation
2	Area	Reflecting St. Paul	Reflecting St. Paul	Specific Employee Consideration	Area
3	Regional	Specific Employee Consideration	Specific Employee Consideration	District	Specific Employee Consideration
4	District	Area	District	Out of District	Regional
5	Out of District	District	Out of District		District
6		Out of District			Out of District

* **NOTE:** All Pre-K programs give priority enrollment consideration based on eligibility for free or reduced-price meals, home language and/or special education.

Taken from page 5 of 2018-19 School Selection Guide

Lottery and Placement Facts

- Completed March 26, 2018
- **5,890 on-time** participated
- **3,093 Reserved Seats**
- **385 late applications**
  >>(270 placed)



Kindergarten Lottery Results

- **1,645 participated** (on-time and late)
  >> 92% received their 1st or 2nd choice
- 138 no placement



Saint Paul Public Schools
A World of Opportunities

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



Pre-Kindergarten

- **1,526** students participated
- **84%** of students placed



Pre-Kindergarten-Rondo Program

- **61%** continued with reserved seat to Community School
- **39%** applied to a different SPPS school

Pre-Kindergarten

- **73% Full day seats filled**
- **65% half day seats filled (18% open are for ECSE students)**
- **250** students on waiting list ↓
  - 59% Priority*, 41% Non-Priority



*English Learners, Free/Reduced Lunch Eligible, or Receiving ECSE Services

Reflecting St. Paul Sites

- Capitol Hill Gifted and Talented
- Chelsea Heights
- Expo
- Groveland Park
- Horace Mann
- Jie Ming Mandarin Immersion
- JJ Hill Montessori
- L'Etoile du Nord
- Nokomis South
- Randolph Heights
- St. Anthony Park

1,007 seats available



Reflecting St. Paul



- **119 applicants**
- **70%** of students placed **received their first** choice
- **78% of seats filled**

Schools with Waiting List

(does not include PK)

Elementary	K-8	Middle	High School
JJ Hill (75) ↓	Capitol Hill (355) ↓	Highland Park Middle (93) ↓	Washington (216) ↑
Nokomis (North & South) (72) ↑	Farnsworth (73) ↑	Open* (89) ↓	Highland Park Sr. (118) ↑
Expo (66)			

*grades 6-12

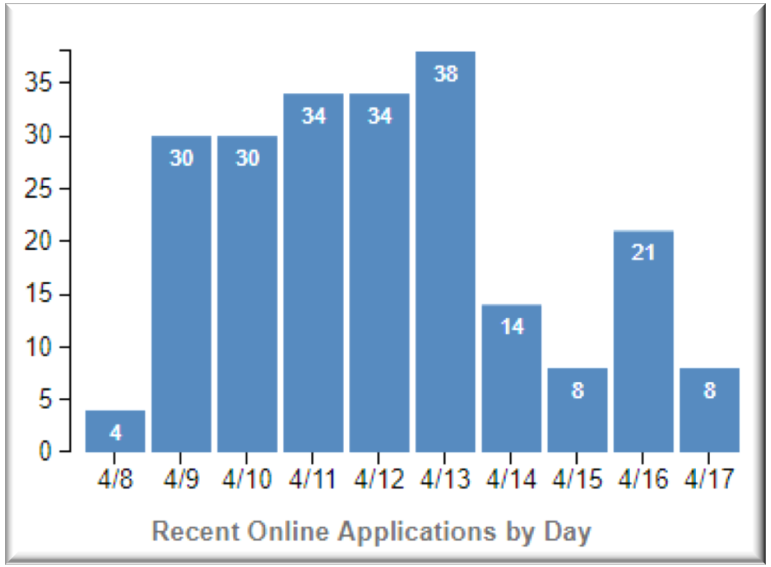
Waiting List Rationale

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



Saint Paul Public Schools
A World of Opportunities

Post Lottery – What's Next



- Phone Calls
- Site-based Outreach
- Late Applicants
- Managing Incoming
  - Waitlist
  - Walk-ins
  - Online & Paper Applications

Enrollment BEST Practices

- **Early Childhood Screening** offered at School Choice Fair
- **Early acceptance** to KG for students applying to their community school
- **Pre-K students enrolled at Rondo** have reserved seats at their community school
- **Community-based Education Program Partnerships**

Questions/Comments

Saint Paul Public Schools
A World of Opportunities

HUMAN RESOURCE TRANSACTIONS
March 1, 2018 – March 31, 2018
April 24, 2018

NEW APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Neurer, J. M.	School/Community Professional	03/19/2018	$24.88	American Indian Magnet
Perez, A. M.	Education Assistant	03/01/2018	$16.78	1780 W 7th Street
Ray-Jensen, G. A.	Education Assistant	02/26/2018	$31.60	Bruce F Vento Elementary
Antrop-Colon, G. F.	Teaching Assistant	03/12/2018	$13.83	Daytons Bluff
Brown, P. O.	Teaching Assistant	03/03/2018	$13.45	Hamline Elementary
Carter, G. M.	Teaching Assistant	03/06/2018	$14.07	L'Etoile du Nord Upper
Dunlap, A. G.	Teaching Assistant	03/12/2018	$15.76	Nokomis Montessori South
Goncharenko, L.	Teaching Assistant	03/20/2018	$14.07	Johnson Achievement Elem
Jackson, C. M.	Teaching Assistant	02/26/2018	$13.83	Humboldt Secondary
McMillan, A. E.	Teaching Assistant	03/19/2018	$14.76	Battle Creek Elementary
Mendoza-Hernandez, A.	Teaching Assistant	03/22/2018	$14.00	The Heights
Nohl, V. L.	Teaching Assistant	03/12/2018	$14.07	Galtier Elementary
Picht, L. A.	Teaching Assistant	03/05/2018	$14.76	Linwood Monroe Arts Upr
Ravi, E. E.	Teaching Assistant	04/09/2018	$14.07	Mississippi Creative Arts
Thow, Z.	Teaching Assistant	03/21/2018	$12.21	Johnson Achievement Elem
Baker, J.	Clerical	03/17/2018	$20.01	Colborne Admin Offices
Noel, K. M.	Clerical	03/12/2018	$18.97	Colborne Admin Offices
Perez, D. J.	Clerical	03/03/2018	$22.60	Colborne Admin Offices
Schoen, M. A.	Clerical	03/19/2018	$19.34	Crossroads Science
Fuller, B. A.	Custodian	03/26/2018	$16.38	Rondo Education Center
Lehman, D.	Custodian	03/26/2018	$16.38	Rondo Education Center
Smyth, H. W.	Custodian	03/26/2018	$16.38	Central Senior High
Adams, M. Q.	Nutrition Services	03/22/2018	$11.89	Como Service Center
Esse, S. A.	Nutrition Services	03/22/2018	$11.89	St. Paul Music Academy
Moody, M. L.	Nutrition Services	03/22/2018	$11.89	Como Service Center
Peterson, S. D.	Nutrition Services	03/22/2018	$11.89	Como Service Center

HUMAN RESOURCE TRANSACTIONS
March 1, 2018 – March 31, 2018
April 24, 2018

NEW APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Stokes, M.	Nutrition Services	03/22/2018	$11.89	Highland Park Senior High
Launstein, D. E.	Operations	03/05/2018	$24.35	Como Service Center
Vue, Y. Z.	Operations	03/05/2018	$24.35	Como Service Center

PROMOTION

Name	Job Category	Eff Date	Pay Rate	Location
House, T. S.	Education Assistant From: Teaching Assistant	03/03/2018	$19.32	RiverEast Elem/Secondary
Stokes, T.	Education Assistant From: Teaching Assistant	02/17/2018	$24.24	Ramsey Middle School
Carter, L. M.	Teaching Assistant Career Progression	02/26/2018	$17.15	Obama Service Learning
Kelly-Dunkins, J.	Clerical Career Progression	02/28/2018	$28.79	Washington Tech
Glancey, M. M.	Custodian Career Progression	02/26/2018	$25.45	Como Service Center
Love, D. L.	Custodian Career Progression	02/26/2018	$25.45	Bruce F Vento Elementary
Ollie, M. L.	Custodian Career Progression	03/03/2018	$25.45	Como Service Center
Xiong, S.	Custodian Career Progression	02/26/2018	$25.45	Hazel Park Preparatory
Kitto, M. A.	Nutrition Services Career Progression	02/26/2018	$18.88	Chelsea Heights Elementary
Mullaney, M. D.	Professional Employee From: Clerical	03/17/2018	$30.66	Colborne Admin Offices
Eckberg, T. R.	Supervisory From: Professional Employee	03/03/2018	$42.92	Como Service Center
Larson, L. K.	Technical Career Progression	03/27/2018	$32.13	Colborne Admin Offices

TEMPORARY APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Bickford, S. A.	Classroom Teacher	03/22/2018	$34.62	Chelsea Heights Elementary
Crissinger, B. L.	Classroom Teacher	03/03/2018	$49.06	Humboldt Secondary
Rhodes, E. A.	Classroom Teacher	02/26/2018	$41.08	Creative Arts Secondary
Taracido, C. E.	Classroom Teacher	03/12/2018	$28.44	Mississippi Creative Arts

HUMAN RESOURCE TRANSACTIONS
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TEMPORARY APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Keenan, K. M.	Classroom Teacher	02/26/2018	$35.02	Capitol Hill Magnet

LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Barze, T. L.	Classroom Teacher	03/14/2018	Galtier Elementary
Buchholz, E.	Classroom Teacher	03/14/2018	Riverview School/Excellence
Carlson, K. N.	Classroom Teacher	03/16/2018	Farnsworth Aerospace Upr
DeMarco-Sundsmo, A.	Classroom Teacher	04/07/2018	Murray Middle School
Glad, J. K.	Classroom Teacher	03/15/2018	Open World Learning
Hastad, M. S.	Classroom Teacher	03/14/2018	Mississippi Creative Arts
Kuhlers, K. C.	Classroom Teacher	03/14/2018	St. Paul Music Academy
Rader, K. E.	Classroom Teacher	03/23/2018	Four Seasons A+
Schroeder, S. J.	Classroom Teacher	03/14/2018	Harding Senior High
Wedger, H. J.	Classroom Teacher	03/21/2018	Highland Park Senior High
Yang, N.	Classroom Teacher	03/12/2018	Jackson Preparatory Elem
Pille, M.	Classroom Teacher	03/07/2018	Phalen Lake Hmong Studies
Pille, M.	Classroom Teacher	03/19/2018	Phalen Lake Hmong Studies
Rincon, A. D.	Teaching Assistant	03/05/2018	Bridge View
Lewis, A. C.	Teaching Assistant	02/26/2018	Battle Creek Middle School
Watson, L. J.	Teaching Assistant	03/12/2018	Bridge View
Brennan, M. S.	Nutrition Services	03/08/2018	Central Senior High
Wells, P. M.	Nutrition Services	03/29/2018	Como Service Center
Bergman Aho, M. L.	Professional Employee	03/08/2018	Como Service Center
Jones, J. R.	Professional Employee	03/13/2018	Como Service Center

ADMINISTRATIVE LEAVE

Name	Job Category	Eff Date
H., H. G.	Classroom Teacher	02/22/2018
K., J. D.	Classroom Teacher	03/23/2018
P., J. J.	School/Community Professional	03/09/2018

HUMAN RESOURCE TRANSACTIONS
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ADMINISTRATIVE LEAVE

Name	Job Category	Eff Date
P., A.	Education Assistant	03/08/2018
B., D. P.	Teaching Assistant	02/28/2018
T., J. D.	Machinists	03/28/2018
C., L. D.	Nutrition Services	02/23/2018

REINSTATEMENT AFTER LAYOFF

Name	Job Category	Eff Date	Pay Rate	Location
Denisson, K. B.	Bricklayer	03/31/2018	$37.41	Como Service Center
Del Rosario, K. L.	Maintenance Supervisor	03/12/2018	$15.84	Como Service Center
Jackson, J. J.	Maintenance Supervisor	03/17/2018	$15.84	Como Service Center
Jensen, D. A.	Maintenance Supervisor	03/12/2018	$15.84	Como Service Center

REHIRE

Name	Job Category	Eff Date	Pay Rate	Location
Jimenez, O.	Education Assistant	03/17/2018	$25.89	Chelsea Heights Elementary
Brown, A.	Teaching Assistant	03/03/2018	$13.45	Battle Creek Middle School
Saxton, L. D.	Teaching Assistant	03/14/2018	$15.00	Farnsworth Aerospace Upr
Ali, A. A.	Nutrition Services	03/22/2018	$11.89	American Indian Magnet

REINSTATEMENT FROM LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Bannon, K. S.	Classroom Teacher	02/26/2018	Capitol Hill Magnet
Lockhart, E. W.	Classroom Teacher	03/19/2018	Harding Senior High
Pawelec, P. M.	Classroom Teacher	03/16/2018	Mississippi Creative Arts
Yang, E. J.	Classroom Teacher	03/07/2018	Harding Senior High
Romo, D.	Education Assistant	02/26/2018	Bruce F Vento Elementary
Covington, D.	Teaching Assistant	03/06/2018	Expo for Excellence
House, A. M.	Teaching Assistant	03/12/2018	RiverEast Elem/Secondary
Johnson, E. D.	Teaching Assistant	03/06/2018	Hazel Park Preparatory
Lewis, A. C.	Teaching Assistant	03/20/2018	Battle Creek Middle School
McConnell, K. M.	Teaching Assistant	03/08/2018	Battle Creek Elementary
Sheyba, S. M.	Teaching Assistant	03/05/2018	Galtier Elementary
Thor, S.	Teaching Assistant	03/05/2018	Mississippi Creative Arts

HUMAN RESOURCE TRANSACTIONS
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April 24, 2018

REINSTATEMENT FROM LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Hollins, N. R.	Clerical	03/05/2018	Maxfield Elementary
Brennan, M. S.	Nutrition Services	03/12/2018	Central Senior High
Vang, Y. C.	Nutrition Services	02/26/2018	Phalen Lake Hmong Studies
Masanz, W. J.	Painter	03/13/2018	Como Service Center

RECISION OF RESIGNATION

Name	Job Category	Eff Date	Pay Rate	Location
Thrasher, C. V.	School/Community Professional	06/13/2018	$32.68	Murray Middle School
Kedir, S. A.	Nutrition Services	02/08/2018	$12.22	Crossroads Science

VOLUNTARY REDUCTION IN TITLE

Name	Job Category	Eff Date	Pay Rate	Location
Masanz, W. J.	Teaching Assistant	03/13/2018	$14.45	Hazel Park Preparatory

SUSPENSION WITHOUT PAY

Name	Job Category	Eff Date
E., K.	Classroom Teacher	05/02/2018
E., K.	Classroom Teacher	05/16/2018
E., K.	Classroom Teacher	06/06/2018
E., K.	Classroom Teacher	03/14/2018
E., K.	Classroom Teacher	05/30/2018
J., N. M.	Classroom Teacher	03/02/2018
J., F.	Classroom Teacher	04/25/2018
J., F.	Classroom Teacher	04/26/2018
J., F.	Classroom Teacher	04/27/2018
P., S. T.	Classroom Teacher	03/30/2018
P., S. T.	Classroom Teacher	04/19/2018
P., S. T.	Classroom Teacher	04/20/2018
H., J. T.	Classroom Teacher	05/15/2017
H., J. T.	Classroom Teacher	04/14/2017
R., W. F.	Classroom Teacher	04/02/2018
R., W. F.	Classroom Teacher	04/03/2018

HUMAN RESOURCE TRANSACTIONS
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SUSPENSION WITHOUT PAY

Name	Job Category	Eff Date
R., W. F.	Classroom Teacher	05/25/2018
R., E. J.	Classroom Teacher	10/17/2017
B., D. P.	Teaching Assistant	04/19/2018
B., D. P.	Teaching Assistant	05/28/2018
B., D. P.	Teaching Assistant	04/02/2018
T., S.	Teaching Assistant	05/10/2018
T., S.	Teaching Assistant	04/26/2018
T., S.	Teaching Assistant	05/24/2018
T., S.	Teaching Assistant	04/12/2018
T., S.	Teaching Assistant	06/05/2018

RETIREMENT

Name	Job Category	Eff Date	Location
Neal, T.	Principal	08/02/2018	Como Park Senior High
Chang, C.	Assistant Principal	07/01/2018	Harding Senior High
Bullard, I. A.	Classroom Teacher	06/13/2018	Nokomis Montessori South
Castrellon-Ortega, A.	Classroom Teacher	06/16/2018	Homecroft Early Learning Ctr
Farm, K. M.	Classroom Teacher	06/16/2018	Harding Senior High
Hanegraaf-Reeve, M.	Classroom Teacher	06/12/2018	Daytons Bluff
Harrilal, S.	Classroom Teacher	06/26/2018	Farnsworth Aerospace Upr
Hougen, S. D.	Classroom Teacher	06/01/2018	Hamline Elementary
Huber, M. J.	Classroom Teacher	06/14/2018	Farnsworth Aerospace Upr
Huelster, D. M.	Classroom Teacher	06/13/2018	American Indian Magnet
Iverson, V. J.	Classroom Teacher	06/13/2018	American Indian Magnet
Jauhola, K.	Classroom Teacher	07/01/2018	Humboldt Secondary
Jithendranathan, S.	Classroom Teacher	06/12/2018	Central Senior High
John, T. C.	Classroom Teacher	06/12/2018	Groveland Park Elementary
Johnson, C. F.	Classroom Teacher	06/17/2018	St. Paul Music Academy
Kane, D. G.	Classroom Teacher	06/12/2018	Central Senior High

HUMAN RESOURCE TRANSACTIONS
March 1, 2018 – March 31, 2018
April 24, 2018

RETIREMENT

Name	Job Category	Eff Date	Location
Lace, R. C.	Classroom Teacher	06/12/2018	Harding Senior High
Madson, P.	Classroom Teacher	06/12/2018	Harding Senior High
McCrossan, M.	Classroom Teacher	06/16/2018	Jackson Preparatory Elem
Michell, J.	Classroom Teacher	06/12/2018	LEAP International Academy
Olson, R. H.	Classroom Teacher	06/12/2018	Horace Mann School
Peterson, D. H.	Classroom Teacher	06/12/2018	Capitol Hill Magnet
Racek, S. C.	Classroom Teacher	06/16/2018	Washington Tech
Rogers, M.	Classroom Teacher	06/12/2018	Washington Tech
Rueter, V. M.	Classroom Teacher	06/12/2018	Central Senior High
Schultz, J. L.	Classroom Teacher	03/15/2018	Humboldt Secondary
Seivert, J. V.	Classroom Teacher	06/13/2018	Plato Admin Offices
Trulsen, K.	Classroom Teacher	06/13/2018	The Heights
Wainio, L.	Classroom Teacher	06/12/2018	Bruce F Vento Elementary
Wakefield, L.	Classroom Teacher	06/12/2018	Farnsworth Aerospace Lwr
Wells, B.	Classroom Teacher	06/12/2018	Mississippi Creative Arts
Labovitch, D.	Classroom Teacher	06/13/2018	Agape High School
Lien, B. L.	Classroom Teacher	06/12/2018	Humboldt Secondary
Smith, A. M.	Classroom Teacher	06/13/2018	Expo for Excellence
Hall, S. D.	Classroom Teacher	06/30/2018	Ronald M Hubbs Center
Berg, C. A.	Classroom Teacher	06/12/2018	Four Seasons A+
Hurtley, M. E.	Classroom Teacher	06/12/2018	Highland Park Middle School
Eelkema, A. L.	Classroom Teacher	06/12/2018	Frost Lake Elementary
Fernandez, L. M.	Classroom Teacher	06/12/2018	Focus Beyond
Fischer, C. J.	Classroom Teacher	06/12/2018	Como Park Senior High
Gould, W. B.	Classroom Teacher	06/16/2018	Frost Lake Elementary
Korf, C.	Classroom Teacher	06/16/2018	Highland Park Senior High
Markert, K. M.	Classroom Teacher	06/12/2018	The Heights

HUMAN RESOURCE TRANSACTIONS
March 1, 2018 – March 31, 2018
April 24, 2018

RETIREMENT

Name	Job Category	Eff Date	Location
Shearen, J. D.	Classroom Teacher	06/12/2018	Benjamin Mays/Museum
Tully, W.	Classroom Teacher	06/12/2018	271 Belvidere Bldg
Herrington-Hall, B.	Classroom Teacher	06/12/2018	Rondo Education Center
McMonigal, L. J.	Classroom Teacher	06/12/2018	271 Belvidere Bldg
Paitich, J. J.	School/Community Professional	06/12/2018	Como Park Elementary
Anderson, T. B.	Education Assistant	06/09/2018	Juvenile Service Center
Cammisuli, S.	Education Assistant	06/09/2018	Farnsworth Aerospace Upr
Hei, B. J.	Education Assistant	06/09/2018	Four Seasons A+
Xiong, M. M.	Education Assistant	06/09/2018	Brittany's Place
Lindstrom, M.	Teaching Assistant	06/09/2018	Farnsworth Aerospace Lwr
Sorenson, K.	Teaching Assistant	06/09/2018	Chelsea Heights Elementary
Telzrow, R.	Teaching Assistant	06/09/2018	St. Paul Music Academy
McGinnis, J. M.	School Bus Driver	06/09/2018	Transportation Services
Croucher, J. C.	Clerical	06/09/2018	Rondo Education Center
Kaisersatt, D.	Clerical	06/16/2018	Nokomis Montessori North
Payton, L. J.	Clerical	06/30/2018	Como Park Senior High
Koran, L. L.	Nutrition Services	05/31/2018	Obama Service Learning
Payton, A. P.	Custodial Supervisor	06/30/2018	Como Service Center
Gulner, W. C.	Operations	06/01/2018	Como Service Center

RESIGNATION

Name	Job Category	Eff Date	Location
Pendelton, A.	Principal	07/01/2018	Obama Service Learning
Pettiford, J.	School/Community Professional	04/10/2018	RiverEast Elem/Secondary
Anderson, M. A.	Classroom Teacher	03/17/2018	Crossroads Montessori
Bordsen, L. T.	Classroom Teacher	06/12/2018	St. Paul Music Academy
Colletti, S. P.	Classroom Teacher	06/16/2018	Battle Creek Elementary

HUMAN RESOURCE TRANSACTIONS
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April 24, 2018

RESIGNATION

Name	Job Category	Eff Date	Location
Ford, D. A.	Classroom Teacher	07/01/2018	Johnson Senior High
Gaylord, A. M.	Classroom Teacher	06/12/2018	Agape High School
Grove, P. H.	Classroom Teacher	03/31/2018	Homecroft Early Learning Ctr
Hicks, C. J.	Classroom Teacher	06/09/2018	Linwood Monroe Arts Upr
Jensen, D. C.	Classroom Teacher	06/13/2018	271 Belvidere Bldg
Ross, S. R.	Classroom Teacher	03/10/2018	Expo for Excellence
Ryan, H. G.	Classroom Teacher	06/12/2018	Adams Spanish Immersion
Safyan, I.	Classroom Teacher	06/12/2018	Jackson Preparatory Elem
Sellers, K.	Classroom Teacher	06/12/2018	Washington Tech
Cutshall, P. R.	Classroom Teacher	06/12/2018	Agape High School
Seiger, K. M.	Classroom Teacher	06/12/2018	Cherokee Heights Elem
Smaller, L. J.	Classroom Teacher	06/20/2018	Como Park Elementary
Wittgenstein, V.	School/Community Professional	06/12/2018	Harding Senior High
Gilman, W. G.	Teaching Assistant	04/07/2018	RiverEast Elem/Secondary
Glass, C. J.	Teaching Assistant	03/17/2018	Randolph Heights Elem
Harris, A.	Teaching Assistant	03/30/2018	Como Park Senior High
Masanz, W. J.	Teaching Assistant	03/17/2018	Hazel Park Preparatory
McCain, L.	Teaching Assistant	02/26/2018	Bridge View
Peterson, N. S.	Teaching Assistant	03/08/2018	Groveland Park Elementary
Wages, E. J.	Teaching Assistant	03/23/2018	Linwood Monroe Arts Lwr
Waters, J. A.	Teaching Assistant	03/31/2018	St. Paul Music Academy
Yang, P. H.	Teaching Assistant	02/13/2018	The Heights
Yang, T. L.	Teaching Assistant	03/03/2018	Johnson Achievement Elem
Jamison, P. A.	Clerical	06/16/2018	Highland Park Senior High
Anderson, N. E.	Custodian	06/16/2018	Humboldt Secondary
Lynch, J. F.	Custodian	03/23/2018	Como Service Center

HUMAN RESOURCE TRANSACTIONS
March 1, 2018 – March 31, 2018
April 24, 2018

RESIGNATION

Name	Job Category	Eff Date	Location
Hernandez, S.	Nutrition Services	03/17/2018	Highwood Hills Elementary
Johnson, S. N.	Nutrition Services	01/06/2018	Four Seasons A+
Kraskey, D. M.	Nutrition Services	01/17/2018	Harding Senior High
Yang, Y.	Professional Employee	03/10/2018	Colborne Admin Offices

TERMINATION

Name	Job Category	Eff Date
V., S. K.	Classroom Teacher	03/20/2018
B., D. M.	Teaching Assistant	03/10/2018
C., T.	Teaching Assistant	02/24/2018
P., T. M.	Teaching Assistant	03/20/2018
S., H.	Teaching Assistant	02/24/2018
V., V. J.	Teaching Assistant	03/16/2018
W., B. M.	Teaching Assistant	07/08/2017
C., N. J.	Nutrition Services	03/10/2018

DISCHARGE

Name	Job Category	Eff Date
S., M.	Classroom Teacher	04/03/2018
P., A.	Education Assistant	04/10/2018
C., L. D.	Nutrition Services	03/03/2018
J., J.	Nutrition Services	03/17/2018

TERMINATION OF TEMPORARY EMPLOYMENT

Name	Job Category	Eff Date	Location
Holmes, M. D.	Classroom Teacher	02/15/2018	Capitol Hill Magnet
Voermans, E. A.	Classroom Teacher	03/10/2018	Wellstone Elementary

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

DATE: April 24, 2018

TOPIC: Helen Podruska Donation

A. PERTINENT FACTS:

1. A gift of $5,000.00 was received at Capitol Hill Gifted and Talented Magnet School on March 22, 2018.

2. The gift was received from the Helen Podruska Trust. This donation is for use at Capitol Hill Gifted and Talented Magnet School.

3. Check deposited in Intra Funds for enhancing school activities.
   Budget Code: 19-494-291-000-5096-U001.

4. This gift will meet the target area goal of "supporting student achievement."

5. This item is submitted by Patrick Bryan, Principal, Capitol Hill Gifted and Talented Magnet School; and Lisa Sayles-Adams, Assistant Superintendent.

B. RECOMMENDATION:

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.

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

DATE: April 24, 2018

TOPIC: Request for Permission to Submit a Grant to the ECMC Foundation

A. PERTINENT FACTS:

1. The ECMC Foundation's GO! Program is currently accepting grant applications for projects that support education innovation in the communities ECMC serves.

2. Saint Paul Public Schools Farnsworth Aerospace Upper Campus has prepared an application for funds to support Full STEAM Ahead, a project to expand STEAM programs and materials. 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 goal of achievement.

4. This item is submitted by Hamilton Bell, Principal; Lisa Sayles-Adams, Assistant Superintendent; 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 ECMC Foundation for funds support Full STEAM Ahead; 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: April 24, 2018

TOPIC: Request for Permission to Submit Grant Application to McCarthey Dressman Education Foundation

A. PERTINENT FACTS:

1. The McCarthey Dressman Foundation is currently accepting applications for its Academic Enrichment Grants program. This program is designed to support the development of in-class and extra-curricular programs that improve student learning. The Foundation considers proposals that foster understanding, deepen students' knowledge, and provide opportunities to expand awareness of the world around them.

2. SPPS Office of Specialized Services has prepared a grant application requesting approximately $29,185 to implement the Core Words Project. The purpose of this project is to develop core word curriculum and materials for teachers and speech-language pathologists to use with the approximately 420 special education students with ASD and DCD disabilities in forty-two Saint Paul Public Schools specialized classrooms

3. This project will meet the District strategic plan goal of achievement.

4. This item is submitted by Gail Ghere, Office of Specialized Services; Kate Wilcox-Harris, Chief Academic Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the McCarthey Dressman Foundation to fund the Core Words 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: April 24, 2018

TOPIC: Request for Permission to Submit a Grant Application to the Bush Foundation

A. PERTINENT FACTS:

1. The Bush Foundation is currently accepting Community Innovation Grant applications for projects that support innovation through community-powered problem solving: inclusive, collaborative processes focused on making the most of community assets. The funding program seeks to fund breakthroughs in addressing community needs.

2. Saint Paul Public Schools Office of College and Career Readiness has prepared an application 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*. This project will generate action plans for joining the work of restorative practices (RP) and family engagement. Specific grant-proposed activities include:

   - Family liaisons and invited family members from 8 current RP pilot sites in the 2018-19 school year will participate in a summer RP training institute.

   - Each family liaison, with support from their school's RP site lead, will then recruit and facilitate a cohort of 8-12 family and community members who will meet over the course of one school year for about 30 hours using the circle problem-solving process to generate innovative solutions to increasing family engagement.

   - The remaining 6 months of the grant will be used to solidify and plan for implementation of family engagement strategies at each school and at the district level with the Office of Family Engagement.

   Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $200,000. 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 Kathy Lombardi, School Climate and Support, Office of Career and College Readiness; Dr. Kate Wilcox-Harris, Chief Academic Officer; and Jackie Turner, Chief Operations Officer

B. RECOMMENDATION:

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.

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

DATE: April 24, 2018

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

A. PERTINENT FACTS:

1. The City of Saint Paul VISTA program is currently accepting applications from organizations working in the area of Birth to Three education and wellness and who would be interested in hosting a VISTA for the 2018-2019 Program Year.

2. Saint Paul Public Schools has prepared two applications to host AmeriCorps Vistas:

    a. Community Education - Early Childhood Family Education

    b. Office of Specialized Services - Early Childhood Special Education

3. These projects will meet the District strategic plan goal of achievement.

4. This item is submitted by Brenda Natala, ECSE Supervisor, Donald Sysyn, ECFE Supervisor; Gail Ghere, Office of Specialized Services; Lynn Gallandat, Director, Community Education; Kate Wilcox-Harris, Chief Academic Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: April 24, 2018

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

A. PERTINENT FACTS:

1. The Minnesota Department of Education in collaboration with the Minnesota Centers of Excellence for Young Children with Disabilities is currently accepting grant applications for projects that provide Family Guided Routines Based Interventions (FGRBI).

2. Saint Paul Public Schools Office of Specialized Services has prepared an application for funds to support a five-year project to train all ECSE B-3 and Inclusion Team interventionists to implement FGRBI. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $88,560. 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 Brenda Natala, ECSE Supervisor, Gail Ghere, Office of Specialized Services; Kate Wilcox-Harris, Chief Academic Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: April 24, 2018

TOPIC: Request for Permission to Submit a Grant to the ECMC Foundation

A. PERTINENT FACTS:

1. The ECMC Foundation is currently accepting grant applications for projects that align with the Foundation's mission of improving educational outcomes among underserved communities.

2. Saint Paul Public Schools Academy of Finance at Como Park Senior High School has prepared an application for funds to develop summer internship opportunities for students. 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 Kris Somerville, Coordinator, Academy of Finance; Daniel Mesick, Department of Post-Secondary Partnerships, College and Career Readiness; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: April 24, 2018

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

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that remove barriers to enrollment, attendance and success for children and youth experiencing homelessness.

2. Saint Paul Public Schools Office of Title I Federal Programs has prepared an application for funds to provide in-shelter tutoring, school supplies, transportation services and professional development in service of SPPS students experiencing homelessness. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $100,000. 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 Cheryl Carlstrom, Director, Title I Federal Programs; 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 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.

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

DATE: April 24, 2018

TOPIC: Request for Permission to Submit a Grant to No Kid Hungry

A. **PERTINENT FACTS**:

1. No Kid Hungry is currently accepting grant applications for projects that expand access to and participation in USDA-funded summer meals programs.

2. Saint Paul Public Schools Nutrition Services has prepared an application for funds to increase summer meals participation through child engagement activities and promotions. 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 goals of sustainability.

4. This item is submitted by Stacy Koppen, Director, Nutrition Services; and Jackie Turner, Chief Operations Officer.

B. **RECOMMENDATION**:

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.

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

DATE: April 24, 2018

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Labor and Industry

A. PERTINENT FACTS:

1. The Minnesota Department of Labor and Industry is currently accepting grant applications for projects that support the development and implementation of experiential learning opportunities for students 16 and older.

2. Saint Paul Public Schools Office of College and Career Readiness has prepared an application for funds to create business partnerships and internship opportunities for health care programs throughout the district. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $100,000. 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; Daniel Mesick, Principal on Special Assignment, Post-secondary Partnerships, 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 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.

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

DATE: April 24, 2018

TOPIC: Request for Permission to Accept a Grant from the Confucius Institute

A. PERTINENT FACTS:

1. The Confucius Institute mini-grants program serves Minnesota's K-12 school community with the aim to increase opportunities for Minnesota schools to engage in Chinese language and culture activities.

2. Saint Paul Public Schools Jie Ming Mandarin Immersion Academy prepared an application and received a grant for approximately $990 support their Chinese New Year Performance. 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; Bobbie Johnson, Principal; Dr. Efe Agbamu, Assistant Superintendent; Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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.

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

DATE: April 24, 2018

TOPIC: Request for Permission to Submit a Grant to the National Education Association

A. PERTINENT FACTS:

1. The National Education Association's Read Across America Library Grant Program is currently accepting grant applications for projects that fund books for Public Schools.

2. Saint Paul Public Schools Murray Middle School has prepared an application for funds to purchase books for the Murray Library. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $1,000. 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 Stacy Theien-Collins, Principal, Murray Middle School; Lisa Sayles-Adams, Assistant Superintendent; 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 National Education Association for funds purchase books; 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: April 24, 2018

TOPIC: Request for Permission to Submit a Grant Application to the Saint Anthony Park Community Foundation

A. PERTINENT FACTS:

1. The Saint Anthony Park Community Foundation is currently accepting grant applications for projects that nurture the unique community assets of St. Anthony Park to secure a strong and vibrant neighborhood for future generations.

2. Saint Paul Public Schools Murray Middle School has prepared an application for funds to purchase books for the school library. Saint Paul Public Schools will serve as fiscal agent for this project. This grant is for approximately $5,000. Staff at the school researched this grant opportunity.

3. This project will meet the District strategic plan goal of achievement.

4. This item is submitted by Stacy Theien-Collins, Principal, Murray Middle School; Lisa Sayles-Adams, Assistant Superintendent; 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 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.

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

DATE: April 24, 2018

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

A. PERTINENT FACTS:

1. The Minnesota Department of Agriculture is currently accepting grant applications for projects that encourage urban youth agricultural education and urban agriculture community development within city limits or urban areas.

2. Saint Paul Public Schools Nutrition Services has prepared an application for funds to develop and pilot a school-based agriculture project. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $50,000. 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 Stacy Koppen, Director, Nutrition Services; and, Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: April 24, 2018

TOPIC: Request for Permission to Accept a Grant from Allina Health

A. PERTINENT FACTS:

1. Allina Health, in partnership with the Change to Chill program, provides hands-on support and funding for schools to implement and cultivate a culture of mental well-being.

2. Harding Senior High School prepared an application and received a grant for approximately $1,000 to create a Chill Zone: a space for teens to relax and chill (can include calming wall colors, bean bag chairs, dim lighting, sound machines, etc.). Saint Paul Public Schools will serve as fiscal agent for the project.

3. This project will meet the District strategic plan goal of sustainability.

4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Doug Revsbeck, Principal, Harding 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 Allina Health to create a Chill Zone at Harding 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: April 17, 2018

TOPIC: Renewal of Innocent Classroom Contract 2018

A. PERTINENT FACTS:

1. Innocent Technologies will enter into contracts with John A. Johnson Achievement Plus and the Equity Department which will total over $100,000 during SY 2017-2018.
    a. Equity Department funds: $40,000
    b. Grant funds: $120,000
        i. Bigelow Foundation: $55,000; Mardag Foundation: $15,000, St. Paul Foundations: $50,000
    c. John A. Johnson School Improvement Grant: $50,000

2. The contracts will be for the purpose of training SPPS staff:
    a. Benjamin E. Mays IB World School: Licensed staff receive Innocent Classroom Labs program.
    b. The Heights Community School: Licensed staff will receive Innocent Classroom Labs program.
    c. John A. Johnson Achievement Plus: Licensed staff receive Innocent Classroom Labs program.
    d. Jackson Elementary School: Licensed staff receive Constructing the Innocent Classroom program.
    e. Targeted District Cohort: Staff from Benjamin Mays, The Heights, and John A. Johnson, who have not yet received the training receive Constructing the Innocent Classroom program.
    f. Open District Cohort: Constructing the Innocent Classroom training will be offered to staff across the district to receive the training.
    g. Floating Labs: Sessions of Innocent Classroom Labs to be offered at schools with staff who have participated in Constructing the Innocent Classroom for follow up and support for those teachers.

3. The Office of Equity has previously collaborated with Innocent Technologies in the 2014-2015, 2015-2016, and 2016-2017 school years to offer training to 493 participants who have completed the course, including:
    a. 329 Teachers
    b. 33 Administrators, including 21 Principals
    c. 48 School level support staff (Social workers, Occupational Therapists, Nurses, Speech Pathologists, Project Coordinators, Counselors, Cultural Specialists, and Sprockets coordinators)
    d. 59 Paraprofessionals (including both TAs and EAs)
    e. 17 District level support staff (including Equity Department, PARs, OTL, SIT team)

4. This project will meet the District strategic plan goal of Achievement – Racial Equity Transformation by providing this social and emotional learning opportunity for staff as part of our Equity in the Classroom offering. Between these contracts at least 230 SPPS staff will each be provided 10-14 hours of professional development in the Innocent Classroom.

5. This item is submitted by Nicole Bates, Equity Department, Myla Pope, Assistant Director Equity Department, and Hans Ott, Assistant Superintendent.

B. RECOMMENDATION:

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.

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

DATE: April 24, 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 February 1, 2018 – February 28, 2018.

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

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.

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

DATE: April 24, 2018

TOPIC: Facilities Department FY18 Purchases over $100,000

A. PERTINENT FACTS:

1. In the normal course of work, the Facilities Department must establish purchases with vendors that may incur costs in excess of $100,000 throughout the fiscal year.

2. The following list indicates said purchases:

Vendor	Description	Amount	State Contract ID Or Bid Number
Alpha Video	Instructional Audio Visual Equipment	$250,000	U of M contract #U140.2
Egan	FY18 Inspection & maintenance of fire alarm system – Services through June 2018	$490,000	F-547(5)
Mavo	FY18 General services for environmental abatement and remediation - Services through June 2018	$490,000	A-189
Nasseff	FY18 Fire Suppression systems inspection and repair – Services through June 2018	$380,000	Per bid no. A9134-C
RAK	FY18 Corrections of Fire Code Violations – Services through June 2018	$590,000	MN02D-121614-RAK

3. The purchases have been approved by Jamie Atkins, Purchasing Manager.

4. Funding will be provided from the approved Facilities Department Fiscal Year 2018 budget.

5. The purchases meet the District Strategic Plan goals by aligning resource allocation to District priorities.

6. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: April 24, 2018

TOPIC: Replacement Deed - 1619 Dayton Avenue (formerly Gordon School)

A. PERTINENT FACTS:

1. The property located at 1619 Dayton Avenue was initially owned by the City of Saint Paul. The District took over ownership and control of the subject property when it became an independent school district.

2. The subject property is legally described as Lots 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, and 27, Block 1, Oakland Park Addition to the City of St. Paul, Ramsey County, Minnesota.

3. In 1986, the School District sold the subject property to Family Tree, Inc., a Minnesota non-profit corporation.

4. The deeds related to the sale of the subject property were not properly drafted or recorded with Ramsey County. As a result, all of the lots, except lot 16, failed to officially transfer to Family Tree, Inc. as the title owner.

5. Due to the Ramsey County Recorder's Office rejection of the defective deeds in 1986, the title of the subject property has remained in the name of the City.

6. Notwithstanding the title defects, Family Tree, Inc. took over ownership and control of the subject property in December 1986 or January 1987 and has been paying taxes and maintaining the subject property since the sale.

7. Family Tree, Inc. now seeks to sell the subject property, but it does not have clean title to offer to a buyer.

8. In order to rectify the defects in the chain of title for the subject property, the City and the District will need to provide replacement deeds.

9. On March 19, 2018, the City executed a Quit Claim Deed transferring its rights in the subject property to the District.

10. The District's execution of a Quit Claim Deed to Family Tree, Inc. will correct the title defects.

11. This action will meet the District strategic plan goal of alignment.

12. This item is submitted by William Forbes, Assistant General Counsel and Nancy L. Cameron, General Counsel.

B. RECOMMENDATION:

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.

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

DATE: April 24, 2018

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

A. PERTINENT FACTS:

1. In order to ensure timely completion of the project, the District team re-bid a portion of Highland Park Elementary capital improvement project. The re-bid scope is limited to renovation of the existing building scheduled for this summer.

2. The current General Contractor's Bid Bo. A213801-A scope will be reduced to reflect their scope reduction

3. This project provides all labor, materials, equipment and services for Mechanical at Highland Park Elementary Building Renovation.

4. The following bids were received for the lump sum base bid:

	Lump Sum Base Bid
Thelen Heating	$895,000.00

5. 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

6. Bids have been reviewed by Jamie Atkins, Purchasing Manager.

7. Funding will be provided from Capital Bonds and Long-Term Facilities Maintenance Revenue.

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.

9. 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. A213801-A Highland Park Elementary Building Renovation to Thelen Heating for the lump sum base bid for $895,200.00.

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

DATE: April 24, 2018

TOPIC: 3170-18-01 Rondo Education Center Chiller Replacement Project

A. PERTINENT FACTS:

1. This bid provides labor for two chiller replacements at Rondo.

2. The following bid was received per the terms and conditions of National IPA contract #R150505-MN-17446.

	Lump Sum Base Bid
SVL Service Corporation……..	$498,818.00

3. The bid was reviewed by Jamie Atkins, Purchasing Manager.

4. Funding will be provided from Long-Term Facility 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.

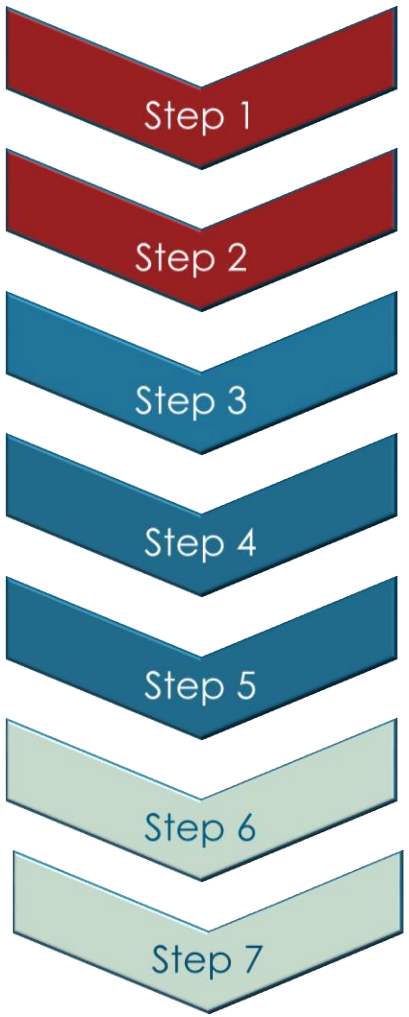
B. RECOMMENDATION:

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

Strategy Development Update

Board of Education Meeting
April 24, 2018

Project Overview



- Environmental Scan
- Organizational Assessment

- Analyze Implications

- Define Desired Future: Vision, Mission, Long-term Outcomes

- Develop Strategic Focus Areas, Objectives and Measures

- Define Strategic Initiatives

- Create Action Plans

- Develop Monitoring and Review Process

Phase 1: Analysis
November - January

Phase 2: Strategy Development
February - June

Phase 3: Action Planning
June-December

Greenway Strategy Group

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

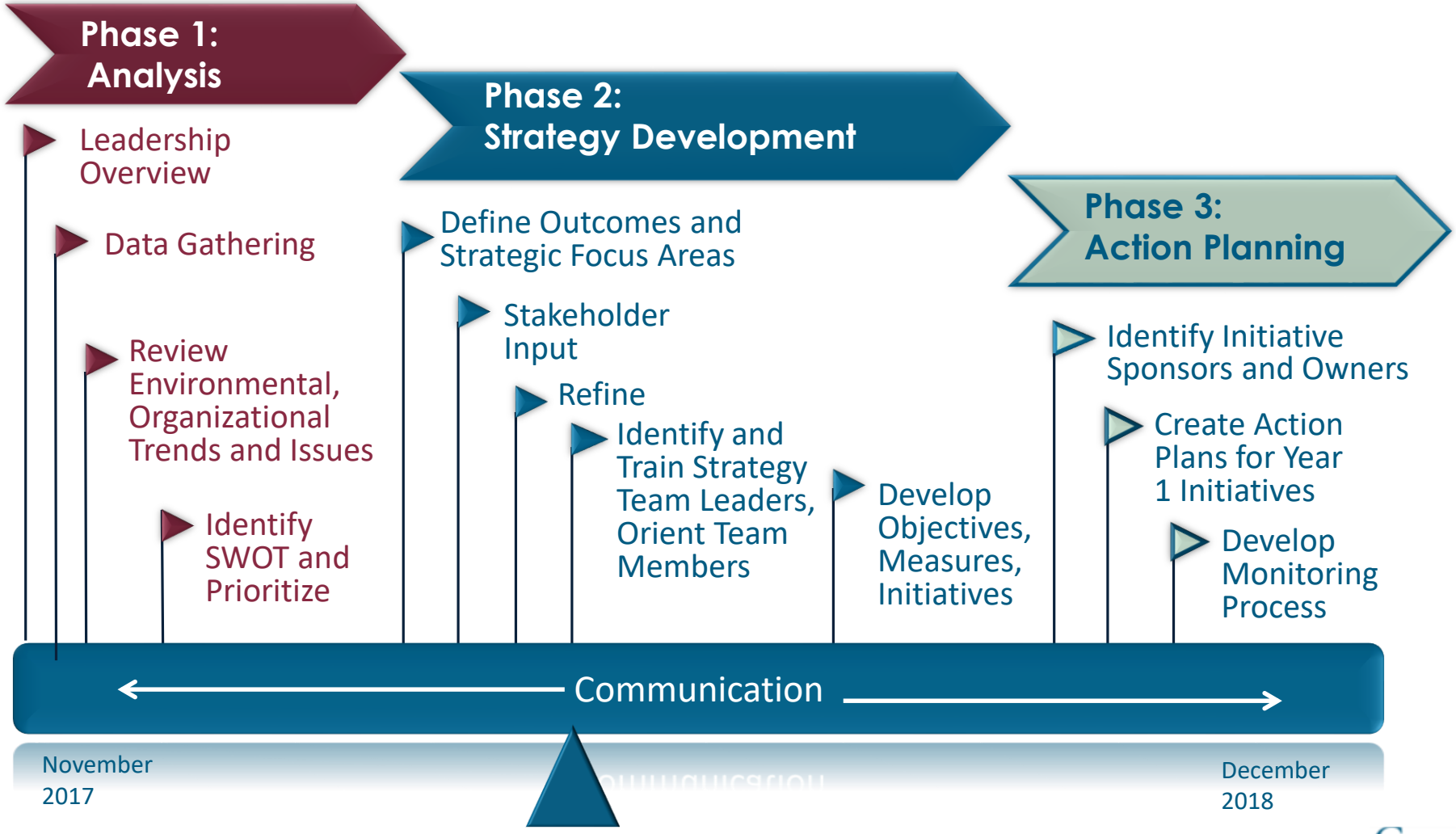
- Strategic Initiatives = significant projects to implement the objectives
- Action Plans = how to get the projects done

Kernels of a Good Strategy

Phase 1: Analysis	**A diagnosis**: an explanation of the nature of the challenge. A good diagnosis simplifies the often overwhelming complexity of reality by identifying certain aspects of the situation as being the critical ones.
Phase 2: Strategy Development	**A guiding policy**: an overall approach chosen to cope with or overcome the obstacles identified in the diagnosis.
Phase 3: Action Planning	**Coherent actions**: steps that are coordinated with one another to support the accomplishment of the guiding policy.

Richard Rumelt, The Peril of Bad Strategy, McKinsey Quarterly, June 2011

Saint Paul Public Schools Strategic Planning Process



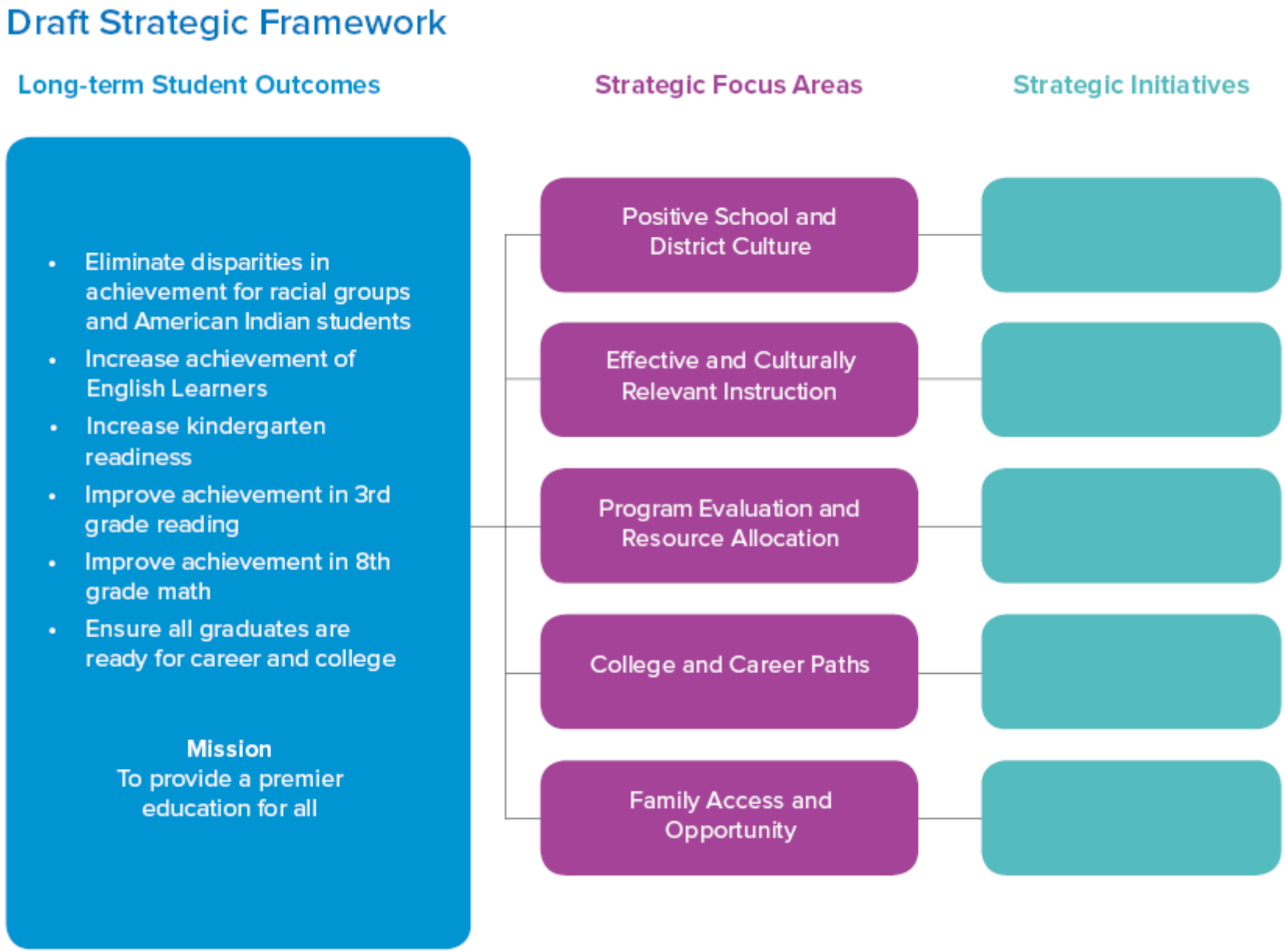
Community Input – By the Numbers

- 729 participants
- 44 input sessions
- 66 facilitators
- 7 weeks of engagement
- 912 hours of discussion

Community Input Sessions

Principals	Unaffiliated Parent Group (Frogtown neighborhood)
District senior administrators	Coalition of Asian American Leaders w/HPAC & KPAC
Mayor Carter and Kaohly Her	Students for Education Reform
Bilingual EAs	West Siders for Strong Schools
Family Engagement and Community Partnerships Ofc	Unaffiliated Parent Group (Highland neighborhood)
Advocates for Well Rounded Education	Office of Equity
Student session (sponsored by SEAB)	Student sessions at Washington Technology Magnet
Districtwide Community Session	Mississippi Creative Arts Staff
SPPS/SPFT Integration Task Force	Student Placement Center
Ramsey Middle School PTO	Saint Paul Children's Collaborative Board
Authorized Community Partners (grassroots orgs)	Budget and Finance Committee (BFAC)
School Family Liaisons	Hamline Elementary community
African American Leadership Council	Saint Paul Families - Music interest
All PACs	Generation Next staff
--Districtwide Parent Advisory Council (DPAC)*	Lutheran Social Services staff
--Hmong PAC (HPAC)	St. Paul Parks and Rec staff
--Karen PAC (KPAC)	Gender and Sexual Diversity PAC
--Somali PAC (SPAC)	Sprockets
--Latino Consent Decree (LCD)	Educator Advisory Com. for Strategic Planning
--American Indian Parent Committee	Somali PAC Community meeting
--Parents of African American Students (PAASAC)	St. Paul Libraries staff
--Special Education Advisory Council (SEAC)	Budget and Finance Advisory Committee (BFAC)
--Gender and Sexual Diversity PAC	

Strategic Framework for Community Input



Frequent comments for Focus Areas #1
Positive School and District Culture

- Intersectionality needs to be addressed (include LGBTQ)
- Students need social-emotional learning supports; mental health support
- Support restorative practices
- Safety – ensuring students feel safe, providing inclusive and supportive spaces, relationships with students, anti-bullying, etc.
- Respect - among staff and with administration
- Teachers' relationships with students and parents
- More communication needed between schools districtwide

Frequent comments for Focus Areas #2
Effective and Culturally Relevant Instruction

- Need more teachers of color
- Need more experimental learning: STEAM, robotics, coding, keyboarding, etc.
- Concerns about students being passed along when not really ready

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Saint Paul Public Schools
A World of Opportunities

Frequent comments for Focus Areas #3
Program Evaluation and Resource Allocation

- Staffing concerns, need more counselors
- Resource allocation concerns
- Budget concerns – will budget support the ideas?
- Middle school organization
- Accountability for teachers and administrators, and for this plan in general
- Educational Assistants (EAs) getting pulled out of classes too much

Frequent comments for Focus Areas #4 College and Career Paths

- More college prep needed – all grades (even elementary)
- Mentoring, apprenticeships and career days
- Career after high school support needed (vocational)
- Helping students who are not on-track to graduate
- Don’t forget about life skills (personal finance)

Frequent comments for Focus Areas #5
Family Access and Opportunity

- More support from community organizations; strengthen partnerships
- Kindergarten ready – do families know what this means? How do we support families who don't or aren't able to send kids to preschool?
- More parent involvement needed. Give parents more opportunities to come to school
- Family support needed. Provide childcare for those who need it
- Interpreters needed
- Communication needs to be better from district/teachers/admin to families
- Home visits from people at school would be very helpful
- Don't forget about homeless families – need more help

Comments Related to the Strategic Plan Framework

Special education is missing

Don't single out American Indians

Missing arts and areas other than reading and math

Concerns on 3rd and 8th grade benchmarks (need to catch earlier)

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Saint Paul Public Schools
A World of Opportunities

Proposed Revisions Following Community Input

- Revise SPPS mission statement
- Develop district value statements

Strategic Framework: Proposed Revisions Following Community Input

Long-term Student Outcomes*

- ~~Eliminate~~ Decrease disparities in achievement ~~for racial groups and American Indian students~~ based on race, ethnicity, culture and identity
- Increase achievement of English Learners and students receiving special education services
- ~~Increase~~ Improve kindergarten readiness
- Increase academic growth in reading and math for all students
- ~~Improve achievement in 3rd grade reading~~
- ~~Improve achievement in 8th grade math~~
- Prepare all graduates ~~are ready~~ for college, ~~and~~ career and life

Mission

~~To provide a premier education for all~~

Will be updated to incorporate themes from community input

Strategic Focus Areas+

- *Positive School and District Culture*
- *Effective and Culturally Relevant Instruction*
- *Program Evaluation and Resource Allocation*
- *College and Career Paths*
- ~~*Family Access and Opportunity*~~ *Family and Community Involvement*

Strategic Initiatives

Revised: April 23, 2018

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

Saint Paul Public Schools
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Comments to be Addressed During the Strategic Planning Process

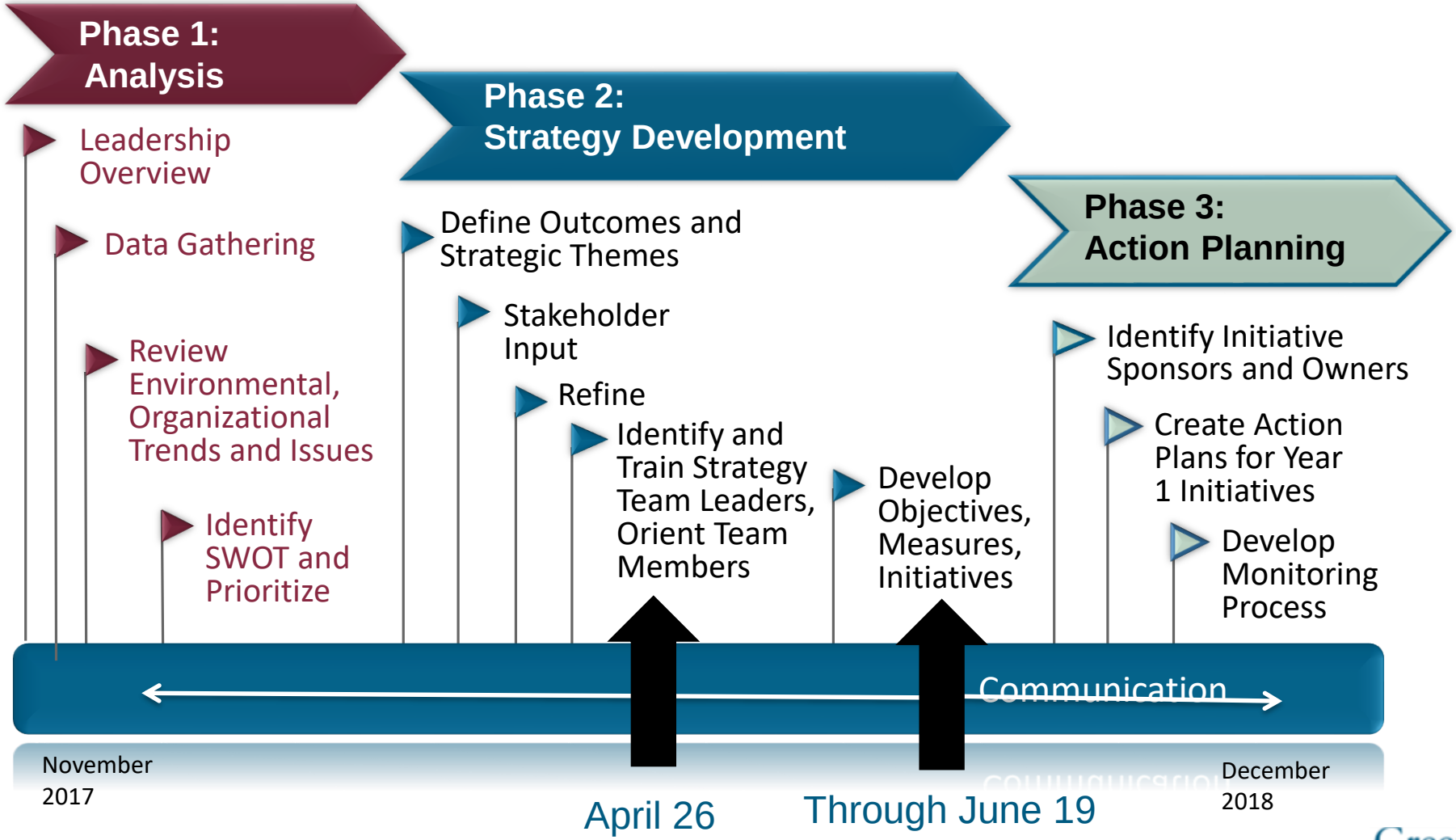
What sources are we using to measure / evaluate? Needs to be spelled out

Teachers need professional development

No innovation, nothing new

Too vague and unspecific

Saint Paul Public Schools Strategic Planning Process



COMMUNITY INNOVATION PROJECT

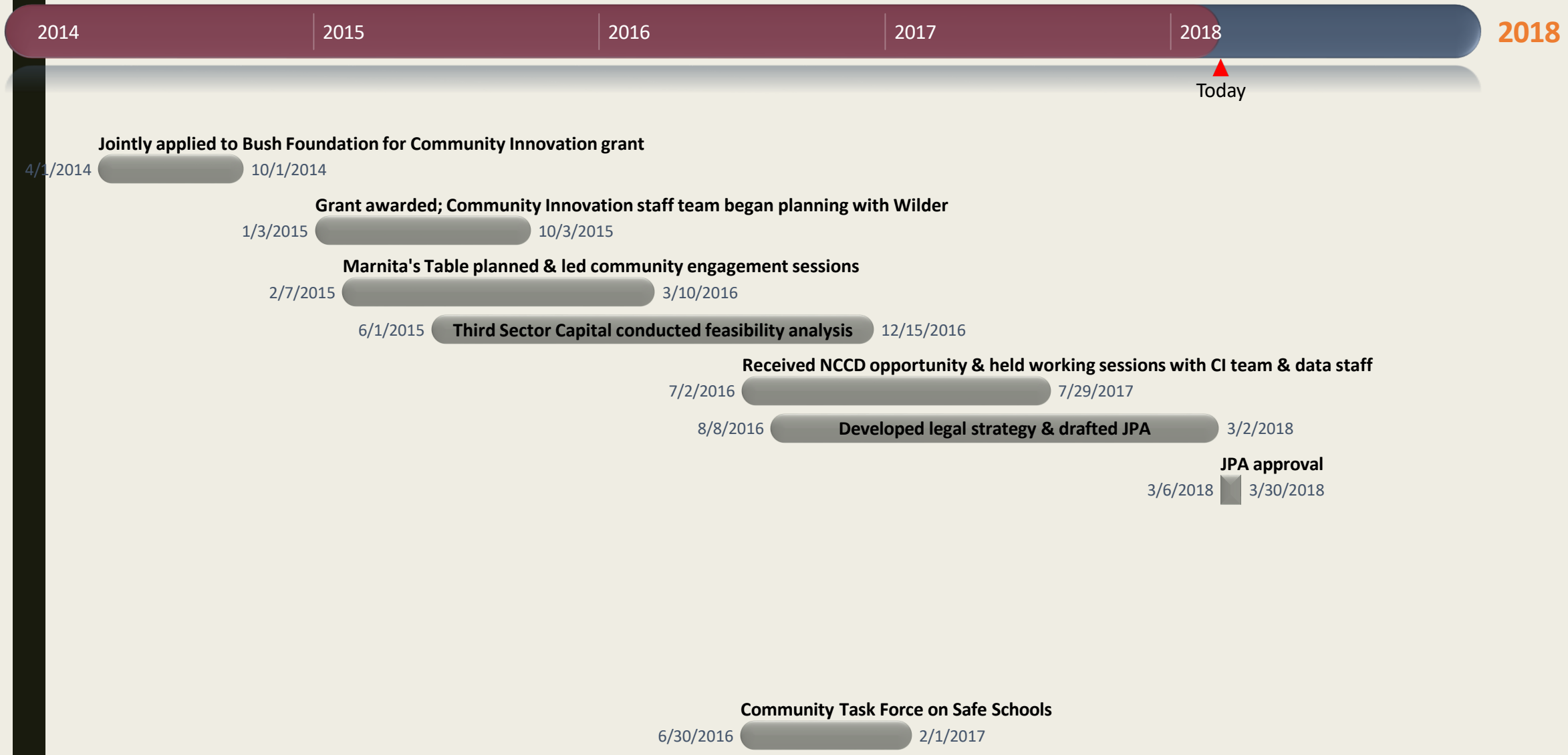
Improving the way we work together to better serve our youth

Jackie Turner, Saint Paul Public Schools
Erica Schumacher, Ramsey County Attorney's Office

Vision

to improve youth connectedness to school, community, and caring adults and avoid contact with the justice system.

Thank you to our partners!


2014
2015
2016
2017
2018
2018
Today
Jointly applied to Bush Foundation for Community Innovation grant
4/1/2014
10/1/2014
Grant awarded; Community Innovation staff team began planning with Wilder
1/3/2015
10/3/2015
Marnita's Table planned & led community engagement sessions
2/7/2015
3/10/2016
6/1/2015
Third Sector Capital conducted feasibility analysis
12/15/2016
Received NCCD opportunity & held working sessions with CI team & data staff
7/2/2016
7/29/2017
8/8/2016
Developed legal strategy & drafted JPA
3/2/2018
JPA approval
3/6/2018
3/30/2018
Community Task Force on Safe Schools
6/30/2016
2/1/2017

Barriers: in systems & communities

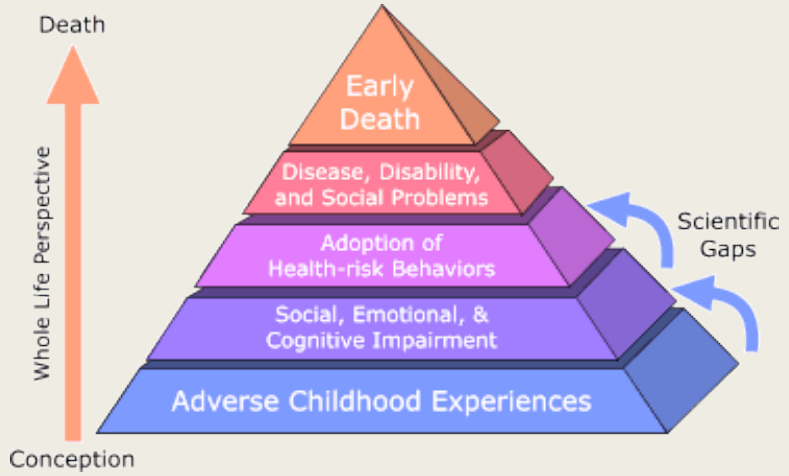
Systems

- 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; and*
- *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

JOINT POWERS AGREEMENT

This Agreement is entered into by and among: 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; Northeast Metro 916 Intermediate School District, and Independent School District 625 – Saint Paul Public Schools (the school districts will be referred to as "Districts"; the City of Saint Paul and the County of Ramsey as "Non-District Parties" and all entities, collectively as the "Parties"). This Agreement is made pursuant to the provisions of Minn. Stat. §§ 471.59 and 13.02, subd. 18.

WITNESSETH:

WHEREAS, the Parties desire to work collaboratively to better systematically connect students who are struggling with community- and system-based resources to improve success in school and in life and prevent interaction with the juvenile justice system, and;

WHEREAS, forming a Joint Powers Entity will enable these public institutions to more effectively and efficiently utilize their limited public resources to better serve and improve the outcomes of youth in Ramsey County, and;

WHEREAS, the Parties seek to help students overcome barriers to learning by identifying attributes and indicators for academic and behavioral successes or challenges, and;

WHEREAS, identifying these attributes and indicators will enable the Districts to create and implement strategies and/or interventions to improve student aid programs, student instruction, student performance, and audit and evaluate Federally-supported education programs, and;

WHEREAS, the Districts would be able to more effectively serve their students if data from the Non-District Parties could be utilized in the audits, evaluations, and studies, and;

WHEREAS, the Non-District Parties may receive, under appropriate circumstances, information from the Districts that would not otherwise be available to them, enabling them to better serve youth and families, and;

WHEREAS, the Parties require this Joint Powers Agreement to comply with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. Part 99, as amended, and other federal and state privacy laws, and;

WHEREAS, the Parties to this Agreement desire to form a Joint Powers Entity to: (1) audit and evaluate Federally-supported education programs ("Audit and Evaluation"); and (2) conduct studies ("Studies") for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction including improving instruction and curriculum as defined in Minn. Stat. § 120B.10 and striving for the World's Best Workforce as defined in Minn. Stat. § 120B.11 , and;

WHEREAS, the Parties desire through this Agreement to create a "statewide system" as defined within the Minnesota Government Data Practices Act ("MGDPA"), Minn. Stat. § 13.02, subd. 18, and;

WHEREAS, the information sharing among the Parties to this Agreement will be as necessary for the purposes of:

- improving instruction and curriculum;
- determining outcome-based indicators and measuring progress;
- designing and implementing integrated service delivery systems for children and their families that are client-centered and that coordinate services across agencies; and

- preventing conduct that harms schools and communities and reducing future contact with the juvenile justice system; and

WHEREAS, the Joint Powers Entity intends that its initial efforts will consist of contracting with the National Council on Crime and Delinquency (NCCD) to receive directly from each Party, in their capacity as a Party to this Agreement, information on youth served by the Party so the NCCD may: (1) de-duplicate the information; (2) match the information across the Parties' respective systems; (3) analyze the information to determine which factors are predictive of school success and juvenile justice system involvement, and; (4) develop an integrated information-sharing platform that will be utilized to identify potential barriers to school success and predict juvenile justice system involvement, enabling the Parties to proactively or timely initiate appropriate interventions, and;

WHEREAS, upon completion of the integrated data-sharing platform and the related work of the NCCD, the Parties will continue, without the involvement of the NCCD, to use and develop their integrated data-sharing platform for the purposes stated herein,

NOW, THEREFORE, IN CONSIDERATION OF the covenants and mutual agreements contained herein and pursuant to Minn. Stat. §§ 471.59 and 13.02, Subd. 18, the Parties do hereby establish a joint powers board, having the composition, powers, and duties provided in this Agreement as follows:

SECTION 1. DEFINITIONS

Unless the context otherwise requires, the terms defined in this section shall for all purposes of this Agreement have the meanings herein stated:

A. **Agreement** means this Agreement as it now exists and as it may hereafter be amended.

B. **Authorized Representative** with respect to the District Parties, and pursuant to 34 C.F.R. § 99.35, shall be the Manager(s) of the Joint Powers Entity.

C. **Board** shall mean the governance board herein established, to be known as the "Board".

D. **Education Records** shall have the meaning provided in 34 C.F.R. § 99.3.

E. **Joint Powers Entity** shall mean the legal entity created by the Parties through this Agreement.

F. **Manager(s)** shall mean the person(s) who has/have been delegated by the Board to administer and manage the Joint Powers Entity on a day-to-day basis.

G. **MGDPA** shall mean the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13.

H. **Private Data on Individuals ("PDI")** shall have the meaning provided in Minnesota Statutes Section 13.02, subd. 12.

I. **Personally Identifiable Information ("PII")** shall have the meaning provided in 34 C.F.R. § 99.3.

J. **Representatives** shall be those individuals or their designees formally appointed to the Board by the Parties.

SECTION 2. TERM
This Agreement shall be effective pursuant to Section 20 and shall continue in full force and effect until terminated by the Parties, pursuant to the provisions of Section 18 of this Agreement.

SECTION 3. JOINT POWERS BOARD
There is hereby created pursuant to Minn. Stat. § 471.59, the Board. The Board shall be an entity separate from the member Parties and shall not be deemed an agent or partner of any of the Parties, and the Parties shall not be liable for the actions of the Board.

SECTION 4. PURPOSE
The parties have entered into this Agreement for the purposes set forth in the Recitals to this Agreement, which are incorporated herein by reference. In particular, the Parties have entered into this Agreement for the purposes of determining and coordinating the effective and efficient delivery of services to children and their families, policy development, planning, and legislative activities, facilitating future audits of federally or state supported programs through the creation of a linked data system, reducing delinquent behavior by youth in communities and schools, reducing youth contact with the juvenile justice system, and related Audit and Evaluation and Studies for the Districts in hopes that such activities will benefit all Parties to this Agreement.

The Parties intend the linked data system created by this Agreement to establish a "statewide system" within the meaning of Minn. Stat. § 13.02, Subd. 18. The Parties intend to share with the Manager(s) of the Joint Powers Entity created by this Agreement, or with and through the consent of the Managers directly with the Joint Powers Entity's contractor(s), individually identifiable Education Records, PII, and PDI held separately by each Party. This information

will be shared as necessary to inform an understanding of the attributes and indicators for academic and behavioral successes or challenges for children and families served by the Parties, promote the efficient and effective delivery of related services, and facilitate the work of the entity and support its goals.

More specifically, the Parties will implement a collaborative system of information collection and sharing and develop and apply predictive analytics to that information in order to:

- improve the educational success of youth, including increasing high school graduation rates;
- strive for the World's Best Workforce as identified in Minn. Stat § 120B.11;
- inform and promote prevention and effective intervention to reduce and eliminate youth involvement in the juvenile justice system; and
- improve outcomes for youth in the community.

SECTION 5. SCOPE OF WORK

A. **RESPONSIBILITIES OF DISTRICTS**

1. The Districts will release Education Records, including personally identifiable information ("PII") and PDI, to the Manager(s) of the Joint Powers Entity, or directly to a contractor of the Joint Powers Entity with the approval of the Managers, as necessary for the purposes identified in Section 4 of this Agreement. Prior to releasing Education Records, PII or PDI under this Joint Powers Agreement, the Districts and Manager, on behalf of the Joint Powers Entity, and contractor, if applicable, will enter into a separate written agreement that contains appropriate non-disclosure provisions and that complies with state and federal law including the MGDPA and 34 C.F.R. Part 99, Subpart D.

2. With respect to the release of Education Records, PII, and PDI under this Agreement, the Districts will provide an annual FERPA notice to parents and eligible students in their respective districts that complies with state and federal law.

3. The Districts will comply with recordkeeping requirements as defined in 34 C.F.R. § 99.32.

B. **RESPONSIBILITIES OF COUNTY OF RAMSEY**

The County of Ramsey will release records including PDI to the Manager(s) of the Joint Powers Entity, or directly to a contractor of the Joint Powers Entity with the approval of the Managers, as necessary for the purposes identified in Section 4 of this Agreement.

C. **RESPONSIBILITIES OF THE CITY(IES)**

The City(ies) will release records including PDI to the Manager(s) of the Joint Powers Entity, or directly to a contractor of the Joint Powers Entity with the approval of the Managers, as necessary for the purposes set out in Section 4 of this Agreement.

D. **RESPONSIBILITIES OF JOINT POWERS ENTITY**

The Joint Powers Entity acting through its Manager(s) is authorized to Audit and Evaluate and conduct Studies for the Parties consistent with the purposes stated in Section 4 of this Agreement.

SECTION 6. REDISCLOSURE

A. The Non-District Parties authorize the Joint Powers Entity, acting through its Manager(s), to re-disclose PDI to the entity's contractors, so long as the contractors use the PDI solely for the purposes established in Section 4 of this Agreement.

B. The Parties prohibit the Joint Powers Entity or its contractors from re-disclosing any of the Education Records, PII or PDI governed by this Agreement to any other entities or individuals without either the written consent of the Party initially disclosing the data to the Joint Powers Entity and/or the informed authorization/consent of the individual identified in the Education Records, PII or PDI.

SECTION 7. BOARD MEMBERSHIP, OFFICERS AND MEETINGS

A. Each Party shall appoint three representatives or their alternates or designees, as indicated below:

   a. Ramsey County: County Board member or County Manager, Ramsey County Attorney, and another representative appointed by the County Board;

   b. Each School District: Superintendent, a school board member, and another representative appointed by the District's school board;

   c. Each City: Mayor, a city council member, and Chief of the Police Department or, alternatively, an additional city council member.

B. A Party representative shall serve on the Board at the pleasure of the member Party for a term of three (3) years from the date of his or her appointment or until the member Party duly appoints a successor for the remaining term. Each representative must be a member or employee of the Party making the appointment and must remain so during the term of her or his appointment. If a representative ceases to be a member or an employee of the Party he or she represents, his or her membership on the Board shall immediately terminate and the member Party shall appoint a new representative. Those representatives who derive their status from their positions as elected officials shall have their term expire upon termination of their elected official status.

C. Each representative on the Board shall have one (1) vote.

D. The Board shall elect a chairperson and vice chairperson from among its representatives, each to serve a term of one year. The Board shall also appoint a secretary who may, but need not be, a representative on the Board. If the secretary is not a representative on the Board, the secretary shall have no voting rights.

E. Representatives may be reappointed for additional terms by the member Parties as set forth in the by-laws.

F. The Board shall meet at least quarterly or more frequently as needs may require.

a. Board meetings shall be conducted in accordance with the provisions of Minn. Stat. Ch. 13D, the Minnesota Open Meeting Law, and parliamentary procedures.

SECTION 8. POWERS OF THE JOINT POWERS BOARD

The Board is hereby authorized to exercise such authority as is necessary and proper to make all decisions to carry out its purpose as described in Sections 4 and 5, and to fulfill its obligations under Minn. Stat. § 13.02, subd. 18. Such powers shall be subject to the provisions of Minn. Stat. § 471.59, as it may be amended from time to time, and any other applicable statute, and may include, but will not be limited to, any or all of the following to the extent provided by law or not otherwise limited by the Agreement:

A. Adopt and amend annual budgets, to be established on a calendar year basis, together with a statement of the sources of funding and an estimate of the proportion of such amounts required of each party and member. The Board shall develop policies and procedures regarding reserves, encumbering of funds, and allocation of assets.

B. Enter into transactions, including contracts or leases, required in furtherance of this Agreement and statutory mandate and enforce such transactions to the extent available in equity or at law. The contracting and purchasing requirements of the fiscal agent designated by the Board shall apply. The Board may approve any contract relating to this Agreement up to the amount approved in the annual budget or as the budget may be amended, and may authorize the Manager(s) to execute those contracts.

C. Apply for and accept gifts, grants, loans of money, other property or assistance on behalf of the Board from the United States government, the State of Minnesota, or any person, association, or agency for any of its purposes, including any grant which may be available; enter into any agreement in connection therewith; and hold, use, and dispose of such money, other property and assistance in accordance with the terms of the gift, grant, or loan relating thereto.

D. Hold such property as may be required to accomplish the purposes of this Agreement and upon termination of this Agreement, make distribution of such property as is provided for in this Agreement.

E. Incur debts, liabilities, or obligations which do not constitute a debt of any of the Parties or agencies or representatives. The Board does not have authority to incur debts, liabilities, or obligations which constitute a debt of any of the Parties.

F. To sue and be sued in its own name. The Joint Powers Entity created by this Agreement, and each Party, shall be subject to the protections set forth in Minn. Stat. Ch. 466.

G. To acquire and maintain insurance as deemed necessary by the Board.

H. To adopt by-laws.

I. To appoint a Manager(s), consistent with the by-laws of the Joint Powers Entity and this Agreement.

J. Upon formation of this Joint Powers Entity, the Responsible Authority for the Joint Powers Entity shall be the Ramsey County Attorney or his/her designee. Thereafter the Board may re-designate the individual named as the Responsible Authority for the Joint Powers Entity. The Joint Power Entity's Responsible Authority will be responsible for the collection, creation, receipt, maintenance, storage, dissemination, use and access of any data created or arising out of this Agreement. Each Party shall also continue to be responsible for its own data under the MGDPA and has the right to control its own data as allowed by applicable federal and state laws including but not limited to the Family Educational Rights and Privacy Act (FERPA), the MGDPA and Minnesota Statutes Sections 15.17 and 138.17.

K. All powers granted herein shall be exercised by the Board in accordance with the legal requirements applicable to the entity.

L. Under no circumstances shall representatives of the Board, in their capacities as representatives of the Board, have access to PII, PDI in Education Records.

SECTION 9. ADMINISTRATIVE CONTRACTS AND SERVICES

A. The Board may contract with any agency or organization represented on the Board to provide administrative, financial, accounting services, (including disbursement of funds), or any other services. The chief financial officer of the agency or organization so selected shall act as controller of the Board and shall draw warrants to pay demands against the Board when the demands have been approved by the Board pursuant to authorization of the Board. Individual Board members shall retain the authority to request reports pertaining to any and all such services.

B. Ad hoc staffing to provide technical support and project-driven shared staff for special projects may be provided to the Joint Powers Entity by staff assigned by a Party on an as-needed basis.

SECTION 10. FISCAL YEAR / BUDGET

Not later than December 31 of each year, the Board may establish and approve a budget for the administration of the Joint Powers Entity for the following fiscal year, which shall be January 1 through December 31.

SECTION 11. LIABILITY AND INDEMNIFICATION

A. The Joint Powers Entity shall be considered a separate and distinct public entity to which the Parties have transferred all responsibility and control for actions taken pursuant to this Agreement. The Joint Powers Entity shall comply with all laws and rules that govern a public entity in the State of Minnesota and shall be entitled to the protections of Minnesota Statutes Chapter 466.

B. The Joint Powers Entity shall fully defend, indemnify and hold harmless the signatory Parties and Board representatives against all claims, losses, liability, suits, judgments, costs and expenses by reasons of the action or inaction of the Board representatives, employees, or agents of the Joint Powers Entity. This Agreement to indemnify and hold harmless does not constitute a waiver by any Party/Board representative of limitations on liability under Minn. Stat. § 466.04.

C. To the full extent permitted by law, actions by the Parties/Board members pursuant to this Agreement are intended to be and shall be construed as a "cooperative activity" and it is the intent of the Parties that they shall be deemed a "single governmental unit" for the purposes of liability, as set forth in Minn. Stat. § 471.59, subd. 1a (a); provided further that for purpose of that statute, each Party to this Agreement expressly declines responsibility for the acts or omissions of the other Parties or the Joint Powers Entity.

D. The Parties to this Agreement are not liable for any acts or omissions of the other Parties to this Agreement or the Joint Powers Entity except to the extent to which they have agreed in writing to be responsible for acts or omissions of the other Parties or Joint Powers Entity.

SECTION 12. DATA PRACTICES/DATA PRIVACY

A. The Board created by this Agreement, its officers, agents, employees, volunteers and contractors, its fiscal agent, any administrative entity under contract with the fiscal agent, any person or entity under contract through this Agreement, and any person assigned by a Party to provide services through this Agreement shall abide by the provisions of the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13 (MGDPA), and all other applicable state and federal laws, rules, regulations and orders relating to data privacy or security, and as any of the same may be amended.

B. As the Joint Powers Entity creates, collects, receives, stores, uses, maintains or disseminates data pursuant to this Agreement, it must comply with the requirements of the MGDPA as a government entity, and may be held liable under the MGDPA for noncompliance. The Joint Powers Entity agrees to promptly notify any affected Party if it becomes aware of any unlawful collection, use or disclosure of data, potential claims, or facts giving rise to such, under the MGDPA or any other applicable state or federal law, rule or regulation protecting the privacy or security of data. The terms of this section shall survive the cancellation or termination of this Agreement.

SECTION 13. WITHDRAWAL / TERMINATION

Any Party may withdraw from this Agreement upon sixty (60) days prior written notice to the Board. In the event of withdrawal by any Party, this Agreement shall remain in full force and effect as to all remaining Parties.

SECTION 14. EFFECT OF WITHDRAWAL

Any Party withdrawing from this Agreement shall not receive a distribution of property or funds until such time as this Agreement is terminated by all Parties pursuant to Section 18 hereof. Such disposition of property shall be in accordance with the provisions of Section 15 hereof. If any

Party withdraws from this Agreement, the Joint Powers Entity must either, with the consent of the withdrawing party continue to protect the withdrawing Party's PII in Education Records or PDI as required by this Agreement and applicable law or, if that consent cannot be obtained, destroy any records containing PII or PDI from the withdrawing Party within sixty (60) days after the effective date of the withdrawal.

SECTION 15. DISPOSITION OF PROPERTY AND FUNDS

At such time as this Agreement is terminated, any property interest remaining in the Board, following discharge of all obligations owed by the Board, shall be disposed of and the proceeds of the property shall be returned to the Parties in proportion to their contributions. Physical assets, however, shall first be offered for sale to remaining member Parties subject to any outstanding interests of third-parties. Any physical assets not sold in this manner shall be offered for sale on the open market on whatever terms the Board deems legal and desirable.

SECTION 16. AMENDMENTS AND ADDITIONAL PARTIES

This Agreement may be amended at any time by agreement of all the Parties. Prior to any such amendment, the recommendation of the Board shall be provided. Such amendment will be approved by all Parties and shall be in writing.

Any other school district or city in Ramsey County desiring to join the Joint Powers Entity established by this Agreement after execution of the initial Agreement may be permitted to join upon terms and conditions determined by the Board. In making a determination of terms and conditions, the Board may consider the value and property or any expenses incurred by the Board, among other items, and in its judgment, determine the amount of financial contribution, if any, to be made to the Board by any additional parties.

SECTION 17. RECORDS, ACCOUNTS AND REPORTS

The Board shall establish and maintain such funds and accounts as may be required by good accounting practice. The books and records of the Board and providers related to the activities of the Joint Powers Entity shall be subject to the provisions of Minn. Stat. Ch. 13, the Minnesota Government Data Practices Act, and Minn. Stat. § 16C.05, subd. 5, related to access to books and records. The Board, within 120 days after the close of each fiscal year, through its Manager(s) shall give a complete written report of all financial activities for such fiscal year to those on the Board.

SECTION 18. TERMINATION

A. **Events of Termination**. This Agreement shall terminate upon the occurrence of any one of the following events:

1. When necessitated by operation of law or as a result of a decision by a court of competent jurisdiction; or
2. By consent of all remaining Parties.

B. **Effect of Termination**. Termination shall not discharge any liability incurred by the Board during the term of this Agreement. The Board shall continue to operate after the date of termination only for the purpose of winding up its business and for aiding in the prosecution and defense of claims. The Board shall approve a final report of its activities and affairs including a schedule showing the disbursement of remaining assets as required by Sections 15 and 17, and on the expiration of thirty (30) days thereafter, shall cease to exist. Before completing and approving the final report of its activities and affairs, the Joint Powers Entity, acting through its Manager(s), shall either destroy or return to the Parties their respective PII contained in Education Records and PDI.

SECTION 19. COUNTERPARTS

This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which shall constitute one and the same instrument.

SECTION 20. EFFECTIVE DATE

This Agreement shall be effective when adopted by all four (4) of the Parties. The Agreement shall also be acknowledged and affirmed in a separate writing by each Party's Minnesota Government Data Practices Act Responsible Authority as specified by Minnesota Statutes Section 13.02, subd.16.

SECTION 21. SEVERABILITY

The provisions of this Agreement are severable. If any paragraph, section, subdivision, sentence, clause, or phrase of the Agreement is for any reason held to be contrary to law, or contrary to any rule or regulation having the force and effect of law, such decision shall not affect the remaining portions of this Agreement.

IN WITNESS WHEREOF, the following parties have executed this Agreement:

RAMSEY COUNTY

By: _____ Date: _____
Jim McDonough, Chair
Ramsey County Board of Commissioners

By: _____ Date: _____
Janet Guthrie, Chief Clerk
Ramsey County Board of Commissioners

Approval Recommended: Date: _____

By: _____
Scott Williams
Deputy County Manager

Approved as to Form

By: _____ Date: _____
Assistant Ramsey County Attorney

CITY OF SAINT PAUL

By:_____ Date:_____
Kathleen A. Wuorinen
Assistant Chief of Police

By:_____ Date:_____
Todd Hurley
Director of the Office of Financial Services

By:_____ Date:_____
Melvin Carter
Mayor

Approved as to Form

By:_____ Date: _____
Daphne VanBuren
Assistant City Attorney

INDEPENDENT SCHOOL DISTRICT No. 625,

SAINT PAUL PUBLIC SCHOOLS

By: _____ Date: _____
Zuki Ellis, Chair
Board of Education

By: _____ Date: _____
Jeanelle Foster, Clerk
Board of Education

NORTHEAST METRO 916 INTERMEDIATE SCHOOL DISTRICT

By: _____ Date: _____
Mike Ptacek, Chair
Northeast Metro 916 Intermediate School District

By: _____ Date: _____
Laura Oksnevad, Clerk
Northeast Metro 916 Intermediate School District

By: _____ Date: _____
Connie Hayes, Superintendent
Northeast Metro 916 Intermediate School District

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION

Board File No._____

Date_____

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.

Adopted_____

_____
CHAIR Board of Education

_____
CLERK Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION - GENERAL FORM

Board File No._____

Date_____

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

A. WHEREAS, the School Board of Independent School District Number 625, Saint Paul, Minnesota (the "District") has heretofore determined that it is necessary and expedient to issue $15,000,000 General Obligation School Building Bonds, Series 2018A (the "Bonds") pursuant to Minnesota Statutes, Chapter 475 and pursuant to Laws of Minnesota, 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota, 2013, Chapter 116, Article 6, Section 8, to finance the acquisition and betterment of school facilities; and

B. WHEREAS, the District desires to use the provision of Minnesota Statutes, Section 126C.55 to take advantage of the State guarantee program.

C. WHEREAS, the District has retained Springsted Incorporated, in Saint Paul, Minnesota ("Springsted"), as its independent financial advisor and is therefore authorized to sell the Bonds by a competitive negotiated sale in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9); and

Adopted_____

_____
CHAIR Board of Education

_____
CLERK Board of Education

D. WHEREAS, the Department of Treasury has promulgated final regulations governing the use of proceeds of tax exempt bonds, all or a portion of which are to be used to reimburse the District for project expenditures made by the District prior to the date of issuance of such bonds. Those regulations (Treasury Regulations, Section 1.150-2) (the "Regulations") require that the District adopt a statement of official intent to reimburse an original expenditure not later than 60 days after payment of the original expenditure. The Regulations also generally require that the bonds be issued and the reimbursement allocation made from the proceeds of the bonds within 18 months after the later of the date the expenditure is paid or the date the project is placed in service or abandoned, but in no event more than three years after the date the expenditure is paid. The Regulations generally permit reimbursement of capital expenditures and costs of issuance of the bonds; and

E. WHEREAS, the District desires to comply with requirements of the Regulations with respect to the project hereinafter identified.

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

1. Authorization; Findings. The School Board hereby authorizes Springsted to solicit bids for the competitive negotiated sale of the Bonds.

2. Meeting; Bid Opening. The School Board shall meet at the time and place specified in the Terms of Proposal attached hereto as Exhibit A for the purpose of considering sealed bids for, and awarding the sale of, the Bonds. The bids shall be opened at the time and place specified in the Terms of Proposal.

3. Terms of Proposal. The terms and conditions of the Bonds and the negotiation thereof are fully set forth in the "Terms of Proposal" attached hereto as Exhibit A and hereby approved and made a part hereof.

4. Guarantee of Payment.

(a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Bonds, and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the Bond Registrar or any successor paying agent three (3) days prior to the date on which a payment is due, an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Bond Registrar for the Bonds is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds to make that payment on deposit in the Bond Registrar. The District understands that as a result of its covenant to be bound by the provisions of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now or hereafter established by the Commissioner of Education of the State of Minnesota pursuant to

Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section.

5. Official Statement. In connection with said competitive negotiated sale, the officers and employees of the District are hereby authorized to cooperate with Springsted and participate in the preparation of an official statement for the Bonds, and to execute and deliver it on behalf of the District upon its completion.

6. Official Intent Declaration.

(a) The District has determined to finance various capital improvements to existing District facilities and grounds (the "Project").

(b) Other than (i) expenditures to be paid or reimbursed from sources other than the Bonds (as hereinafter defined), (ii) expenditures permitted to be reimbursed under prior Treasury Regulations pursuant to the transitional provision contained in Section 1.150-2(j)(2) of the Regulations, (iii) expenditures constituting "preliminary expenditures" within the meaning of Section 1.150-2(f)(2) of the Regulations, or (iv) expenditures in a "de minimus" amount (as defined in Section 1.150-2(f)(1) of the Regulations), no expenditures for the Project have been paid by the District more than 60 days before the date of adoption of this Resolution.

(c) The District reasonably expects to reimburse all or a portion of the expenditures made for costs of the Project out of the proceeds of the Bonds to be issued by the District in an estimated maximum aggregate principal amount of $15,000,000 after the date of payment of all or a portion of the costs of the Project. All reimbursed expenditures shall be capital expenditures, costs of issuance of the Bonds, or other expenditures eligible for reimbursement under Section 1.150-2(d)(3) of the Regulations.

7. Budgetary Matters. As of the date hereof, there are no District funds reserved, allocated on a long term basis or otherwise set aside (or reasonably expected to be reserved, allocated on a long term basis or otherwise set aside) to provide permanent financing for the expenditures related to the Project, other than pursuant to the issuance of the Bonds. This resolution, therefore, is determined to be consistent with the District's budgetary and financial circumstances as they exist or are reasonably foreseeable on the date hereof.

8. Reimbursement; Allocations. The District's financial officer shall be responsible for making the "reimbursement allocations" described in the Regulations, being generally the transfer of the appropriate amount of proceeds of the Bonds to reimburse the source of temporary financing used by the District to make payment of the prior costs of the Project. Each allocation shall be evidenced by an entry on the official books and records of the District maintained for the Project and shall specifically identify the actual original expenditure being reimbursed.

EXHIBIT A

THE DISTRICT HAS AUTHORIZED SPRINGSTED INCORPORATED TO NEGOTIATE THIS ISSUE ON ITS BEHALF. PROPOSALS WILL BE RECEIVED ON THE FOLLOWING BASIS:

TERMS OF PROPOSAL

$15,000,000*

INDEPENDENT SCHOOL DISTRICT NO. 625
SAINT PAUL, MINNESOTA

GENERAL OBLIGATION SCHOOL BUILDING BONDS, SERIES 2018A

(MINNESOTA SCHOOL DISTRICT CREDIT ENHANCEMENT PROGRAM)

(BOOK ENTRY ONLY)

Proposals for the above-referenced obligations (the "Bonds") will be received by the Independent School District No. 625, Saint Paul, Minnesota (the "District") on Tuesday, May 22, 2018 (the "Sale Date") until 10:30 A.M., Central Time at the offices of Springsted Incorporated ("Springsted"), 380 Jackson Street, Suite 300, Saint Paul, Minnesota, 55101, after which time proposals will be opened and tabulated. Consideration for award of the Bonds will be by the School Board at its meeting commencing at 5:30 P.M., Central Time, of the same day.

SUBMISSION OF PROPOSALS

Springsted will assume no liability for the inability of a bidder to reach Springsted prior to the time of sale specified above. All bidders are advised that each proposal shall be deemed to constitute a contract between the bidder and the District to purchase the Bonds regardless of the manner in which the proposal is submitted.

(a) ***Sealed Bidding***. Proposals may be submitted in a sealed envelope or by fax (651) 223-3046 to Springsted. Signed proposals, without final price or coupons, may be submitted to Springsted prior to the time of sale. The bidder shall be responsible for submitting to Springsted the final proposal price and coupons, by telephone (651) 223-3000 or fax (651) 223-3046 for inclusion in the submitted proposal.

OR

(b) ***Electronic Bidding***. Notice is hereby given that electronic proposals will be received via PARITY®. For purposes of the electronic bidding process, the time as maintained by PARITY® shall constitute the official time with respect to all proposals submitted to PARITY®. *Each bidder shall be solely responsible for making necessary arrangements to access PARITY® for purposes of submitting its electronic proposal in a timely manner and in compliance with the*

* *Preliminary; subject to change.*

requirements of the Terms of Proposal. Neither the District, its agents, nor PARITY® shall have any duty or obligation to undertake registration to bid for any prospective bidder or to provide or ensure electronic access to any qualified prospective bidder, and neither the District, its agents, nor PARITY® shall be responsible for a bidder's failure to register to bid or for any failure in the proper operation of, or have any liability for any delays or interruptions of or any damages caused by the services of PARITY®. The District is using the services of PARITY® solely as a communication mechanism to conduct the electronic bidding for the Bonds, and PARITY® is not an agent of the District.

If any provisions of this Terms of Proposal conflict with information provided by PARITY®, this Terms of Proposal shall control. Further information about PARITY®, including any fee charged, may be obtained from:

PARITY®, 1359 Broadway, 2nd Floor, New York, New York 10018
Customer Support: (212) 849-5000

DETAILS OF THE BONDS

The Bonds will be dated as of the date of delivery and will bear interest payable on February 1 and August 1 of each year, commencing February 1, 2019. Interest will be computed on the basis of a 360-day year of twelve 30-day months.

The Bonds will mature February 1 in the years and amounts* as follows:

The Bonds will mature February 1 in the years and amounts* as follows:

2019	$650,000	2023	$585,000	2027	$710,000	2031	$815,000	2035	$ 915,000
2020	$510,000	2024	$610,000	2028	$745,000	2032	$835,000	2036	$ 945,000
2021	$530,000	2025	$640,000	2029	$765,000	2033	$860,000	2037	$ 970,000
2022	$555,000	2026	$675,000	2030	$790,000	2034	$890,000	2038	$1,005,000

* *The District reserves the right, after proposals are opened and prior to award, to increase or reduce the principal amount of the Bonds or the amount of any maturity or maturities in multiples of $5,000. In the event the amount of any maturity is modified, the aggregate purchase price will be adjusted to result in the same gross spread per $1,000 of Bonds as that of the original proposal. Gross spread for this purpose is the differential between the price paid to the District for the new issue and the prices at which the proposal indicates the securities will be initially offered to the investing public.*

Proposals for the Bonds may contain a maturity schedule providing for a combination of serial bonds and term bonds. All term bonds shall be subject to mandatory sinking fund redemption at a price of par plus accrued interest to the date of redemption scheduled to conform to the maturity schedule set forth above. In order to designate term bonds, the proposal must specify "Years of Term Maturities" in the spaces provided on the proposal form.

BOOK ENTRY SYSTEM

The Bonds will be issued by means of a book entry system with no physical distribution of Bonds made to the public. The Bonds will be issued in fully registered form and one Bond, representing the aggregate principal amount of the Bonds maturing in each year, will be

registered in the name of Cede & Co. as nominee of The Depository Trust Company ("DTC"), New York, New York, which will act as securities depository for the Bonds. Individual purchases of the Bonds may be made in the principal amount of $5,000 or any multiple thereof of a single maturity through book entries made on the books and records of DTC and its participants. Principal and interest are payable by the registrar to DTC or its nominee as registered owner of the Bonds. Transfer of principal and interest payments to participants of DTC will be the responsibility of DTC; transfer of principal and interest payments to beneficial owners by participants will be the responsibility of such participants and other nominees of beneficial owners. The lowest bidder (the "Purchaser"), as a condition of delivery of the Bonds, will be required to deposit the Bonds with DTC.

REGISTRAR

The District will name the registrar which shall be subject to applicable regulations of the Securities and Exchange Commission. The District will pay for the services of the registrar.

OPTIONAL REDEMPTION

The District may elect on February 1, 2027, and on any day thereafter, to redeem Bonds due on or after February 1, 2028. Redemption may be in whole or in part and if in part at the option of the District and in such manner as the District shall determine. If less than all Bonds of a maturity are called for redemption, the District will notify DTC of the particular amount of such maturity to be redeemed. DTC will determine by lot the amount of each participant's interest in such maturity to be redeemed and each participant will then select by lot the beneficial ownership interests in such maturity to be redeemed. All redemptions shall be at a price of par plus accrued interest.

SECURITY AND PURPOSE

The Bonds will be general obligations of the District for which the District will pledge its full faith and credit and power to levy direct general ad valorem taxes. The District has also covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55 and to use the provisions of that statute pursuant to which the State of Minnesota will appropriate money to the payment of the principal and interest on the Bonds when due if the District is unable to make a principal or interest payment. The proceeds of the Bonds will be used to finance various capital improvements to existing district facilities and grounds.

BIDDING PARAMETERS

Proposals shall be for not less than $15,000,000 (Par) plus accrued interest, if any, on the total principal amount of the Bonds. No proposal can be withdrawn or amended after the time set for receiving proposals on the Sale Date unless the meeting of the District scheduled for award of the Bonds is adjourned, recessed, or continued to another date without award of the Bonds having been made. Rates shall be in integral multiples of 1/100 or 1/8 of 1%. The initial price to the public for each maturity as stated on the proposal must be 98.0% or greater. Bonds of the same maturity shall bear a single rate from the date of the Bonds to the date of maturity. No conditional proposals will be accepted.

ESTABLISHMENT OF ISSUE PRICE [PRIOR TO CLOSING]

In order to provide the District with information necessary for compliance with Section 148 of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations promulgated thereunder (collectively, the "Code"), the Purchaser will be required to assist the District in establishing the issue price of the Bonds and shall complete, execute, and deliver to the District prior to the closing date, a written certification in a form acceptable to the Purchaser, the District, and Bond Counsel (the "Issue Price Certificate") containing the following for each maturity of the Bonds (and, if different interest rates apply within a maturity, to each separate CUSIP number within that maturity): (i) the interest rate; (ii) the reasonably expected initial offering price to the "public" (as said term is defined in Treasury Regulation Section 1.148-1(f) (the "Regulation")) or the sale price; and (iii) pricing wires or equivalent communications supporting such offering or sale price. Any action to be taken or documentation to be received by the District pursuant hereto may be taken or received on behalf of the District by Springsted.

The District intends that the sale of the Bonds pursuant to this Terms of Proposal shall constitute a "competitive sale" as defined in the Regulation based on the following:

(i) the District shall cause this Terms of Proposal to be disseminated to potential bidders in a manner that is reasonably designed to reach potential bidders;
(ii) all bidders shall have an equal opportunity to submit a bid;
(iii) the District reasonably expects that it will receive bids from at least three bidders that have established industry reputations for underwriting municipal bonds such as the Bonds; and
(iv) the District anticipates awarding the sale of the Bonds to the bidder who provides a proposal with the lowest true interest cost, as set forth in this Terms of Proposal (See "AWARD" herein).

Any bid submitted pursuant to this Terms of Proposal shall be considered a firm offer for the purchase of the Bonds, as specified in the proposal. The Purchaser shall constitute an "underwriter" as said term is defined in the Regulation. By submitting its proposal, the Purchaser confirms that it shall require any agreement among underwriters, a selling group agreement, or other agreement to which it is a party relating to the initial sale of the Bonds, to include provisions requiring compliance with the provisions of the Code and the Regulation regarding the initial sale of the Bonds.

If all of the requirements of a "competitive sale" are not satisfied, the District shall advise the Purchaser of such fact prior to the time of award of the sale of the Bonds to the Purchaser. **In such event, any proposal submitted will not be subject to cancellation or withdrawal.** Within twenty-four (24) hours of the notice of award of the sale of the Bonds, the Purchaser shall advise the District and Springsted if a "substantial amount" (as defined in the Regulation) of any maturity of the Bonds (and, if different interest rates apply within a maturity, to each separate CUSIP number within that maturity) has been sold to the public and the price at which such substantial amount was sold. The District will treat such sale price as the "issue price" for such maturity, applied on a maturity-by-maturity basis. The District will not require the Purchaser to comply with that portion of the Regulation commonly described as the "hold-the-offering-price" requirement for the remaining maturities, but the Purchaser may elect such option. If the

Purchaser exercises such option, the District will apply the initial offering price to the public provided in the proposal as the issue price for such maturities. If the Purchaser does not exercise that option, it shall thereafter promptly provide the District and Springsted the prices at which a substantial amount of such maturities are sold to the public; provided such determination shall be made and the District and Springsted notified of such prices whether or not the closing date has occurred, until the 10% test has been satisfied as to each maturity of the Bonds or until all of the Bonds of a maturity have been sold.

GOOD FAITH DEPOSIT

To have its proposal considered for award, the Purchaser is required to submit a good faith deposit to the District in the amount of $150,000 (the "Deposit") no later than 1:30 P.M., Central Time on the Sale Date. The Deposit may be delivered as described herein in the form of either (i) a certified or cashier's check payable to the District; or (ii) a wire transfer. The Purchaser shall be solely responsible for the timely delivery of its Deposit whether by check or wire transfer. Neither the District nor Springsted have any liability for delays in the receipt of the Deposit. If the Deposit is not received by the specified time, the District may, at its sole discretion, reject the proposal of the lowest bidder, direct the second lowest bidder to submit a Deposit, and thereafter award the sale to such bidder.

Certified or Cashier's Check. A Deposit made by certified or cashier's check will be considered timely delivered to the District if it is made payable to the District and delivered to Springsted Incorporated, 380 Jackson Street, Suite 300, Saint Paul, Minnesota 55101 by the time specified above.

Wire Transfer. A Deposit made by wire will be considered timely delivered to the District upon submission of a federal wire reference number by the specified time. Wire transfer instructions will be available from Springsted following the receipt and tabulation of proposals. The successful bidder must send an e-mail including the following information: (i) the federal reference number and time released; (ii) the amount of the wire transfer; and (iii) the issue to which it applies.

Once an award has been made, the Deposit received from the Purchaser will be retained by the District and no interest will accrue to the Purchaser. The amount of the Deposit will be deducted at settlement from the purchase price. In the event the Purchaser fails to comply with the accepted proposal, said amount will be retained by the District.

AWARD

The Bonds will be awarded on the basis of the lowest interest rate to be determined on a true interest cost (TIC) basis calculated on the proposal prior to any adjustment made by the District. The District's computation of the interest rate of each proposal, in accordance with customary practice, will be controlling.

The District will reserve the right to: (i) waive non-substantive informalities of any proposal or of matters relating to the receipt of proposals and award of the Bonds, (ii) reject all proposals without cause, and (iii) reject any proposal that the District determines to have failed to comply with the terms herein.

BOND INSURANCE AT PURCHASER'S OPTION

The District has **not** applied for or pre-approved a commitment for any policy of municipal bond insurance with respect to the Bonds. If the Bonds qualify for municipal bond insurance and a bidder desires to purchase a policy, such indication, the maturities to be insured, and the name of the desired insurer must be set forth on the bidder's proposal. The District specifically reserves the right to reject any bid specifying municipal bond insurance, even though such bid may result in the lowest TIC to the District. All costs associated with the issuance and administration of such policy and associated ratings and expenses (other than any independent rating requested by the District) shall be paid by the successful bidder. Failure of the municipal bond insurer to issue the policy after the award of the Bonds shall not constitute cause for failure or refusal by the successful bidder to accept delivery of the Bonds.

CUSIP NUMBERS

If the Bonds qualify for assignment of CUSIP numbers such numbers will be printed on the Bonds, but neither the failure to print such numbers on any Bond nor any error with respect thereto will constitute cause for failure or refusal by the Purchaser to accept delivery of the Bonds. The CUSIP Service Bureau charge for the assignment of CUSIP identification numbers shall be paid by the Purchaser.

SETTLEMENT

On or about June 21, 2018, the Bonds will be delivered without cost to the Purchaser through DTC in New York, New York. Delivery will be subject to receipt by the Purchaser of an approving legal opinion of Briggs and Morgan, Professional Association, of Minneapolis, Minnesota, and of customary closing papers, including a no-litigation certificate. On the date of settlement, payment for the Bonds shall be made in federal, or equivalent, funds that shall be received at the offices of the District or its designee not later than 12:00 Noon, Central Time. Unless compliance with the terms of payment for the Bonds has been made impossible by action of the District, or its agents, the Purchaser shall be liable to the District for any loss suffered by the District by reason of the Purchaser's non-compliance with said terms for payment.

CONTINUING DISCLOSURE

On the date of the actual issuance and delivery of the Bonds, the District will execute and deliver a Continuing Disclosure Undertaking (the "Undertaking") whereunder the District will covenant to provide, or cause to be provided, annual financial information, including audited financial statements of the District, and notices of certain material events, as specified in and required by SEC Rule 15c2-12(b)(5).

OFFICIAL STATEMENT

The District has authorized the preparation of a Preliminary Official Statement containing pertinent information relative to the Bonds, and said Preliminary Official Statement has been deemed final by the District as of the date thereof within the meaning of Rule 15c2-12 of the Securities and Exchange Commission. For copies of the Preliminary Official Statement or for any additional information prior to sale, any prospective purchaser is referred to the Municipal

Advisor to the District, Springsted Incorporated, 380 Jackson Street, Suite 300, Saint Paul, Minnesota 55101, telephone (651) 223-3000.

A Final Official Statement (as that term is defined in Rule 15c2-12) will be prepared, specifying the maturity dates, principal amounts, and interest rates of the Bonds, together with any other information required by law. By awarding the Bonds to the Purchaser, the District agrees that, no more than seven business days after the date of such award, it shall provide without cost to the Purchaser up to 25 copies of the Final Official Statement. The District designates the Purchaser as its agent for purposes of distributing copies of the Final Official Statement to each syndicate member, if applicable. The Purchaser agrees that if its proposal is accepted by the District, (i) it shall accept designation and (ii) it shall enter into a contractual relationship with its syndicate members for purposes of assuring the receipt of the Final Official Statement by each such syndicate member.

Dated April 24, 2018 BY ORDER OF THE SCHOOL BOARD

/s/ Jeanelle Foster
Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION - GENERAL FORM

Board File No._____

Date_____

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

A. WHEREAS, the School Board of Independent School District Number 625, Saint Paul, Minnesota (the "District") has heretofore determined that it is necessary and expedient to issue $53,065,000 Certificates of Participation, Series 2018B (the "Certificates") pursuant to Minnesota Statutes, Chapter 475 and Minnesota Statutes, Section 126C.40 to finance various capital deferred maintenance projects, additions to, and repairs across existing school district facilities; and

B. WHEREAS, the District desires to use the provision of Minnesota Statutes, Section 126C.55 to take advantage of the State guarantee program; and

C. WHEREAS, the District has retained Springsted Incorporated, in Saint Paul, Minnesota ("Springsted"), as its independent municipal advisor and is therefore authorized to sell the Certificates by a competitive negotiated sale in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9); and

D. WHEREAS, the Department of Treasury has promulgated final regulations governing the use of proceeds of tax exempt bonds, all or a portion of which are to be used to reimburse the District for project expenditures made by the District prior to the date of issuance of such bonds. Those regulations (Treasury Regulations, Section 1.150-2) (the "Regulations") require that the District adopt a statement of official intent to reimburse an original expenditure not later than 60 days after payment of the original expenditure; and

Adopted_____

_____

CHAIR Board of Education

_____

CLERK Board of Education

E. The Regulations also generally require that the Certificates be issued and the reimbursement allocation made from the proceeds of the Certificates within 18 months after the later of the date the expenditure is paid or the date the project is placed in service or abandoned, but in no event more than three years after the date the expenditure is paid. The Regulations generally permit reimbursement of capital expenditures and costs of issuance of the Certificates; and

F. WHEREAS, the District desires to comply with requirements of the Regulations with respect to the project hereinafter identified.

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

1. Authorization; Findings. The School Board hereby authorizes Springsted to solicit bids for the competitive negotiated sale of the Certificates.

2. Meeting; Bid Opening. The School Board shall meet at the time and place specified in the Terms of Proposal attached hereto as Exhibit A for the purpose of considering sealed bids for, and awarding the sale of, the Certificates. The bids shall be opened at the time and place specified in the Terms of Proposal.

3. Terms of Proposal. The terms and conditions of the Certificates and the negotiation thereof are fully set forth in the "Terms of Proposal" attached hereto as Exhibit A and hereby approved and made a part hereof.

4. Guarantee of Payment.

(a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Certificates, and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Certificates when due. The District further covenants to deposit with the trustee with respect to the Certificates (the "Trustee") or any successor trustee three (3) days prior to the date on which a payment is due, an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Trustee is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Certificates or if, on the day two (2) business days prior to the date a payment is due on the Certificates, there are insufficient funds to make that payment on deposit with the Bond Registrar. The District understands that as a result of its covenant to be bound by the provisions of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Certificates of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now or hereafter established by the Commissioner of Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section.

5. Official Statement. In connection with said competitive negotiated sale, the officers and employees of the District are hereby authorized to cooperate with Springsted and participate in the preparation of an official statement for the Certificates, and to execute and deliver it on behalf of the District upon its completion.

6. Official Intent Declaration.

(a) The District has determined to finance various capital deferred maintenance projects and repairs across existing school district facilities (together, the "Project").

(b) Other than (i) expenditures to be paid or reimbursed from sources other than the Certificates, (ii) expenditures permitted to be reimbursed under prior Treasury Regulations pursuant to the transitional provision contained in Section 1.150-2(j)(2) of the Regulations, (iii) expenditures constituting "preliminary expenditures" within the meaning of Section 1.150-2(f)(2) of the Regulations, or (iv) expenditures in a "de minimus" amount (as defined in Section 1.150-2(f)(1) of the Regulations), no expenditures for the Project have been paid by the District more than 60 days before the date of adoption of this Resolution.

(c) The District reasonably expects to reimburse all or a portion of the expenditures made for costs of the Project out of the proceeds of the Certificates to be issued by the District in an estimated maximum aggregate principal amount of $53,065,000 after the date of payment of all or a portion of the costs of the Project. All reimbursed expenditures shall be capital expenditures, costs of issuance of the Certificates, or other expenditures eligible for reimbursement under Section 1.150-2(d)(3) of the Regulations.

7. Budgetary Matters. As of the date hereof, there are no District funds reserved, allocated on a long term basis or otherwise set aside (or reasonably expected to be reserved, allocated on a long term basis or otherwise set aside) to provide permanent financing for the expenditures related to the Project, other than pursuant to the issuance of the Certificates. This resolution, therefore, is determined to be consistent with the District's budgetary and financial circumstances as they exist or are reasonably foreseeable on the date hereof.

8. Reimbursement; Allocations. The District's financial officer shall be responsible for making the "reimbursement allocations" described in the Regulations, being generally the transfer of the appropriate amount of proceeds of the Certificates to reimburse the source of temporary financing used by the District to make payment of the prior costs of the Project. Each allocation shall be evidenced by an entry on the official books and records of the District maintained for the Project and shall specifically identify the actual original expenditure being reimbursed.

EXHIBIT A

THE DISTRICT HAS AUTHORIZED SPRINGSTED INCORPORATED TO NEGOTIATE THIS ISSUE ON ITS BEHALF. PROPOSALS WILL BE RECEIVED ON THE FOLLOWING BASIS:

TERMS OF PROPOSAL

$53,065,000*

INDEPENDENT SCHOOL DISTRICT NO. 625
SAINT PAUL, MINNESOTA

CERTIFICATES OF PARTICIPATION, SERIES 2018B

(MINNESOTA SCHOOL DISTRICT CREDIT ENHANCEMENT PROGRAM)

(BOOK ENTRY ONLY)

Proposals for the above-referenced obligations (the "Series 2018B Certificates") will be received by the Independent School District No. 625, Saint Paul, Minnesota (the "District") on Tuesday, May 22, 2018 (the "Sale Date") until 10:30 A.M., Central Time at the offices of Springsted Incorporated ("Springsted"), 380 Jackson Street, Suite 300, Saint Paul, Minnesota, 55101, after which time proposals will be opened and tabulated. Consideration for award of the Series 2018B Certificates will be by the School Board at its meeting commencing at 5:30 P.M., Central Time, of the same day.

SUBMISSION OF PROPOSALS

Springsted will assume no liability for the inability of a bidder to reach Springsted prior to the time of sale specified above. All bidders are advised that each proposal shall be deemed to constitute a contract between the bidder and the District to purchase the Series 2018B Certificates regardless of the manner in which the proposal is submitted.

(a) ***Sealed Bidding.*** Proposals may be submitted in a sealed envelope or by fax (651) 223-3046 to Springsted. Signed proposals, without final price or coupons, may be submitted to Springsted prior to the time of sale. The bidder shall be responsible for submitting to Springsted the final proposal price and coupons, by telephone (651) 223-3000 or fax (651) 223-3046 for inclusion in the submitted proposal.

OR

(b) ***Electronic Bidding.*** Notice is hereby given that electronic proposals will be received via PARITY®. For purposes of the electronic bidding process, the time as maintained by PARITY® shall constitute the official time with respect to all proposals submitted to PARITY®. *Each bidder shall be solely responsible for making necessary arrangements to access PARITY® for*

purposes of submitting its electronic proposal in a timely manner and in compliance with the requirements of the Terms of Proposal. Neither the District, its agents, nor PARITY® shall have any duty or obligation to undertake registration to bid for any prospective bidder or to provide or ensure electronic access to any qualified prospective bidder, and neither the District, its agents, nor PARITY® shall be responsible for a bidder's failure to register to bid or for any failure in the proper operation of, or have any liability for any delays or interruptions of or any damages caused by the services of PARITY®. The District is using the services of PARITY® solely as a communication mechanism to conduct the electronic bidding for the Series 2018B Certificates, and PARITY® is not an agent of the District.

If any provisions of this Terms of Proposal conflict with information provided by PARITY®, this Terms of Proposal shall control. Further information about PARITY®, including any fee charged, may be obtained from:

PARITY®, 1359 Broadway, 2nd Floor, New York, New York 10018
Customer Support: (212) 849-5000

DETAILS OF THE SERIES 2018B CERTIFICATES

The Series 2018B Certificates will be dated as of the date of delivery and will bear interest payable on February 1 and August 1 of each year, commencing February 1, 2019. Interest will be computed on the basis of a 360-day year of twelve 30-day months.

The Series 2018B Certificates will matureFebruary 1 in the years and amounts* as follows:

2020	$1,755,000	2024	$2,110,000	2028	$2,565,000	2032	$2,885,000	2036	$3,255,000
2021	$1,825,000	2025	$2,215,000	2029	$2,640,000	2033	$2,975,000	2037	$3,355,000
2022	$1,915,000	2026	$2,325,000	2030	$2,720,000	2034	$3,065,000	2038	$3,465,000
2023	$2,010,000	2027	$2,445,000	2031	$2,805,000	2035	$3,160,000	2039	$3,575,000

* *The District reserves the right, after proposals are opened and prior to award, to increase or reduce the principal amount of the Series 2018B Certificates or the amount of any maturity or maturities in multiples of $5,000. In the event the amount of any maturity is modified, the aggregate purchase price will be adjusted to result in the same gross spread per $1,000 of Series 2018B Certificates as that of the original proposal. Gross spread for this purpose is the differential between the price paid to the District for the new issue and the prices at which the proposal indicates the securities will be initially offered to the investing public.*

Proposals for the Series 2018B Certificates may contain a maturity schedule providing for a combination of serial bonds and term bonds. All term bonds shall be subject to mandatory sinking fund redemption at a price of par plus accrued interest to the date of redemption scheduled to conform to the maturity schedule set forth above. In order to designate term bonds, the proposal must specify "Years of Term Maturities" in the spaces provided on the proposal form.

BOOK ENTRY SYSTEM

The Series 2018B Certificates will be issued by means of a book entry system with no physical distribution of Series 2018B Certificates made to the public. The Series 2018B Certificates will be issued in fully registered form and one Certificate, representing the aggregate principal amount of the Series 2018B Certificate maturing in each year, will be registered in the name of

Cede & Co. as nominee of The Depository Trust Company ("DTC"), New York, New York, which will act as securities depository for the Series 2018B Certificates. Individual purchases of the Series 2018B Certificates may be made in the principal amount of $5,000 or any multiple thereof of a single maturity through book entries made on the books and records of DTC and its participants. Principal and interest are payable by the registrar to DTC or its nominee as registered owner of the Series 2018B Certificates. Transfer of principal and interest payments to participants of DTC will be the responsibility of DTC; transfer of principal and interest payments to beneficial owners by participants will be the responsibility of such participants and other nominees of beneficial owners. The lowest bidder (the "Purchaser"), as a condition of delivery of the Series 2018B Certificates, will be required to deposit the Series 2018B Certificates with DTC.

TRUSTEE

U.S. Bank National Association Saint Paul, Minnesota will serve as trustee (the "Trustee") for the Series 2018B Certificates, and the District will pay for the services of the Trustee.

OPTIONAL REDEMPTION

The District may elect on February 1, 2027, and on any day thereafter, to redeem Series 2018B Certificates due on or after February 1, 2028. Redemption may be in whole or in part and if in part at the option of the District and in such manner as the District shall determine. If less than all Series 2018B Certificates of a maturity are called for redemption, the District will notify DTC of the particular amount of such maturity to be redeemed. DTC will determine by lot the amount of each participant's interest in such maturity to be redeemed and each participant will then select by lot the beneficial ownership interests in such maturity to be redeemed. All redemptions shall be at a price of par plus accrued interest.

SECURITY AND PURPOSE

The Series 2018B Certificates will be special obligations of the District payable solely from rental payments to be made by the District pursuant to a Lease-Purchase Agreement entered into between the District and Trustee. The Series 2018B Certificates 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 for the payment of the Series 2018B Certificates. The District's obligation to make the rental payments is unconditional and is not subject to annual appropriation. The District has also covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55 and to use the provisions of that statute pursuant to which the State of Minnesota will appropriate money to the payment of the principal and interest on the Series 2018B Certificates when due if the District is unable to make a principal or interest payment. The proceeds of the Series 2018B Certificates will be used to finance various capital deferred maintenance projects, additions to, and repairs across existing district facilities.

BIDDING PARAMETERS

Proposals shall be for not less than $53,065,000 (Par) plus accrued interest, if any, on the total principal amount of the Series 2018B Certificates. No proposal can be withdrawn or amended

after the time set for receiving proposals on the Sale Date unless the meeting of the District scheduled for award of the Series 2018B Certificates is adjourned, recessed, or continued to another date without award of the Series 2018B Certificates having been made. Rates shall be in integral multiples of 1/100 or 1/8 of 1%. The initial price to the public for each maturity as stated on the proposal must be 98.0% or greater. Series 2018B Certificates of the same maturity shall bear a single rate from the date of the Series 2018B Certificates to the date of maturity. No conditional proposals will be accepted.

ESTABLISHMENT OF ISSUE PRICE

In order to provide the District with information necessary for compliance with Section 148 of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations promulgated thereunder (collectively, the "Code"), the Purchaser will be required to assist the District in establishing the issue price of the Series 2018B Certificates and shall complete, execute, and deliver to the District prior to the closing date, a written certification in a form acceptable to the Purchaser, the District, and Bond Counsel (the "Issue Price Certificate") containing the following for each maturity of the Series 2018B Certificates (and, if different interest rates apply within a maturity, to each separate CUSIP number within that maturity): (i) the interest rate; (ii) the reasonably expected initial offering price to the "public" (as said term is defined in Treasury Regulation Section 1.148-1(f) (the "Regulation")) or the sale price; and (iii) pricing wires or equivalent communications supporting such offering or sale price. Any action to be taken or documentation to be received by the District pursuant hereto may be taken or received on behalf of the District by Springsted.

The District intends that the sale of the Series 2018B Certificates pursuant to this Terms of Proposal shall constitute a "competitive sale" as defined in the Regulation based on the following:

(i) the District shall cause this Terms of Proposal to be disseminated to potential bidders in a manner that is reasonably designed to reach potential bidders;
(ii) all bidders shall have an equal opportunity to submit a bid;
(iii) the District reasonably expects that it will receive bids from at least three bidders that have established industry reputations for underwriting municipal bonds such as the Series 2018B Certificates; and
(iv) the District anticipates awarding the sale of the Series 2018B Certificates to the bidder who provides a proposal with the lowest true interest cost, as set forth in this Terms of Proposal (See "AWARD" herein).

Any bid submitted pursuant to this Terms of Proposal shall be considered a firm offer for the purchase of the Series 2018B Certificates, as specified in the proposal. The Purchaser shall constitute an "underwriter" as said term is defined in the Regulation. By submitting its proposal, the Purchaser confirms that it shall require any agreement among underwriters, a selling group agreement, or other agreement to which it is a party relating to the initial sale of the Series 2018B Certificates, to include provisions requiring compliance with the provisions of the Code and the Regulation regarding the initial sale of the Series 2018B Certificates.

If all of the requirements of a "competitive sale" are not satisfied, the District shall advise the Purchaser of such fact prior to the time of award of the sale of the Series 2018B Certificates to the Purchaser. **In such event, any proposal submitted will not be subject to cancellation or withdrawal.** Within twenty-four (24) hours of the notice of award of the sale of the Series 2018B Certificates, the Purchaser shall advise the District and Springsted if a "substantial amount" (as defined in the Regulation) of any maturity of the Series 2018B Certificates (and, if different interest rates apply within a maturity, to each separate CUSIP number within that maturity) has been sold to the public and the price at which such substantial amount was sold. The District will treat such sale price as the "issue price" for such maturity, applied on a maturity-by-maturity basis. The District will not require the Purchaser to comply with that portion of the Regulation commonly described as the "hold-the-offering-price" requirement for the remaining maturities, but the Purchaser may elect such option. If the Purchaser exercises such option, the District will apply the initial offering price to the public provided in the proposal as the issue price for such maturities. If the Purchaser does not exercise that option, it shall thereafter promptly provide the District and Springsted the prices at which a substantial amount of such maturities are sold to the public; provided such determination shall be made and the District and Springsted notified of such prices whether or not the closing date has occurred, until the 10% test has been satisfied as to each maturity of the Series 2018B Certificates or until all of the Series 2018B Certificates of a maturity have been sold.

GOOD FAITH DEPOSIT

To have its proposal considered for award, the Purchaser is required to submit a good faith deposit to the District in the amount of $530,650 (the "Deposit") no later than 1:30 P.M., Central Time on the Sale Date. The Deposit may be delivered as described herein in the form of either (i) a certified or cashier's check payable to the District; or (ii) a wire transfer. The Purchaser shall be solely responsible for the timely delivery of its Deposit whether by check or wire transfer. Neither the District nor Springsted have any liability for delays in the receipt of the Deposit. If the Deposit is not received by the specified time, the District may, at its sole discretion, reject the proposal of the lowest bidder, direct the second lowest bidder to submit a Deposit, and thereafter award the sale to such bidder.

Certified or Cashier's Check. A Deposit made by certified or cashier's check will be considered timely delivered to the District if it is made payable to the District and delivered to Springsted Incorporated, 380 Jackson Street, Suite 300, Saint Paul, Minnesota 55101 by the time specified above.

Wire Transfer. A Deposit made by wire will be considered timely delivered to the District upon submission of a federal wire reference number by the specified time. Wire transfer instructions will be available from Springsted following the receipt and tabulation of proposals. The successful bidder must send an e-mail including the following information: (i) the federal reference number and time released; (ii) the amount of the wire transfer; and (iii) the issue to which it applies.

Once an award has been made, the Deposit received from the Purchaser will be retained by the District and no interest will accrue to the Purchaser. The amount of the Deposit will be deducted

at settlement from the purchase price. In the event the Purchaser fails to comply with the accepted proposal, said amount will be retained by the District.

AWARD

The Series 2018B Certificates will be awarded on the basis of the lowest interest rate to be determined on a true interest cost (TIC) basis calculated on the proposal prior to any adjustment made by the District. The District's computation of the interest rate of each proposal, in accordance with customary practice, will be controlling.

The District will reserve the right to: (i) waive non-substantive informalities of any proposal or of matters relating to the receipt of proposals and award of the Series 2018B Certificates, (ii) reject all proposals without cause, and (iii) reject any proposal that the District determines to have failed to comply with the terms herein.

BOND INSURANCE AT PURCHASER'S OPTION

The District has **not** applied for or pre-approved a commitment for any policy of municipal bond insurance with respect to the Series 2018B Certificates. If the Series 2018B Certificates qualify for municipal bond insurance and a bidder desires to purchase a policy, such indication, the maturities to be insured, and the name of the desired insurer must be set forth on the bidder's proposal. The District specifically reserves the right to reject any bid specifying municipal bond insurance, even though such bid may result in the lowest TIC to the District. All costs associated with the issuance and administration of such policy and associated ratings and expenses (other than any independent rating requested by the District) shall be paid by the successful bidder. Failure of the municipal bond insurer to issue the policy after the award of the Series 2018B Certificates shall not constitute cause for failure or refusal by the successful bidder to accept delivery of the Series 2018B Certificates.

CUSIP NUMBERS

If the Series 2018B Certificates qualify for assignment of CUSIP numbers such numbers will be printed on the Series 2018B Certificates, but neither the failure to print such numbers on any Certificate nor any error with respect thereto will constitute cause for failure or refusal by the Purchaser to accept delivery of the Series 2018B Certificates. The CUSIP Service Bureau charge for the assignment of CUSIP identification numbers shall be paid by the Purchaser.

SETTLEMENT

On or about June 21, 2018, the Series 2018B Certificates will be delivered without cost to the Purchaser through DTC in New York, New York. Delivery will be subject to receipt by the Purchaser of an approving legal opinion of Briggs and Morgan, Professional Association, of Minneapolis, Minnesota, and of customary closing papers, including a no-litigation certificate. On the date of settlement, payment for the Series 2018B Certificates shall be made in federal, or equivalent, funds that shall be received at the offices of the District or its designee not later than 12:00 Noon, Central Time. Unless compliance with the terms of payment for the Series 2018B Certificates has been made impossible by action of the District, or its agents, the Purchaser shall

be liable to the District for any loss suffered by the District by reason of the Purchaser's non-compliance with said terms for payment.

CONTINUING DISCLOSURE

On the date of the actual issuance and delivery of the Certificate, the District will execute and deliver a Continuing Disclosure Undertaking (the "Undertaking") whereunder the District will covenant to provide, or cause to be provided, annual financial information, including audited financial statements of the District, and notices of certain material events, as specified in and required by SEC Rule 15c2-12(b)(5).

OFFICIAL STATEMENT

The District has authorized the preparation of a Preliminary Official Statement containing pertinent information relative to the Series 2018B Certificates, and said Preliminary Official Statement has been deemed final by the District as of the date thereof within the meaning of Rule 15c2-12 of the Securities and Exchange Commission. For copies of the Preliminary Official Statement or for any additional information prior to sale, any prospective purchaser is referred to the Municipal Advisor to the District, Springsted Incorporated, 380 Jackson Street, Suite 300, Saint Paul, Minnesota 55101, telephone (651) 223-3000.

A Final Official Statement (as that term is defined in Rule 15c2-12) will be prepared, specifying the maturity dates, principal amounts, and interest rates of the Series 2018B Certificates, together with any other information required by law. By awarding the Series 2018B Certificates to the Purchaser, the District agrees that, no more than seven business days after the date of such award, it shall provide without cost to the Purchaser up to 25 copies of the Final Official Statement. The District designates the Purchaser as its agent for purposes of distributing copies of the Final Official Statement to each syndicate member, if applicable. The Purchaser agrees that if its proposal is accepted by the District, (i) it shall accept designation and (ii) it shall enter into a contractual relationship with its syndicate members for purposes of assuring the receipt of the Final Official Statement by each such syndicate member.

Dated April 24, 2018

BY ORDER OF THE SCHOOL BOARD

/s/ Jeanelle Foster
Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION - GENERAL FORM

Board File No._____

Date_____

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

A. WHEREAS, the School Board of Independent School District Number 625, Saint Paul, Minnesota (the "District") has heretofore determined that it is necessary and expedient to issue $18,025,000 Certificates of Participation, Series 2018C (the "Certificates") pursuant to Minnesota Statutes, Chapter 475 and Minnesota Statutes, Section 126C.40 to finance the purchase, renovation, and equipping of the Crosswinds Middle School facility; and

B. WHEREAS, the District desires to use the provision of Minnesota Statutes, Section 126C.55 to take advantage of the State guarantee program; and

C. WHEREAS, the District has retained Springsted Incorporated, in Saint Paul, Minnesota ("Springsted"), as its independent municipal advisor and is therefore authorized to sell the Certificates by a competitive negotiated sale in accordance with Minnesota Statutes, Section 475.60, Subdivision 2(9).

Adopted_____

_____
CHAIR Board of Education

_____
CLERK Board of Education

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

1. Authorization; Findings. The School Board hereby authorizes Springsted to solicit bids for the competitive negotiated sale of the Certificates.

2. Meeting; Bid Opening. The School Board shall meet at the time and place specified in the Terms of Proposal attached hereto as Exhibit A for the purpose of considering sealed bids for, and awarding the sale of, the Certificates. The bids shall be opened at the time and place specified in the Terms of Proposal.

3. Terms of Proposal. The terms and conditions of the Certificates and the negotiation thereof are fully set forth in the "Terms of Proposal" attached hereto as Exhibit A and hereby approved and made a part hereof.

4. Guarantee of Payment.

(a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Certificates, and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Certificates when due. The District further covenants to deposit with the trustee with respect to the Certificates (the "Trustee") or any successor trustee three (3) days prior to the date on which a payment is due, an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Trustee is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Certificates or if, on the day two (2) business days prior to the date a payment is due on the Certificates, there are insufficient funds to make that payment on deposit with the Bond Registrar. The District understands that as a result of its covenant to be bound by the provisions of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Certificates of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now or hereafter established by the Commissioner of Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section.

5. Official Statement. In connection with said competitive negotiated sale, the officers and employees of the District are hereby authorized to cooperate with Springsted and participate in the preparation of an official statement for the Certificates, and to execute and deliver it on behalf of the District upon its completion.

6. Budgetary Matters. As of the date hereof, there are no District funds reserved, allocated on a long term basis or otherwise set aside (or reasonably expected to be reserved, allocated on a long term basis or otherwise set aside) to provide permanent financing for the expenditures related to the Project, other than pursuant to the issuance of the Certificates. This resolution, therefore, is determined to be consistent with the District's budgetary and financial circumstances as they exist or are reasonably foreseeable on the date hereof.

EXHIBIT A

THE DISTRICT HAS AUTHORIZED SPRINGSTED INCORPORATED TO NEGOTIATE THIS ISSUE ON ITS BEHALF. PROPOSALS WILL BE RECEIVED ON THE FOLLOWING BASIS:

TERMS OF PROPOSAL

$18,205,000*

INDEPENDENT SCHOOL DISTRICT NO. 625
SAINT PAUL, MINNESOTA

CERTIFICATES OF PARTICIPATION, SERIES 2018C

(MINNESOTA SCHOOL DISTRICT CREDIT ENHANCEMENT PROGRAM)

(BOOK ENTRY ONLY)

Proposals for the above-referenced obligations (the "Series 2018C Certificates") will be received by the Independent School District No. 625, Saint Paul, Minnesota (the "District") on Tuesday, May 22, 2018 (the "Sale Date") until 0:30 A.M., Central Time at the offices of Springsted Incorporated ("Springsted"), 380 Jackson Street, Suite 300, Saint Paul, Minnesota, 55101, after which time proposals will be opened and tabulated. Consideration for award of the Series 2018C Certificates will be by the School Board at its meeting commencing at 5:30 P.M., Central Time, of the same day.

SUBMISSION OF PROPOSALS

Springsted will assume no liability for the inability of a bidder to reach Springsted prior to the time of sale specified above. All bidders are advised that each proposal shall be deemed to constitute a contract between the bidder and the District to purchase the Series 2018C Certificates regardless of the manner in which the proposal is submitted.

(a) ***Sealed Bidding***. Proposals may be submitted in a sealed envelope or by fax (651) 223-3046 to Springsted. Signed proposals, without final price or coupons, may be submitted to Springsted prior to the time of sale. The bidder shall be responsible for submitting to Springsted the final proposal price and coupons, by telephone (651) 223-3000 or fax (651) 223-3046 for inclusion in the submitted proposal.

OR

(b) ***Electronic Bidding***. Notice is hereby given that electronic proposals will be received via PARITY®. For purposes of the electronic bidding process, the time as maintained by PARITY® shall constitute the official time with respect to all proposals submitted to PARITY®. *Each*

bidder shall be solely responsible for making necessary arrangements to access PARITY® for purposes of submitting its electronic proposal in a timely manner and in compliance with the requirements of the Terms of Proposal. Neither the District, its agents, nor PARITY® shall have any duty or obligation to undertake registration to bid for any prospective bidder or to provide or ensure electronic access to any qualified prospective bidder, and neither the District, its agents, nor PARITY® shall be responsible for a bidder's failure to register to bid or for any failure in the proper operation of, or have any liability for any delays or interruptions of or any damages caused by the services of PARITY®. The District is using the services of PARITY® solely as a communication mechanism to conduct the electronic bidding for the Series 2018C Certificates, and PARITY® is not an agent of the District.

If any provisions of this Terms of Proposal conflict with information provided by PARITY®, this Terms of Proposal shall control. Further information about PARITY®, including any fee charged, may be obtained from:

PARITY®, 1359 Broadway, 2nd Floor, New York, New York 10018
Customer Support: (212) 849-5000

DETAILS OF THE Series 2018C Certificates

The Series 2018C Certificates will be dated as of the date of delivery and will bear interest payable on February 1 and August 1 of each year, commencing February 1, 2019. Interest will be computed on the basis of a 360-day year of twelve 30-day months.

The Series 2018C Certificates will mature February 1 in the years and amounts* as follows:

2020	$600,000	2024	$725,000	2028	$880,000	2032	$990,000	2036	$1,120,000
2021	$625,000	2025	$760,000	2029	$905,000	2033	$1,020,000	2037	$1,150,000
2022	$655,000	2026	$800,000	2030	$935,000	2034	$1,050,000	2038	$1,190,000
2023	$690,000	2027	$840,000	2031	$960,000	2035	$1,085,000	2039	$1,225,000

* *The District reserves the right, after proposals are opened and prior to award, to increase or reduce the principal amount of the Series 2018C Certificates or the amount of any maturity or maturities in multiples of $5,000. In the event the amount of any maturity is modified, the aggregate purchase price will be adjusted to result in the same gross spread per $1,000 of Series 2018C Certificates as that of the original proposal. Gross spread for this purpose is the differential between the price paid to the District for the new issue and the prices at which the proposal indicates the securities will be initially offered to the investing public.*

Proposals for the Series 2018C Certificates may contain a maturity schedule providing for a combination of serial bonds and term bonds. All term bonds shall be subject to mandatory sinking fund redemption at a price of par plus accrued interest to the date of redemption scheduled to conform to the maturity schedule set forth above. In order to designate term bonds, the proposal must specify "Years of Term Maturities" in the spaces provided on the proposal form.

BOOK ENTRY SYSTEM

The Series 2018C Certificates will be issued by means of a book entry system with no physical distribution of Series 2018C Certificates made to the public. The Series 2018C Certificates will be issued in fully registered form and one Series 2018C Certificate, representing the aggregate

principal amount of the Series 2018C Certificates maturing in each year, will be registered in the name of Cede & Co. as nominee of The Depository Trust Company ("DTC"), New York, New York, which will act as securities depository for the Series 2018C Certificates. Individual purchases of the Series 2018C Certificates may be made in the principal amount of $5,000 or any multiple thereof of a single maturity through book entries made on the books and records of DTC and its participants. Principal and interest are payable by the registrar to DTC or its nominee as registered owner of the Series 2018C Certificates. Transfer of principal and interest payments to participants of DTC will be the responsibility of DTC; transfer of principal and interest payments to beneficial owners by participants will be the responsibility of such participants and other nominees of beneficial owners. The lowest bidder (the "Purchaser"), as a condition of delivery of the Series 2018C Certificates, will be required to deposit the Series 2018C Certificates with DTC.

TRUSTEE

U.S. Bank National Association, Saint Paul, Minnesota will serve as trustee (the "Trustee") for the Series 2018C Certificates, and the District will pay for the services of the Trustee.

OPTIONAL REDEMPTION

The District may elect on February 1, 2027, and on any day thereafter, to redeem Series 2018C Certificates due on or after February 1, 2028. Redemption may be in whole or in part and if in part at the option of the District and in such manner as the District shall determine. If less than all Series 2018C Certificates of a maturity are called for redemption, the District will notify DTC of the particular amount of such maturity to be redeemed. DTC will determine by lot the amount of each participant's interest in such maturity to be redeemed and each participant will then select by lot the beneficial ownership interests in such maturity to be redeemed. All redemptions shall be at a price of par plus accrued interest.

SECURITY AND PURPOSE

The Series 2018C Certificates will be special obligations of the District payable solely from rental payments to be made by the District pursuant to a Lease-Purchase Agreement entered into between the District and Trustee. The Series 2018C Certificates 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 for the payment of the Series 2018C Certificates. The District's obligation to make the rental payments is unconditional and is not subject to annual appropriation. The District has also covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55 and to use the provisions of that statute pursuant to which the State of Minnesota will appropriate money to the payment of the principal and interest on the Series 2018C Certificates when due if the District is unable to make a principal or interest payment. The proceeds of the Series 2018C Certificates will be used for the purchase, renovation, and equipping of the Crosswinds Middle School facility.

BIDDING PARAMETERS

Proposals shall be for not less than $18,205,000 (Par) plus accrued interest, if any, on the total principal amount of the Series 2018C Certificates. No proposal can be withdrawn or amended after the time set for receiving proposals on the Sale Date unless the meeting of the District

scheduled for award of the Series 2018C Certificates is adjourned, recessed, or continued to another date without award of the Series 2018C Certificates having been made. Rates shall be in integral multiples of 1/100 or 1/8 of 1%. The initial price to the public for each maturity as stated on the proposal must be 98.0% or greater. Series 2018C Certificates of the same maturity shall bear a single rate from the date of the Series 2018C Certificates to the date of maturity. No conditional proposals will be accepted.

ESTABLISHMENT OF ISSUE PRICE [PRIOR TO CLOSING]

In order to provide the District with information necessary for compliance with Section 148 of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations promulgated thereunder (collectively, the "Code"), the Purchaser will be required to assist the District in establishing the issue price of the Series 2018C Certificates and shall complete, execute, and deliver to the District prior to the closing date, a written certification in a form acceptable to the Purchaser, the District, and Bond Counsel (the "Issue Price Series 2018C Certificates") containing the following for each maturity of the Series 2018C Certificates (and, if different interest rates apply within a maturity, to each separate CUSIP number within that maturity): (i) the interest rate; (ii) the reasonably expected initial offering price to the "public" (as said term is defined in Treasury Regulation Section 1.148-1(f) (the "Regulation")) or the sale price; and (iii) pricing wires or equivalent communications supporting such offering or sale price. Any action to be taken or documentation to be received by the District pursuant hereto may be taken or received on behalf of the District by Springsted.

The District intends that the sale of the Series 2018C Certificates pursuant to this Terms of Proposal shall constitute a "competitive sale" as defined in the Regulation based on the following:

(i) the District shall cause this Terms of Proposal to be disseminated to potential bidders in a manner that is reasonably designed to reach potential bidders;
(ii) all bidders shall have an equal opportunity to submit a bid;
(iii) the District reasonably expects that it will receive bids from at least three bidders that have established industry reputations for underwriting municipal bonds such as the Series 2018C Certificates; and
(iv) the District anticipates awarding the sale of the Series 2018C Certificates to the bidder who provides a proposal with the lowest true interest cost, as set forth in this Terms of Proposal (See "AWARD" herein).

Any bid submitted pursuant to this Terms of Proposal shall be considered a firm offer for the purchase of the Series 2018C Certificates, as specified in the proposal. The Purchaser shall constitute an "underwriter" as said term is defined in the Regulation. By submitting its proposal, the Purchaser confirms that it shall require any agreement among underwriters, a selling group agreement, or other agreement to which it is a party relating to the initial sale of the Series 2018C Certificates, to include provisions requiring compliance with the provisions of the Code and the Regulation regarding the initial sale of the Series 2018C Certificates.

If all of the requirements of a "competitive sale" are not satisfied, the District shall advise the Purchaser of such fact prior to the time of award of the sale of the Series 2018C Certificates to the Purchaser. **In such event, any proposal submitted will not be subject to cancellation or withdrawal.** Within twenty-four (24) hours of the notice of award of the sale of the Series

2018C Certificates, the Purchaser shall advise the District and Springsted if a "substantial amount" (as defined in the Regulation) of any maturity of the Series 2018C Certificates (and, if different interest rates apply within a maturity, to each separate CUSIP number within that maturity) has been sold to the public and the price at which such substantial amount was sold. The District will treat such sale price as the "issue price" for such maturity, applied on a maturity-by-maturity basis. The District will not require the Purchaser to comply with that portion of the Regulation commonly described as the "hold-the-offering-price" requirement for the remaining maturities, but the Purchaser may elect such option. If the Purchaser exercises such option, the District will apply the initial offering price to the public provided in the proposal as the issue price for such maturities. If the Purchaser does not exercise that option, it shall thereafter promptly provide the District and Springsted the prices at which a substantial amount of such maturities are sold to the public; provided such determination shall be made and the District and Springsted notified of such prices whether or not the closing date has occurred, until the 10% test has been satisfied as to each maturity of the Series 2018C Certificates or until all of the Series 2018C Certificates of a maturity have been sold.

GOOD FAITH DEPOSIT

To have its proposal considered for award, the Purchaser is required to submit a good faith deposit to the District in the amount of $182,050 (the "Deposit") no later than 1:30 P.M., Central Time on the Sale Date. The Deposit may be delivered as described herein in the form of either (i) a certified or cashier's check payable to the District; or (ii) a wire transfer. The Purchaser shall be solely responsible for the timely delivery of its Deposit whether by check or wire transfer. Neither the District nor Springsted have any liability for delays in the receipt of the Deposit. If the Deposit is not received by the specified time, the District may, at its sole discretion, reject the proposal of the lowest bidder, direct the second lowest bidder to submit a Deposit, and thereafter award the sale to such bidder.

Certified or Cashier's Check. A Deposit made by certified or cashier's check will be considered timely delivered to the District if it is made payable to the District and delivered to Springsted Incorporated, 380 Jackson Street, Suite 300, Saint Paul, Minnesota 55101 by the time specified above.

Wire Transfer. A Deposit made by wire will be considered timely delivered to the District upon submission of a federal wire reference number by the specified time. Wire transfer instructions will be available from Springsted following the receipt and tabulation of proposals. The successful bidder must send an e-mail including the following information: (i) the federal reference number and time released; (ii) the amount of the wire transfer; and (iii) the issue to which it applies.

Once an award has been made, the Deposit received from the Purchaser will be retained by the District and no interest will accrue to the Purchaser. The amount of the Deposit will be deducted at settlement from the purchase price. In the event the Purchaser fails to comply with the accepted proposal, said amount will be retained by the District.

AWARD

The Series 2018C Certificates will be awarded on the basis of the lowest interest rate to be determined on a true interest cost (TIC) basis calculated on the proposal prior to any adjustment

made by the District. The District's computation of the interest rate of each proposal, in accordance with customary practice, will be controlling.

The District will reserve the right to: (i) waive non-substantive informalities of any proposal or of matters relating to the receipt of proposals and award of the Series 2018C Certificates, (ii) reject all proposals without cause, and (iii) reject any proposal that the District determines to have failed to comply with the terms herein.

BOND INSURANCE AT PURCHASER'S OPTION

The District has **not** applied for or pre-approved a commitment for any policy of municipal bond insurance with respect to the Series 2018C Certificates. If the Series 2018C Certificates qualify for municipal bond insurance and a bidder desires to purchase a policy, such indication, the maturities to be insured, and the name of the desired insurer must be set forth on the bidder's proposal. The District specifically reserves the right to reject any bid specifying municipal bond insurance, even though such bid may result in the lowest TIC to the District. All costs associated with the issuance and administration of such policy and associated ratings and expenses (other than any independent rating requested by the District) shall be paid by the successful bidder. Failure of the municipal bond insurer to issue the policy after the award of the Series 2018C Certificates shall not constitute cause for failure or refusal by the successful bidder to accept delivery of the Series 2018C Certificates.

CUSIP NUMBERS

If the Series 2018C Certificates qualify for assignment of CUSIP numbers such numbers will be printed on the Series 2018C Certificates, but neither the failure to print such numbers on any Series 2018C Certificates nor any error with respect thereto will constitute cause for failure or refusal by the Purchaser to accept delivery of the Series 2018C Certificates. The CUSIP Service Bureau charge for the assignment of CUSIP identification numbers shall be paid by the Purchaser.

SETTLEMENT

On or about June 21, 2018, the Series 2018C Certificates will be delivered without cost to the Purchaser through DTC in New York, New York. Delivery will be subject to receipt by the Purchaser of an approving legal opinion of Briggs and Morgan, Professional Association, of Minneapolis, Minnesota, and of customary closing papers, including a no-litigation certificate. On the date of settlement, payment for the Series 2018C Certificates shall be made in federal, or equivalent, funds that shall be received at the offices of the District or its designee not later than 12:00 Noon, Central Time. Unless compliance with the terms of payment for the Series 2018C Certificates has been made impossible by action of the District, or its agents, the Purchaser shall be liable to the District for any loss suffered by the District by reason of the Purchaser's non-compliance with said terms for payment.

CONTINUING DISCLOSURE

On the date of the actual issuance and delivery of the Series 2018C Certificates, the District will execute and deliver a Continuing Disclosure Undertaking (the "Undertaking") whereunder the District will covenant to provide, or cause to be provided, annual financial information, including

audited financial statements of the District, and notices of certain material events, as specified in and required by SEC Rule 15c2-12(b)(5).

OFFICIAL STATEMENT

The District has authorized the preparation of a Preliminary Official Statement containing pertinent information relative to the Series 2018C Certificates, and said Preliminary Official Statement has been deemed final by the District as of the date thereof within the meaning of Rule 15c2-12 of the Securities and Exchange Commission. For copies of the Preliminary Official Statement or for any additional information prior to sale, any prospective purchaser is referred to the Municipal Advisor to the District, Springsted Incorporated, 380 Jackson Street, Suite 300, Saint Paul, Minnesota 55101, telephone (651) 223-3000.

A Final Official Statement (as that term is defined in Rule 15c2-12) will be prepared, specifying the maturity dates, principal amounts, and interest rates of the Series 2018C Certificates, together with any other information required by law. By awarding the Series 2018C Certificates to the Purchaser, the District agrees that, no more than seven business days after the date of such award, it shall provide without cost to the Purchaser up to 25 copies of the Final Official Statement. The District designates the Purchaser as its agent for purposes of distributing copies of the Final Official Statement to each syndicate member, if applicable. The Purchaser agrees that if its proposal is accepted by the District, (i) it shall accept designation and (ii) it shall enter into a contractual relationship with its syndicate members for purposes of assuring the receipt of the Final Official Statement by each such syndicate member.

Dated April 24, 2018

BY ORDER OF THE SCHOOL BOARD

/s/ Jeanelle Foster
Clerk

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.

APRIL 24, 2018	**REGULAR MEETING OF THE BOARD OF EDUCATION**
5:30 pm	Open Meeting to Hear Public Comment
6:05 pm	Board of Education Meeting
MAY 8, 2018	**COMMITTEE OF THE BOARD MEETING**
4:30 pm	
MAY 22, 2018	**REGULAR MEETING OF THE BOARD OF EDUCATION**
5:30 pm	Open Meeting to Hear Public Comment
6:05 pm	Board of Education Meeting

FUTURE BOARD OF EDUCATION MEETINGS

Committee of the Board	**Board of Education**
June 12	June 12 (Special: Non-Renewals) and June 19
-	July 17
August 14	August 21
September 11	September 18
October 9	October 23

OTHER EVENTS BOARD MEMBERS ARE SCHEDULED TO ATTEND

May 2, 2018	Reimagine Minnesota Strategy Review 8:30am | TIES Conference Center

* 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.