

Saint Paul Public Schools

Regular Meeting

Tuesday, March 20, 2018 6:05 PM

SAINT PAUL PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION



Zuki Ellis
Chair



Steven Marchese
Vice Chair



Jeanelle Foster
Clerk



Jon Schumacher
Treasurer



John Brodrick
Director



Mary Vanderwert
Director



Marny Xiong
Director



ADMINISTRATION
Dr. Joe Gothard
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Steven Marchese, Vice Chair

SPPS VISION STATEMENT

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

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

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

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

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

March 20, 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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INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: March 21, 2017

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

A. PERTINENT FACTS:

1. **Highland Park Middle School** – The middle school girls' basketball team was city champion. Jesse McCann is the coach. The team roster consists of:

Ella	Alden Pope
Leticia	Bugg-Sam
Eleanor	Cordes
Jill	Evans
Sabrea	Harsha
TayDreonna	Jackson
Justine	Jameson
Annabella	Kottke
Tereya	McDaniel-Vaughn
Elsa	Mechelke
Eleanor	Mulvaney
Ellie	Pundsack
Rose	Ramadan
Anna	Rynkiewich
Seylon	Versalles-Shiggs
Toni	Williams

2. This item will meet the District target area goals of accelerating the path to excellence.

3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

That the Board of Education recognize and congratulate the coaches, teams and individuals for their accomplishments.

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

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. **Highland Park Middle School** – The middle school boys' basketball team was city co-champion. Jesse McCann is the coach. The team roster consists of:

Abenezer Assefa	Habibi Mohamed
Andrew Bacigalupi	Samir Mohammed
Curtis Buckhanan	Wesley Norquist
Jayden Cunningham	Ishmael Powell
Ta'vion Davis	Sonjay Redd
Josh Flaminio	Chase Robinson
Alex Figuera	Jimmy Santamaria
Charles Fragassi	Jimmy Somerville
Durelle Hall	Eli Swearingen
Yasin Kanture	Mikael Ugass
Xaver May	Monaire Vaughn
Melvin Mensah	Terez Vaughn

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BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. **Washington Technology Middle School** – The middle school wrestling team was city champion. Anthony Henninger is the coach. The team roster consists of:

Jack Anderson	McCyrah Miller
Snow Ball	Rojan Monger
Marcus Bizzell	Ku Thay Moo
Darius Brooks Jr.	Chit Plen
William Chang	Hsa Ray
Hsa Doh	Solomo Saw
Reggie Dumas	Ler G Say
Estevan Escandon	Isaiah Searcie
Alexis Flores Peralta	Way Thee Soe
Kyaw Gay	Yang Thao
Tavion Gonzalez	Camarion Thomas
King Her	Chong Vang
August Htoo	Marcus Vang
Eh Lay K Htoo	Peter Vang
Thin Doh Htoo	Avin Vue
Deven Just-Otto	Mar Well
Eh Kaw Ku	Chu Chi Xiong
Pa P Lay	Lydia Yang
Muajtsim Lee	

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BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. **Washington Technology High School** – The wrestling team was city champion. The wrestling team had a state tournament qualifier. Richard Taylor is the coach. The team roster consists of:

   Gabrial Clark
   Jesus Espinoza
   Jaylin Grasty
   Vang Her
   Baw Mu Htoo
   Kaw Bleh Htoo
   Nay Soe Kmaw
   Chit Ko
   Eh Ku Mwee Ku
   Mocko Nah
   Christ Oh
   Lor Der Say
   Taw Nay Say
   Malachi Searcie
   Mo Shay
   Lah Gay Shee
   Kler Kue Soe
   Moua Thao
   Alejandro Vicuna Diaz
   Has Mu Wah
   Shalen Woods
   Cheng Xiong

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SAINT PAUL PUBLIC SCHOOLS

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. **Humboldt High School** – The wrestling team had a state tournament qualifier. Brad Novacheck is the coach. The state qualifier's name is:

   Ryan Prisch

2. This item will meet the District target area goals of accelerating the path to excellence.

3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

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SAINT PAUL PUBLIC SCHOOLS

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. **Harding Senior High School** – The wrestling team had a state tournament qualifier. Otto Kraus is the coach. The state qualifier's name is:

   Chontu Lee

2. This item will meet the District target area goals of accelerating the path to excellence.

3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. **Central High School** – The girls' Nordic ski team had three state tournament qualifiers. Robb Lageson is the coach. The state qualifiers were:

   Kaia Hilgendorf-Roost
   Loretta-Rose Wacek
   Claire Weissman

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BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. **Central High School** – The boys' Nordic ski team had two state tournament qualifier. Robb Lageson is the coach. The state qualifiers were:

   Simon Brooks
   Leland Johnson

2. This item will meet the District target area goals of accelerating the path to excellence.

3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

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SAINT PAUL PUBLIC SCHOOLS

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. **Central High School** – The boys' swim team one state tournament qualifier. David Albornoz is the coach. The state qualifiers was:

   Aiden Fairman

2. This item will meet the District target area goals of accelerating the path to excellence.

3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

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

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. **Johnson High School** – The boys' wrestling team had two state tournament qualifiers. Mason Fong is the coach. The state qualifiers' names are:

   Chizaram Azonwu
   Tyler Gustafson

2. This item will meet the District target area goals of accelerating the path to excellence.

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SAINT PAUL PUBLIC SCHOOLS

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. **Johnson High School** – The boys' basketball team was city champions. Vern Simmons is the coach. The team consists of:

   Nueadean Adam
   Shyion Bonner
   Jesse Foster
   DeWayne Givens
   Larry Harris
   Sean Hubbard
   Keylan Jackson
   Jeremiah Knox
   Kyle Lee
   Jordan Mobley
   Dillon Moua
   Brandon St Julien
   Shemar Tucker-Adams
   Terrel Turner
   Lamont White
   Gabe Windnagel
   Jason Jenkins

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SAINT PAUL PUBLIC SCHOOLS

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

A. PERTINENT FACTS:

1. **Johnson High School** – The boys' swim team had one state tournament qualifier. Lee Salminen is the coach. The state qualifier was:

   Martin Kocher

2. This item will meet the District target area goals of accelerating the path to excellence.

3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

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

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. **Como Park High School** – The girls' basketball team was city champion. Alexis Gray is the coach. The team consists of:

   Raiyne Adams
   Kaylynn Asberry
   JaShawna Baker
   Jada James
   Linda Mitchell
   Morgan Nichols
   Shania Nichols
   Don'nikka Patterson
   Ronnie Porter
   Demya Riley
   Dinnea Riley
   Zarina Sementelli
   Autumn Tucker
   Makayla Van Nett
   Shakyla Walker

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

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. **Como Park High School** – The boys' wrestling team had one state tournament qualifier. Tijl Vanderwege is the coach. The state qualifier's name is:

   Andrew Barnard

2. This item will meet the District target area goals of accelerating the path to excellence.

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BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. **Como Park High School** – The boys' swim team had four state tournament qualifiers. Steve Conery is the coach. The state qualifiers were:

   Josef Miller
   Noah Frese
   Jared Czech
   Cole Naperiela

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SAINT PAUL PUBLIC SCHOOLS

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. **Highland Park High School** – The boys' Nordic ski team was city champion and qualified for the state tournament. Brad Moening is the coach. The team roster consists of:

   Nate Alden
   Calvin Boone
   Ian Boylan
   Ben Earl-Moseley
   Conor Gregg-Escalante
   Cole Johnson
   Eli Sage-Martinson
   Otto Schmidt
   Ed Shaw
   Josip Temali

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BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: March 20, 2018

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A. PERTINENT FACTS:

1. **Highland Park High School** – The girls' Nordic ski team was city champion and qualified for the state tournament. Brad Moening is the coach. The team roster consists of:

   Celeste Alden
   Rayna Axelson
   Silja Earl-Tornainen
   Ellie Egbert
   Addie Fabel
   Caroline Harding
   Lauren Mendoza
   Maeve Moening
   Molly Moening
   Anna Schmidt
   Claire Temali

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SAINT PAUL PUBLIC SCHOOLS

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. **Highland Park High School/SPA** – The boys' co-op swim team was city champion and had one state tournament qualifiers. Kathryn VanDam is the coach. The team roster consists of:

Charlie Abenth	Eric Lagos
Aidan Alme	Edmond (Ned) Laird-Raylor
Darnell Anderson	Axel Lange
Eliot Aust	Aidan Lanz
Bjorn Birkeland	Indrajeet (Indy) Larsen
Vincent Carcenac	Thomas Minner
Henry Cheney	Andrew Noecker
Terry Cheney	Noah Rice
Jackson Cross	Parker Scanlon
Cesar Degollado	Eli Striker
Breandan Gibbons	Nathaniel Tran
Noah Hanson-Best	Henry Vlietstra
Parker Johnson	Jacob Wahlberg
Rocco Kyllo	

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BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. **Highland Park High School** – The girls' gymnastic team was city champions. Kathy Balzart is the coach. The team consists of:

   Alani Bayon
   Mya Bishop
   Maggie Blomgren
   Lili Boyd
   Natalie Braga
   Quinn Brockberg
   India David
   Annabell Gifford
   Carol Gross
   Tess Grunhoefer
   Holly Kampa
   Kate Paulson
   Anna Rehfeld
   Kara Savage
   Amelia Smith
   Lia Wallace
   Miranda Ward
   Annika Wetzel

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SAINT PAUL PUBLIC SCHOOLS

DATE: March 20, 2018

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Highland Park High School** – The girls' alpine ski team had one state tournament qualifier. Edric Lysne is the coach. The state qualifier's name is:

   Phoebe Brown

2. This item will meet the District target area goals of accelerating the path to excellence.

3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

That the Board of Education recognize and congratulate the coaches, teams and individuals for their accomplishments.

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

February 20, 2018

I. CALL TO ORDER

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

II. ROLL CALL

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

Ms. Vanderwert joined immediately following roll call.

SEAB Member(s): M. Raymond

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

Chair Ellis began the meeting with a statement on the successful labor negotiation contracts between SPPS and SPFT.

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

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31194 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

Christy McCoy, a social worker at **AGAPE**, was honored with the Minnesota School Social Workers Association's (MSSWA) 2018 Career Achievement Award. McCoy has worked for SPPS for 20 years. She currently works at AGAPE High School where she uses her voice to mentor, guide and empower pregnant and parenting teens to achieve their goals.

Christy will be honored for her award at MSSWA's Spring Conference during the luncheon on April 11.

Molly Keenan, a social studies teacher at **Harding Senior High School,** has been selected as Minnesota Council for the Social Studies Board, (MCSS) 2018 High School Social Studies

Teacher of the Year. The awards committee was impressed with Molly's dedication to her students, excellence in teaching Social Studies content, and her impact on colleagues.

Ms. Keenan will be honored with three other educators at the 2018 MCSS Awards Dinner on Sunday, March 4 at the James J. Hill House in Saint Paul. At the Awards Dinner, they will formally recognize the teachers' excellence and contributions to Social Studies education.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Mr. Marchese moved approval of the Order of the Consent Agenda with the exception of items B3 – Request for Permission to Accept Two Grants from Generation Next, E5 – Purchase of Former Crosswinds School Property, 600 Weir Drive, and F1 – Seeking Permission to Submit a Request for Proposal (RFP) to Invite Licensed Child Care Providers to Submit a Bid to Manage and Staff Child Care at Harding High School, which were pulled for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of January 30, 2018

MOTION: Ms. Foster moved approval of the Minutes of the Regular Meeting of the Board of Education of January 30, 2018 as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of February 13, 2018

At the February 13th Committee of the Board meeting, the Board and Superintendent Gothard started the meeting thanking everyone for their collaborative work in the recent negotiations in reaching a tentative agreement with SPFT.

SEAB provided an update on their recent projects, including exploring the lack of diversity in AP and IB classes and expanding student voice. A survey was sent to schools, and SEAB is currently using that information in their proposed recommendations in the project to expand student voice. School staff responses stated that in order to expand student voice, they will

need time, training and support, consistency, and most importantly, flexibility. Their update sparked questions from the Board including details on the survey responses, staff involvement, and the next steps.

Next, the joint task force with SPPS and SPFT presented a school integration report including their work, findings, and recommendations. Their full report can be found on the Board website. Their presentation led to discussion that involved the vision of SPPS if all recommendations were implemented, as well as the crucial role of family engagement in this process. The role and importance of multiple student voices on this topic was discussed. Superintendent Gothard noted that the upcoming strategic plan will incorporate this data and work to address this very important issue both within our district, as well as our city, county, and other partnerships.

Chief Financial Officer, Marie Schrul, then went on to present both the 2018-2019 budget guidelines, as well as a high-level overview of the fiscal year 2019 general fund budget update. The Board approved the recommended motion to accept the guidelines for 2018-2019 as presented. While the projected fiscal year 2019 shortfall is $17.2 million, that number will likely decrease throughout the budget cycle as the projected enrollment data is compiled. The Board requested the comparison of these shortfall figures to previous years. Some of the contributing factors to increased expenditures include the rising cost of healthcare and the increased employer contributions to retirement funds. Lastly, the Budget and Finance Advisory Committee was discussed, including the make-up of the committee and its purpose.

Finally, a work session was conducted for the Board to determine assignments to external partnerships, internal committees, and school areas.

MOTION: Mr. Marchese moved the Board accept the report on the February 13, 2018 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Ms. Xiong.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. Superintendent's Update

Superintendent Gothard began his update with words of appreciation to the school board members in celebration of MSBA's School Board Recognition Week.

Next, he provided an update on his discovery events and information that he has learned during his time as Superintendent, including where we are, and where we are heading.

- The three main themes covered are:
    - Culture
    - Partnership
    - Planning

The numbers:

- In the last 8 months, Superintendent Gothard has visited 65 schools so far.
- Participated in 15 Listen and Learn Sessions, with other informal events
- Attended 100+ community meetings

He reflected on his visits to schools, and the community within those schools. He noted the students, teachers, staff, custodians, and administrative support in each school that help to create the identity of each building.

- Culture
    - Our actions, thoughts, words, purpose, relationships, and motivations need to be done in a way to articulate our shared sense of authentic purpose.
        - We need to continually improve upon this, and direct where we want to lead
        - We need to come together and direct where want to lead our culture
    - We need to remove the culture of fear in our district.
        - Trust is a big element in our district and relationships in a shared interest.
        - Fear should not hinder what we need to do for our students. We need everyone to be present in SPPS with their best efforts.
    - Culture of Innovation
        - Innovation is critical to the 21st century. Our students are begging for innovation and different ways to learn and be creative.
    - Culture of Pride
        - SPPS can be the center of pride in Saint Paul.
        - Tell stories, share success to improve pride
        - As students grow, leave it better than what it was. Take the legacy that has been created and make it better.
    - Culture of Achievement
        - We measure greatness in many ways; not a single score or class
        - It is the effort by students that is put forth to become excellent; to help build a successful future; to be a great peer, classmate, and collaborator.
        - There are many ways to embrace a culture of achievement, and let our students can know they can achieve greatness. It can be measured in many ways.
        - How students feel about themselves when they graduate
        - We need to cultivate the years of culture and pride as early as possible for students.
    - Culture of Believing in Students and Each Other
        - Important value, and very powerful to students
    - Videos of staff and students discussing culture were then shown.
- Partnerships
    - We have so many giving partners, and we want to ensure we are aligned to where we want to go, and how our partners can help to accelerate our work.
    - We need to have meaningful discussions on what we can do together, set outcomes, and goals, and reconvene and reflect to evaluate.
    - We are thankful for partners we have, and we know that when we can partner together, we can create a culture of community within our schools.
    - We also need to seek additional partnerships. We need to work with our lawmakers to ensure funding public education is a top priority, especially in the start of this new legislative session.
- Planning
    - We are engaged in our strategic planning. The timeline was then presented, with the mention of the leadership team session, and the excitement to begin the bulk of this work.
    - We have the opportunity to create and expand PreK programs, create strongest K-5 programs, define middle school model for students both socially and academically, as well as create pathways for high school students.
    - We can re-write next iteration of SPPS for the community. It will be with everyone's best ideas, and focus intently on greatest needs of our students that are different than they have been in the past.

QUESTIONS/DISCUSSION: None

B. Results of the FAST Assessment

Hans Ott, Dr. Lori Erickson, and Sue Braithwaite, from the Office of Teaching and Learning and Office of Early Learning, provided an update on the FAST assessment and work in literacy in helping teachers create stronger understanding of students' needs, plan instruction and progress monitor better, and meet the needs of students. We have worked hard to shift assessments to be more valid and reliable. We have seen positive energy created with teachers on their work and wanting to know more through the literacy screener, and other tools. The screening tools lead to more tools and digging deeper into student information to progress monitor and close the achievement gap.

- One common theme from teachers is that they need useful data to make instructional decisions to help students grow.
- Our work is done in different stages depending on grade level. PreK utilizes ECIP and Early Childhood Workshop. Elementary, Middle, and High School use 2010 Common Core Standards Driven, with Elementary and Middle also using Readers and Writers Workshop and High School using Universal Themes. All grade levels use student voice, use of technology, and cultural proficiency.

<u>PreK Literacy</u>

- PreK Literacy Proficiency for half day and full day PreK was presented.
- In PreK, the data is divided into three groups. Red is "not yet", yellow is "in process", and green is "proficient."
- It is important to note that in the Fall, 50%+ of children entered with significant growth areas. The decline in red was great, but the increase in green is important.
- Full day is a 6-hour day, whereas half day is 2.5 hours.
- 41% of students are proficient. We are pleased, but not satisfied.
- In looking at growth, our target goal is 70%. Last year, we made 80% with hopes to grow even more this year.
- Next Steps:
    - Using data to plan differentiated small groups
    - Focus on skills embedded into all components of Early Childhood Workshop
    - Progress monitoring on a daily basis
    - Bi-weekly coaching
    - SeeSaw

<u>Proficiency and Growth</u>

- It is important to take the data and use it to structure our instruction to close the achievement gap.
- We are excited to be using a program that will not only show proficiency, but also growth.
- FAST is being used to screen, to plan, and to monitor. It is a screener, and a place to start. It's also a place to plan from and determine instructional needs. We are also able to progress monitor and support teachers.
- Assessments:
    - earlyReading | Grades K-1 | 13 early reading subtests (4 test administered each screening window)
    - aReading | Grades 2-8 | Online adaptive reading test 20-30 minutes in length (optional for K-1)
    - CBM | Grades 1-5 | Measure of oral reading fluency with comprehension
- The FAST reports are full of information that teachers can use right away.
- **FAST earlyReading (K-1) Results:**
    - FAST earlyReading Proficiency
        - 30% of SPPS students in grades K-1 are near grade level standards
        - We are not satisfied, and it is alarming. We are dedicated and extremely thoughtful in planning to meet their needs moving forward.
    - FAST earlyReading Growth
        - 31% of SPPS students in grades K-1 made aggressive growth
        - We have students making growth, but not enough to close the achievement gap.

    - What does the earlyReading data tell us?
        - Need to focus on early reading skills
        - Planning for small group instruction with all students in texts
        - Students talking about their reading
- **FAST aReading (2-8) Results:**
    - FAST aReading Proficiency
        - 46% of SPPS students in grades 2-5 are near grade level standards
    - FAST aReading Growth
        - 32% of SPPS students in Grade 2-8 made aggressive growth
- In looking at the data, many of our students are making growth, however they are not making adequate growth to close the achievement gap. We have been digging into data, including at the student level, with teachers and staff to determine what students need.
- **FAST CBM (2-5) Results**
    - FAST CBM Proficiency
        - 41% of SPPS students in grades 2-5 are near grade level standards
    - FAST CBM Growth
        - 24% of SPPS students in grades 2-5 made aggressive growth
- Next Steps
    - Link the data to instructional planning
    - Support a district focus on independent reading
    - Progress monitor on a regular basis
    - Deepen the reading and writing connection through authentic learning
    - Make programmatic decisions around curriculum, materials and resources
    - Create customized reports
- What We've Learned
    - Easy to administer
    - Shortened testing time for classroom teachers
    - Teachers want more information
    - Intentional use of data to plan instruction
    - Heightened interest in assessments from multiple offices and departments

QUESTIONS/DISCUSSION:

- The board noted their excitement on this data, and that we are making progress is encouraging.
- Are those students who are making aggressive growth reaching grade level standards? Answer: The aggressive growth means they are making adequate growth plus the growth that gets them closer to proficiency. They may not be at proficiency, depending on the student. The adequate growth is that they are on target to become proficient.
- Will we get the information on when students are proficient, and how many? Answer: Yes, those are part of the customizable reports.
- It would also be interesting to break it down by demographics, school, etc. Answer: Currently FAST only breaks it down by demographics by classroom, not by the district. REA is helping to pull that data to break it down further.
- In the comparison between half-day and full day PreK, the numbers are pretty similar. Answer: When you add math data to full day, it is dramatic. This is the prime time of the year for learning. This is the sweet spot for data to take off. In looking at the trend data, it is significantly stronger in our full day than our half. In a two-and-a-half hour day, it is a literacy rich environment with math embedded. With a half-day, there is one opportunity for a small group with a teacher and TA in either a literacy group or a math group. In a full day setting, the morning may be devoted to literacy, and the afternoon to math. The teacher and TA are both doing a small group focus.
- Children develop in all areas. They are collaborators, problem solvers, and approach learning differently. How is that information measured? How we are using that information to inform how we are getting to our literacy and match goals? Answer: In the data dig and coaching, and Early Childhood Workshop, there are 6 defined centers that we require – reading, writing, math, social studies (or dramatic play), science and art. In one day, teachers cannot capture everything separately. It needs to be embedded into everything we do. We need to look at the

intentional planning for active learning and how each child's learning style fits into that intentional planning. Active learning will look differently at each school because the children are different.

- Four year olds know how to learn, and we need to give them the opportunity and be self-directed with intentional planning.
- In looking at students in kindergarten and 1st grade, do you look at those kids that were in our programs and what percentage are within the proficient range? Answer: Yes, that is part of our data. Currently, we are in the process of compiling that information. That will be part of our data analysis of students.
- Can you track kids in HeadStart, childcare, and programming before PreK? Answer: In working with REA, we have been working to transition the Discovering Our World curriculum to be evidence-based. Roughly 75% of PreK students articulate into kindergarten. We know who they are and where they are going. Because FAST is so new, we have not dug into that data yet on the fourth year students. We are looking at ways to figure out students who were in HeadStart – that is a growth area. We know children in early childhood family education and early childhood special education. We do not know yet in a succinct way of students that are in HeadStart who are moving up. We have a way to identify a record in Campus of students who were in HeadStart, but have not made that connection yet.
- It would also be interesting to track those kids through the upper grades to see the early childhood impact, and to see more data.
- The disaggregation of the data is important and critical information on the overall numbers.
- Developing commitments to how to explain community on what to expect and benchmark points will be an important next step.
- How will this inform the level of intervention for students? How do we help both personalize it for the student, but also ensure a level of consistency? Answer: As part of making our recommendations and programmatic decisions that will be part of our data analysis. When the data becomes disaggregated by demographics, we will be able to make decisions to determine the needs of students. Because we are still in the exploration phase of the data, we do not have a data plan yet, but that will be part of the process and vision. Intervention is the next step in our work. In PreK, on the data sheet presented to teachers, a focus group of students is chosen, and an aim line is created to monitor their progress over time. The bi-weekly coaching is incredibly important. We are continually watching growth over time.
- Through the analysis of the day, you may see certain buildings or teachers who have had success, so some intervention can be built upon from previous practices. Answer: That conversation has been started with coach and leads, and principals in the pillars of reading. It has been aligned to:
    - What do students needs to have to read?
    - Where is the gap?
    - What are the interventions that teachers can administer, or Special Education?

  There are currently 60 research based intervention strategies that have been shared with teachers. We are also being intentional with special education services.
- A board member noted that we can also use this data to maximize potential. That will shift our mindset. We know the children in classroom can do work; our job is to make sure they are performing at the highest potential. There may be indicators that that might not be happening, which is the challenge. Answer: Yes. We are using this as a strength-based model to determine what they know, and to help them grow.
- Is there a Spring assessment? Answer: Yes.
- A board member noted that it will be interesting to see the strategies working in classrooms with high-growth numbers. How can we share that information horizontally across grade levels, and schools? It will be interesting data to collect as students progress. What are the success stories with schools and how do we share that information? Answer: We have been looking at schools and classrooms, and where do we see growth. One of the main predictors is small group instruction and what are they doing to differentiate instruction. The beauty of FAST is that the results will move with students as they progress, including monitoring that was done. Teachers will know what have students received, and what growth have they made in schools.

We have worked to help teachers know when they are doing well, including monthly meetings. We have tried to build high levels of trust in Lead Meetings, and to talk about how we are doing our work well. We are using Schoology to create training clips to share those success stories and build trust and respect in our school culture. We also have students telling what helps them to learn, and they are building capacity amongst the adults.

- A board member commented on how the tenor of the conversations are changing since her time on the Board. We are accepting our responsibility in improving achievement for outcomes. Through these intentional and purposeful actions, we are making those hard changes through check-ins with teachers. We are listening to our students and parent voices, and using the data and instructional practices in classrooms. We are in the process of building SPPS for our students today. As we move forward, we can be honest, accept no excuses, and make those changes, we are constantly improving for our students to be the best and the brightest.
- Another board member noted the challenge on focusing on literacy. They need to be able to read, and be proficient at math and science. However, we also want our students to be creative, collaborative, take responsibility for their learning, and communicate well. We need to address these other areas of development as well.
- Another board member noted that while we focus on "red students" and "green students", we must also remember the "yellow students". Growth is important, but we also need to see progress and movement of our "yellow students". Answer: Absolutely. In looking at PreK students, the small groups are compiled based on intentional design of the group. It is the skill and the art of the educators to engage each child during active learning and to be fully engaged, and to meet in the center of the data. The instructional leader will match each student to the type of instruction. There are other ways to learn depending on the child. The heart of Early Childhood workshop is being who you are, expressing it, and learning it.

C. FY2018-2019 Preliminary General Fund Budget Update

Chief Schrul provided a high level, preliminary review of the FY2018-2019 general fund budget and timeline.

FY2018-2019 General Fund Preliminary Big Picture

- As a reminder, this is general fund only. The other non-general funds will be presented in future presentations. We are using revenue current law assumptions for these figures.

	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**

- Many of the free lunch count changed to reduced lunch.
- The majority of dollars for revenue are strictly tied to the levy; most will be driven to the LTFM.

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.

In the budget planning, we fund the school side first based on needs of enrollment, meeting classroom need, and allocations. Then we get into the program side, including district departments.

The majority of the inflation for expenditures is due to salary and benefits. We account for steps and trends in lane changes. We also assume 1% COLA that we have planned for in FY19 budget.

We do know items in budget could be one time only, and this is assuming we are rolling everything over in current FY18 budget as is. The compensatory education decrease in revenue is due to the October 1st count, which is always lagging a year behind and fund the FY19 budget. We are seeing more reduced lunch rates compared to free lunch rates, which means Saint Paul is seeing a change in economy. There will be a deep dive of the budget in March; the numbers presented are high-level for now.

The FY2018-19 budget timeline was then reviewed. A community engagement event on budget presentations where school principals would present their information to their school community has been added to the calendar for March-June 2018. On March 30, 2018, school budgets and program budgets will be returned, as well as HR staffing worksheets. On June 19, 2018, the budget will be brought before the Board of Education for adoption.

These numbers will continue to be refined. These numbers will change. Right now, it is very high level. As we know more information, updated numbers will be presented.

QUESTIONS/DISCUSSION:

- With the state aid increase, we get a 2% increase. This is not a 2% increase ratio. How was this calculated? Answer: It was a combination of things. In looking at state aid, this was the net state aid increase overall. There are formulas within state aid, and also funds for declining enrollment. When enrollment is increasing, and our projections are that enrollment will increase

slightly, we do not receive the declining enrollment allocation. There are a lot of factors in the state aid overall. There is a detailed revenue projection that can be provided in the future.

- A board member then noted that the community may question the state aid, and the reasoning behind that number not adding up to the 2% increase; it is important for all to be aware of the state aid number and the reasoning and calculation for it.
- In looking at the expenditure side and the $23.4 million, what percentage is related to health insurance and benefits changes? Answer: There is an overall change for health insurance of around 5%. Salary is going to be the majority of the increase. We do have a split in our fiscal year, so we know the rate for half the year. For the open enrollment from January 2019-June 2019, that we need to assume the half a year increase with assumptions.

D. Human Resource Transactions

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

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Ms. Foster moved approval of all items within the Consent Agenda with the exception of items B3 – Request for Permission to Accept Two Grants from Generation Next, E5 – Purchase of Former Crosswinds School Property, 600 Weir Drive, and F1 – Seeking Permission to Submit a Request for Proposal (RFP) to Invite Licensed Child Care Providers to Submit a Bid to Manage and Staff Child Care at Harding High School, which were pulled for separate consideration. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31195 Request for Permission to Accept an Anonymous Gift

That the Board of Education authorize the Superintendent (designee) to accept an anonymous gift of stock investments to support SPPS Urban Teacher Residency program; and to implement the project as specified in the gift documents.

BF 31196 Ecolab Foundation Gift to Humboldt High School 2018

That the Board of Education authorize the Superintendent (designee) to accept the $17,000 from the Ecolab Foundation and provide a letter expressing appreciation for the gift.

BF 31197 Acceptance of Gift from Jill Johnson

That the Board of Education authorize the Superintendent (designee) to accept a gift from Jill Johnson. This gift is to be deposited in the intraschool fund, 19-230-291-000-5096-0000.

BF 31198 Request for Permission to Accept a Gift from West St. Paul Commercial Club for Humboldt High School

That the Board of Education authorize the Superintendent (designee) to accept the $12,000 gift from the West St. Paul Commercial Club and provide a letter of expressing appreciation for the gift.

BF 31199 PAC Donation to Central High School, $6,155.95

That the Board of Education authorize the Superintendent (designee) to accept this gift from Central's PAC.

B. Grants

BF 31200 Request for Permission to Submit a Grant Application to the Confucius Institute

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Confucius Institute to support academic and professional development activities in Mandarin language classes; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31201 Request for Permission to Accept Two Grants from Ecolab

That the Board of Education authorize the Superintendent (designee) to accept funds from Ecolab Foundation to support the Principals Funds and FIRST Robotics at Humboldt High School; and to implement the projects as specified in the award documents.

BF 31202 Request for Permission to Accept Four Grants from the Kopp Family Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from the Kopp Family Foundation to help meet student's emergency needs in SPPS; and to implement the project as specified in the award documents.

BF 31203 Request for Permission to Accept a Grant from Minnesota Agriculture in the Classroom Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from the Minnesota Agriculture in the Classroom Foundation to support a field trip to Oliver Kelley Farm for Linwood Monroe Arts Plus; and to implement the project as specified in the award documents.

BF 31204 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 increase participation and success of students of color in STEM IB courses at Highland Park Senior High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31205 Request for Permission to Submit a Grant to the Minnesota Department of Employment and Economic Development

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Employment and Economic Development for funds to build a pilot program to train EL adults for careers in building maintenance; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31206 Request for Permission to Submit Multiple Grants to the Minnesota Department of Health's Asthma Friendly Schools Mini-Grant Program

That the Board of Education authorize the Superintendent (designee) to submit grants to the Minnesota Department of Health for funds to support schools in becoming more asthma friendly; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31207 Request for Permission to Submit a Grant to the National Endowment for the Arts

That the Board of Education authorize the Superintendent (designee) to submit a grant to the National Endowment for the Arts for funds to train elementary arts specialists and classroom teachers on folk arts integration; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31208 Request for Permission to Accept a Grant from the National Society of High School Scholars

That the Board of Education authorize the Superintendent (designee) to accept funds from the National Society of High School Scholars to purchase DSLR cameras for SPPS; and to implement the project as specified in the award documents.

BF 31209 Request for Permission to Accept Multiple Grants from the Target Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from the Target Foundation to support field trip costs; and to implement the projects as specified in the award documents.

BF 31210 Request for Permission to Accept a Grant from the Twin Cities Opera Guild for Capitol Hill Gifted and Talented Magnet

That the Board of Education authorize the Superintendent (designee) to accept funds from the Twin Cities Opera Guild for Capitol Hill Magnet School's production of Disney's High School Musical; and to implement the project as specified in the award documents.

BF 31211 Request for Permission to Submit Grant Applications to Wells Fargo

That the Board of Education authorize the Superintendent (designee) to submit grant applications to Wells Fargo for funds to support school based projects; to accept funds, if awarded; and to implement the projects as specified in the award documents.

C. Contracts - None

D. Agreements

BF 31212 Approval to Enter into an Agreement between Saint Paul Independent School District #625 and Helen Keller International (HKI)

That the Board of Education authorize the Superintendent to enter into an agreement with Helen Keller International (HKI) to provide school-based vision services from March 1, 2018, and renew annually until either SPPS or HKI terminate this Agreement.

BF 31213 District Rooftop Lease (Cell Tower) at L'Etoile Du Nord Upper Campus & Farnsworth Aerospace PreK-4 Campus

That the Board of Education authorize the Superintendent or Designee to execute the two (2) Lease Agreement between the District and Sprint Spectrum L.P. for the term January 1, 2018 through December 31, 2027, with annual rent for the first year of Two Thousand Four Hundred Sixteen Dollars ($2,416.00) for each lease, subject to all other terms and conditions of said agreement.

BF 31214 Request for Permission to Enter into a Memorandum of Understanding (MOU) with the Amherst H. Wilder Foundation for Saint Paul Promise Neighborhood

That the Board of Education authorize the Superintendent (designee) to approve the Memorandum of Understanding with the Amherst H. Wilder Foundation for Saint Paul Promise Neighborhood.

E. Administrative Items

BF 31215 Facilities Department FY18 Purchases over $100,000

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

BF 31216 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period December 1, 2017 – December 31, 2017.

(a)	General Account	#686522-687814 #0002798-0002820 #7002595-7002630 #0002002-0002075	$51,707,074.34
(b)	Debt Service	-0-	$128,832.15
(c)	Construction	-0-	$9,283,424.98
			$61,119,331.47

Included in the above disbursements are 2 payrolls in the amount of $36,641,266.55 and overtime of $183,605.31 or 0.50% 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 May 31, 2018.

BF 31217 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 1, 2018, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31218 Settlement of Partially Insured Claim (C.E.)

That the Board of Education approve the payment in the above referenced suit and authorize School District administration to issue payment.

BF 31219 Discharge of J.W.

That the Board of Education finds, concludes and directs:

1. That J.W. did engage in the conduct set forth in the Superintendent's recommendation to the Board of Education for the discharge of J.W.;

2. That such conduct by J.W. constitutes conduct unbecoming a teacher as set forth in the Superintendent's recommendation to the Board of Education for the discharge of J.W.;

3. That the Superintendent's recommendation for the discharge of J.W. is adopted by the Board of Education;

4. That J.W. be discharged from School District employment as a teacher;

5. That the Clerk of the Board of Education provide J.W. with a written statement of the causes of such discharge;

6. That J.W.'s discharge shall take effect thirty (30) days after the Clerk of the Board of Education provides J.W. with a written statement of the causes of such discharge; and

7. That J.W. remain on administrative leave with pay until the effective date of her discharge.

F. Bids

BF 31220 Request for Bid: MacBooks

That the Board of Education authorize the Offices of Teaching and Learning and Technology Services to post a request for bid for the sale of Apple MacBook inventory.

BF 31221 Bid No. A213591-A Como Park Senior High Addition and Renovation

That the Board of Education authorize the award of Bid No. A213591-A Como Park Senior High Addition and Renovation to Schreiber Mullaney Construction for the lump sum base bid for $199,907.00.

BF 31222 Bid No. [~~A213646-A~~] A213634-A Homecroft School Renovation for Jie Ming Mandarin Immersion Academy [Amended Bid No.]

That the Board of Education authorize the award of Bid No. [~~A213646-A~~] A213634-A Homecroft School Renovation for Jie Ming Mandarin Immersion Academy to Frerichs Construction for the lump sum base bid plus alternate no. 1 for $1,348,520.00.

BF 31223 Rondo Chiller Replacement

That the Board of Education authorize award of the Rondo Chiller Replacement bid to SVL Service Corporation for the lump sum base bid for $140,274.00.

G. Change Orders

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31224 Purchase of Former Crosswinds School Property, 600 Weir Drive

A board member reiterated her concerns on the benefits and timing of purchasing the former Crosswinds property, which many would say is not in Saint Paul. Superintendent Gothard then invited Director of Facilities, Tom Parent, to engage in this conversation as well.

The Crosswinds building is a property that SPPS has long considered a part of our portfolio, since we were instrumental in the initial creation design of the building in the late 1990s and early 2000s. With the dissolution of EMID, we have been actively trying to maintain this building as part of our portfolio because of the value we see in this building. One of the key outputs of the FMP in 2015 is the challenge we have in our middle grades with alignment between enrollment, capacity, programming opportunities, family choice, and equitable access. Crosswinds is a great fit in that we are about 600 student spaces short in grades 6-8, and Crosswinds will have space for about 600 students. However it is not aligned in other ways, such as not being in the city proper is a challenge, and could be a potential limitation. Due to this, we have engaged with our FMP governance committee and our community to discuss on what it means to have this building be a part of our portfolio in a way to recognize the benefits to families, while having limitations of the location.

A board member also questioned a point brought up in Public Comment – that this school will target suburban students. Director Parent went on to note that the intent of the program is to serve the kids of Saint Paul. There will probably be some families from outside the District that will want to join the school, but it is not our intent.

A board member also questioned that in looking at middle school enrollment, if SPPS is looking ahead in terms of capacity, or if we are losing students as a result currently. Director Parent explained that in capacity, we talk about the right learning environments for our students. Beginning in 2014, we were at capacity for our middle school students. We are about 600 spaces short to have the right learning environment for them. It's not about the spaces or seats available, capacity depends on the environment for learning. It created challenges for our programming, and middle school of choice for families. This is an issue we need to fix, and fast. This is an issue that we have today, and issue that we will continue to have.

Another board member explained that it was difficult to understand the potential of the building. When we started to have conversations about the new middle school in Area A, we said we wanted community to have input, discussion on transportation issue, after school programming. We wanted to make sure this school was in our community, and that our community was able to weigh in it on. There are concerns on this building in that it is not in our backyard, and in that we are not quite sure what we are going to do with it. We know we want it to be a middle school, but what does that look like, feel like, and how are we going to get students there. These are all conversations we still need to have. It becomes about access, for both our students and families, and after school programs. There are still concerns on location.

Another board member asked about the ideas for the building. The building is an opportunity if it matches a need in our community. Assistant Superintendent Lisa Sayles-Adams provided further information. There has been a robust cross-collaboration discussion, and to leverage the site, the main idea would be to have a comprehensive middle school with a STEM science

opportunity. We want to engage the community in that feedback to find what spaces and learning opportunities that our families want. In a STEM focus, we can leverage the National Science Standards, but also to maximize partnerships with businesses that also focus on STEM subjects that are close to our community. We should also ask our staff and students what they want this building to look like as we deepen our commitment to our middle school grades and philosophy. It is important that we are being inclusive in the design of the school.
A board member also noted that we have a building that is less expensive as a new middle school in the long-run, and at a site that brings some advantages. Critical thinking will be important as we design the space and use. If we don't buy the building, it will go to someone else, and at some point here will be a need to build a new middle school. That cost would be significantly higher. There are still concerns about the accessibility of the site, and the strain it will put on the Transportation department as we change school start times. There are also worries about the timing in terms of strategic planning. It was also noted that the finances to buy this property are different from the general operating fund budget. The opportunity that could draw from inside the district and outside the district is revenue to us. The priority is children in Saint Paul. If we can draw students from other districts who see opportunity with SPPS, and the revenue will follow.
Chief Operations Officer Jackie Turner also reminded the Board that the District we have been operating citywide magnets, which are a choice by families and they are not required to live in that area. Crosswinds will still allow us to be able to increase capacity with offerings. Also, as with our other citywide magnets, families are still making that choice to send their children to a school that may be in another part of the city. Families are aware that the bus ride may be longer for their investment in a particular magnet program at another school. We would like to target this program to eastern portion of the city, and as we looked at routes, we are currently on par with costs of transportation with any other magnet within the area. It will be offered to everyone in the city and open enrollment, however for busing and transportation, we would like to target the East Side to use our buses most efficiently. As a reminder, when this building was under EMID, over half of the students were Saint Paul residents and we provided transportation for them.
A board member noted his time with EMID, and the loyalty of the parents of students of the former Crosswinds school. It is imperative that we have a program where SPPS demonstrates that we can use this building for an attractive site; it's possible that it could also be attractive for suburban students, which would then circle back to the original spirit of EMID. We are up to the task of incorporating this school into the strategic plan and portfolio of other great schools.

M**OTION: Mr. Brodrick moved the Board of Education approve a Purchase Agreement, to be executed by the Superintendent, for the purchase of the real property located at 600 Weir Drive, Woodbury, Minnesota and authorize the Superintendent to execute, on behalf of the District, any and all documents necessary for said purchase. The motion was seconded by Ms. Vanderwert.**

The motion was approved with the following roll call vote:

Mr. Marchese	Yes
Ms. Ellis	No
Ms. Foster	No
Mr. Brodrick	Yes
Ms. Xiong	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes

BF 31225 Request for Permission to Accept Two Grants from Generation Next

The Board requested more information on the services that Generation Next will provide and the history around the screening efforts.

Chief Academic Officer, Kate Wilcox-Harris, provided more information on this item. In 2016-2017, we saw an increase in the number of children being screened. In order to support those efforts, these dollars will go towards the infrastructure to support the evaluation to increase and expand screenings. We will be able to target 3 year olds as well as Birth-3 students to gain information on special education needs they may have. The infrastructure will support analyst resources to improve equity, follow-up, and support.

The Board also questioned the time study included in the agenda item. Dr. Gray-Akyea, Director of the Office of Research, Evaluation, and Analysis, offered more information. The time study was a study of the age at which students were screened, and with the assumption that the earlier screenings would lead to better outcomes and readiness for kindergarten.

- Are we using the Help Me Grow system for the Birth-3 students for referrals? Answer: We can find out that information and report back to the Board.

A board member also noted the possibility of adding oral health to the screening protocol, which can affect development.

MOTION: Ms. Vanderwert moved the Board of Education to authorize the Superintendent (designee) to accept funds from Generation Next to support Focus on Freshmen and Early Childhood Screening Evaluation in the district; and to implement the project as specified in the award documents. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

BF 31226 Seeking Permission to Submit a Request for Proposal (RFP) to Invite Licensed Child Care Providers to Submit a Bid to Manage and Staff Child Care at Harding High School

A board member requested more information on the rationale and how the District plans to use family childcare providers. Chief Operations Officer Jackie Turner provided more information. This RFP for a provider to come into the high school is a good thing. As a city, we have seen teen pregnancy decrease. We do not have as great of a need for the seats and space at Harding. This is an opportunity to partner with a community-based childcare provider to come in and provide organizational structure and staffing of an actual childcare center, whereas we currently operate it. This opportunity would also be open for community members. There is a childcare desert on the East Side with an increased need for high-quality childcare. This agenda item to ask permission to seek a request for proposal to go out into the community to see vendors/partners to come into our school and partner with us on childcare physically within the Harding building. Harding student parents would be prioritized for those spaces, as well as other student parents in the District. Other remaining spaces would be open to the community. We have capacity for 35 children, and we currently have about 10. Any provider who meets the criteria for running childcare is open to apply. They currently have 3 classrooms. The RFP has not been written yet, as we are still getting input and including the importance of parent involvement and child development in the center.

A board member also noted that if we can incorporate the characteristics of high-quality childcare, including parent involvement, health and nutrition. She also noted the importance of kids from community to bring our schools closer to the community around them.

MOTION: Ms. Vanderwert moved the Board of Education to authorize the Superintendent to allow Student Health and Wellness and Purchasing to create an RFP seeking licensed child care

providers to submit bids for managing and staffing child care at Harding High School effective August 1, 2018.The motion was seconded by Mr. Marchese

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS - None

XI. NEW BUSINESS

A. Board of Education External Partnerships, Internal Committees, and School Area Assignments Update

Chair Ellis reviewed the board member participation in external partnerships, internal committees, and school area assignments, as well as timing of each of the meetings.

Board members will report on updates from each of these partnerships and committees.

B. Future Resolution on Gun Violence

Director Marchese also noted a discussion within the Board on a potential resolution on gun violence, especially due to the recent events in Florida. We have been discussing how to make a public statement on the prospect of gun violence in schools, related to both gun violence and to talk about need for gun control and gun safety. There will be a resolution likely presented at the Board of Education Meeting in March. There is some draft work done, and will need to be vetted with others.

There have been conversations between SEAB and the Board on this topic, and will continue to be a part of the conversation.

XII. BOARD OF EDUCATION

A. Information Requests & Responses - None

B. Items for Future Agendas - None

C. Board of Education Reports/Communications

- AMSD is working on the legislative agenda. Some of the issues brought to the legislature include the special education cross subsidy and the formula, as well as overall funding. As presented in the budget presentation and from contract negotiations, funding is inadequate and much of it needs to happen at the legislature. AMSD and MSBA will be there with our legislature, but we also ask our community to advocate for adequate/additional funding.
- The Children's Collaborative is in the midst of a strategic plan. This month, they worked on their guiding principles. Next month will set the stage for what they want to accomplish in the next years.
- Several board members attended the Legislative Breakfast on February 15th. Thanks to Mary Gilbert, our lobbyist, for organizing. It was a meeting with the City of Saint Paul, Ramsey County, Chamber of Commerce, Small Business Association, and Building Trades to meet with the legislative representatives for Ramsey County to hear from each group on their platform and raise issues for the legislative year. Some of the topics include the cross subsidy and fully funding special education and ELL

services. Funding for other important topics was also discussed. It was a great opportunity to speak to the legislatures one on one, and educate them on important topics. It will be a collaborative event with others to work with the legislature. There are statewide issues that affect schools across Minnesota, such as the cross-subsidy. We are going into the legislative session with momentum and our eyes wide open at the topics that need to be addressed.

XIII. FUTURE MEETING SCHEDULE

Chair Ellis reminded the Board and community about the Special Meeting of the Board of Education scheduled for Thursday, February 22, 2018. It will commence at 4:30pm in conference room 5A of the Administration Building. The Board, Administration, and Greenway Strategy Group will discuss the draft long-term outcomes and draft strategic priority areas of the strategic plan.

The final outcomes and final strategic priority areas will be presented at a future regular Board of Education meeting.

A. Board of Education Meetings (6:05 unless otherwise noted)
- March 20
- April 24
- May 22
- June 12 | Special Meeting | Non-Renewals
- June 19
- July 17
- August 21

B. Committee of the Board Meetings (4:30 unless otherwise noted)
- March 6
- April 10
- May 8
- June 12
- August 14

XIV. ADJOURNMENT

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

The meeting adjourned at 8:49 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
SPECIAL MEETING OF THE BOARD MEETING
February 22, 2018

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

Staff: Superintendent Gothard, C. Baker, K. Wilcox-Harris, J. Allen, L. Cathey, J. Williams, R. Currier, S. Dahlke

Other: M. Greenway, Y. Daniels, T. Lonetree, M. Wall, J. Verges

I. CALL TO ORDER

The meeting was called to order at 4:37 p.m.

II. AGENDA

A. Strategy Development Update

Superintendent Gothard began the meeting with a recap of the updates on the strategic plan development. This plan will set a clear vision for where we want to go and how we want to focus our actions in improving student achievement to guide our decision-making. This plan will focus on **teaching and learning**; it is not an infrastructure plan. The strategy will be about student achievement and working with students in schools. There will be other intentions of the plan involving innovative practices and looking for new ways in partnering with the community around increasing student achievement. As a reminder, we initiated an RFP for a strategy firm to assist us in this work. Greenway Strategy Group was the selected finalist. Since November, the Greenway team has been conducting an analysis of the District through information provided through reports, surveys, and meetings with leadership and partners. It was stressed that the draft long-term outcomes and strategic focus will be presented tonight. They are being presented for feedback and to go into the community with a plan, and will be open for adjustments as needed. Community engagement has been integral in helping to shape the framework for the plan, including information received in the superintendent search survey responses and Listen and Learn sessions. Over the next several weeks, we will conduct and compile stakeholder feedback with group presentations available across the District.

Project Overview

Step 1	• Environmental Scan • Organizational Assessment	Phase 1: Analysis November - January
Step 2	• Analyze Implications (SWOT for District)	
Step 3	• Define Desired Future: Vision, Mission, Long-term Outcomes	Phase 2: Strategy Development February - June
Step 4	• Develop Strategic Focus Areas, Objectives and Measures	
Step 5	• Define Strategic Initiatives	
Step 6	• Create Action Plans	Phase 3: Action Planning June-December
Step 7	• Develop Monitoring and Review Process	

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. If we work on this diagnosis, all parts will rise with it.
Phase 3: Action Planning	Coherent actions: steps that are coordinated with one another to support the accomplishment of the guiding policy.

SPPS Strategic Planning Process

The process from Phase 1: Analysis to Phase 2: Strategy Development to Phase 3: Action Planning was reviewed, with tasks assigned under each phase. Currently, we are at the beginning on Phase 2: Strategy Development. Communication is important to all phases. The work began in November 2017, and Phase 3 of Action Planning is scheduled to be completed December 2018.

Data and Statistics

- Over the last 15 years, overall SPPS enrollment has declined approximately 16%. The approximate decrease from 1999 to 2015 is -7231.
- Over the last 10 years, SPPS residents have increasingly chose non-SPPS options. From 2005 to 2017, 5,970 Saint Paul residents have chosen non-SPPS options.
    - Among the non-SPPS options, charter school enrollment has seen the greatest increase over the past 10 years. Around 2008-2009 is when the changes started to occur.
- SPPS has a more diverse student racial composition than the state overall.
- The Minnesota Comprehensive Assessment Scale Scores and Achievement Levels were reviewed.
    - Over 40% of SPPS students do not meet standards in tested subjects (math, reading, science).
    - A greater percentage of students of color do not meet standards, and fewer exceed.
    - A greater percentage of economically disadvantaged students do not meet standards, and fewer exceed.
    - A greater percentage of special education students do not meet standards, and fewer exceed.
    - A greater percentage of English Language Learner students do not meet standards, and fewer exceed.
    - White students, regardless of income, perform at higher levels than other students in math and reading.

- 4-year graduation rates have increased overall to 76.5% and the gaps are closing, with the exception of students in special education.
- The SPPS graduation rate is below the U.S. average and that one many comparable districts nationwide.
- ACT scores have been relatively flat from 2015-2017, and racial disparities persist.
    - Saint Paul ACT scores have been relatively flat over time, and significantly more white students achieve a score indicating college readiness comparable to students of color.
- Seamless college enrollment among 2016 SPPS graduated was in line with national averages.
- SPPS college enrollment has declined slightly overall from 2009-2016, and among all student groups
- However, persistence among SPPS graduates is slightly lower than national averages.
- SPPS graduated who seamlessly enroll in college gain an Associate's or Bachelor's degree within 6 years at higher rated than students nationally.
- College persistence has increased slightly for most student groups.
- About 2/3 of SPPS students who seamlessly enroll in college attend a 4-year institution.
- The vast majority of SPPS students report that they feel safe at school at grades 8 and 11.
- SPPS students' responses are similar to statewide averages across all grades on items related to connections at school. Overall, students feel connected.
- Over the last 4 years, SPPS has hired approximately 180 teachers each year; approximately 18% of which were people of color.
    - The SPPS teacher population does not reflect the diversity of the student population.
    - Stakeholder feedback confirms the need for greater diversity in the teaching staff.
- SPPS has more teachers with advanced degrees than the statewide average.
- SPPS teachers have more years of experience than the statewide average.
- Stakeholder feedback supports continued focus on racial equity.
- The stakeholders ratings of District strengths were also reviewed, as well as stakeholder ratings of improvement opportunities.
    - There is a disconnect on school safety between teachers and students.
- Examples of occupations in demand by typical required education in the Twin Cities area for 2017 were shown.
- Ramsey County population is increasing through additional households and births.
- Numerous community initiatives support academic achievement of SPPS students.

<u>Strategic Plan Framework – DRAFT</u>

- Mission – to provide a premier education for all
- Long-Term Outcomes:
    - Eliminate disparities in achievement for racial groups and American Indian students
    - Increase achievement of English Learners
    - Increase kindergarten readiness
    - Improve achievement in 3rd grade reading
    - Improve achievement in 8th grade math
    - Ensure all graduates are college and career ready
- Strategic Focus Areas
    - 1 – Positive School and District Culture
    - 2 – Effective and Culturally Relevant Instruction
    - 3 – Program Evaluation and Resource Allocation
    - 4 – College and Career Paths
    - 5 – Family and Community Partner Advocates
- Strategic initiatives will then be built around the strategic focus areas

<u>QUESTIONS/DISCUSSION:</u>

- What are tuition agreements? Answer: It's mainly tuition reimbursements, where services are provided, mainly in special education. They are situations where students are served elsewhere.
- The 40% of SPPS students not meeting standards in tested subject is an alarming statistic. Does that then mean that approximately 60% do meet standards? Answer: 60% of students are either partially meeting, meeting or exceeding. In the state, adding the partially proficient category has opened a gray area, where they are not really meeting, but are also not included in the not meeting category. These 40% are in the lowest category who are not meeting the most fundamental skills to be at least partially proficient.
    - It was also noted that not everyone outside Saint Paul is proficient, however a state to Saint Paul comparison is not really accurate due to demographics and student population. However, this rate is similar to Minneapolis' due to the comparable student population.
- Do we know the percentage in the gray, "partially meets" area? Answer: We can send that information.
- Do we know the demographics of the families who leave the district, and could we make an intelligent guess about how they have affected date over the last 10 years? Those 6000 students we lost over the past 10 years have affected this data. Answer: Over the last 15 years of students who have left the district, 46% have been white students, 15% have been Asian students, and 21% have been American Indian students. There has been an increase in black and Hispanic students.
- Are there more white families leaving SPPS to go outside the district than families of color? That would reflect the number of market share because those families deciding not to come to SPPS would reflect the market share. Answer: The decline by racial group can be added back to the presentation. Enrollment is a major problem in our district. It is a symptom, not a cause. In knowing about the families who are leaving, and why, this is what it's all about.
- School climate will be an ongoing dialogue with students, teachers, staff, and the board. The reality is that there is a perception we need to deal with, especially based on the survey results. We will engage intentionally with teachers, students, and staff on these issues.
- It's also important to note that as we work closely with community organizations that we ensure these organizations are truly helping us, including how much. We want to be absolutely sure that these organizations are giving us support we need, and asking them in the right way for kind of support.
- It was also noted that this plan will set the framework for the strategic plan, and is a chance to take a focused effort on creating initiatives, strategies, and actions on student achievement.
- Community forums will focus on feedback for long-term outcomes, strategic focus area feedback, what works, their likes, missing parts, and dislikes and changes.
- The District's focus in the next months will be refining the plan, and revising based on community feedback.
- It was also noted that in order for this plan to be successful, it needs to be simple and easy to understand so that everyone can be onboard and know their part. The plan will fit onto one page for easy visibility. Each focus area will then go into more detail with a blueprint.
- What is the origin of innovation? Answer: Innovation in itself is not effectiveness. In order to be innovative, we need to communicate and try new things, but also maybe revisit old things that were not fully resourced, and deploy them systematically.
- A board member noted that it is interesting that we have disparities among race, which are greater than other districts, yet we have longer term, and highly skilled teachers. Answer: Research on factors of teacher effectiveness and longevity is not correlated with student achievement.

- A board member also noted that it would be interesting to see achievement outcomes and how they line up with funding. It may be interesting knowledge for advocacy.
- A board member also noted that it's important to also place importance on the social emotional achievement of children, and focus on the whole student, instead of only math and reading.
- Another board member noted that it will be interesting to view the long-term outcomes for the community as well. Leaders responded that they will be meeting with Mayor Carter soon, as one of his three pillars for the City is education.
- The Board asked what they can do to support this plan. Answer: We want you to be able to continue to ask questions and understand with confidence to take SPPS to new heights. It will be complicated and challenging at times, however we must all work together to accomplish our goals and continue to stay engaged to have all voices heard.
- Where are we starting in community engagement? Answer: PACs and community organizations will be scheduled for discussions. There will also be an open invitation for individuals and groups to participate in a presentation on the strategic plan so that everyone can understand and ask questions, and offer their feedback for this important work. We will work with our partners, families, community, and businesses to ensure we hear input from diverse groups. There are universal wants and needs for our children.
- Another board member noted that it will be interesting to look at the data between gender and proficiency, as well as the implications for cultural relevant instruction. She also noted that we need to dive deeper into the data for college enrolment, since our female students are more likely to attend. How can we be more relevant for our male students, or what interventions need to occur?
- The disaggregation of the data would also be interesting, not only in terms of gender groups, as well as racial groups. In the data on school district comparisons, it would be interesting to look at specific populations within each district. For example, our district is unique in a high population of ELL students, as well as other ethnic groups, and looking at other districts with similar populations of our racial groups to determine what we are doing to support them in comparison to what others are doing well

III. ADJOURNMENT

It was motioned to adjourn the meeting at 6:18 p.m. The motion passed by acclaim.

Respectfully submitted,

Sarah Dahlke
Assistant Clerk

MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
March 6, 2018

PRESENT:	Board of Education:	S. Marchese, Z. Ellis, J. Schumacher, J. Brodrick, M. Vanderwert, M. Xiong, J. Foster
	SEAB:	M. Raymond, M. Omar
	Staff:	Superintendent Gothard, C. Baker, J. Jonassen, C. Mahaney, A. Schilling, K. McCauley, H. Kilgore, M. Hoerth, A. Collins, M. Gilbert, J. Turner, E. Agbamu, K. Wilcox-Harris, L. Sayles-Adams, J. Engen, M. Schrul, M. Dols Klingel, G. Ghere, S. Koppen, J. Bobolink, I. Davis, L. Cathey, J. Allen, D. Ginther, T. Battle, H. Ott, S. Dahlke
	Other:	J. Kopp, J. Verges

I. CALL TO ORDER

The meeting was called to order at 4:35 p.m.

II. AGENDA

A. Superintendent's Update

Dr. Gothard began the meeting with a couple updates, as well as the introduction of two presentations. The first will be information on graduation rate results, with the second being a recap of the strategic plan development updates from the meeting of the previous week. Due to the recent snow and weather, he noted that the City identified routes near hills and schools, and they assured us they would allow for extra plows in those areas. Although it may have been slow driving, we were able to transport our students to where they needed to be. Dr. Gothard also mentioned that he toured a variety of schools in San Francisco and Oakland last week with the Bush Foundation. It was a great experience, and one of the main findings stressed personalized learning for our students – who are they, what do they need, and where are they going. We need to think about the relationships with our students and the role of personalized learning within that relationship in helping our students succeed.

2017 Graduation Results
Kate Wilcox-Harris, Chief Academic Officer, Stacey Gray-Akyea, Director of REA, and Theresa Battle, Assistant Superintendent, presented the results of the 2017 graduation rates.

What's Working

- High School Focus on Freshman (transition to high school)
- Check and Connect (target strategy for American Indian students and Special Education students)
- AVID and AVID strategies in Special Education courses
- Counselor professional learning communities
- College and Career Readiness
- Graduation to Greatness (senior persistence)

4 Year: Guide for Interpretation

- Graduation Change in Calculation

- This year's graduation results reflect MDE's revisions to the graduation calculation, as part of its implementation of the Every Student Succeeds Act (ESSA). To maintain comparability across years, MDE has applied the changes retroactively to previous years going back to the class of 2012.

- Change in Reporting Student Racial Groups
  - Beginning in SY 2017-18, MDE and SPPS will no longer report results using FIVE student racial groups. We will report using the SEVEN federal racial categories. Under ESSA, EL, FRL, and SPED categories include a student if they are a member of those groups at any time in their HS tenure (previously the categories were defined by students' status in 9th grade.)This may result in a small change in graduation rates for these categories.

SPPS 2017 4-Year Graduation

- SPPS class of 2017 4-year graduation rate is 76.9%; approximately 3 out of 4 students graduated in 4 years.

SPPS to State

- SPPS to State Comparisons were presented. SPPS students in the Class of 2017 graduated in four years at a higher rate than their peers, statewide, in the following groups of students. Note: this graph does not show all groups – only those who graduated at a higher rate that their statewide peers.
  - American Indian
  - Hispanic
  - Black
  - English Learners
  - Free/Reduced Price Lunch
  - Homeless
- Surpassing State Averages: All Students
  - The high schools with students graduating in four years that are higher than the state with all students was also presented. With the state average at 82.7%, Central, Highland Park, Johnson, Open World, and Washington had higher rates than the state.
  - Five schools surpassed the state average for students experiences homelessness
  - Six schools surpassed the state average for Hispanic students
  - Seven schools surpassed the state average for Black students and ELL students
  - Eight schools surpassed the state average for low income/free-and-reduced-lunch eligible students
- 5-Year, 6-Year, 7-Year: Guide for Interpretation
  - The 5-year and 6-year graduation rates show the number of students who took additional time to earn sufficient credits or to meet other graduation requirements to receive a high school diploma from their district. These two extended-year graduation rates are calculated in the same way as the 4-year rate, but instead determine the percent of students graduating in five years and six years. Cohorts are defined by the expected graduating class, and rates accrue cumulatively.
  - The rates of graduation for 5-year, 6-year, and 7-year for the Class of 2012, Class of 2013, and Class of 2014 were also shown.

<u>QUESTIONS/DISCUSSION:</u>

- While the homeless student graduation rate is surpassing the state average, it is still low. What are we doing to address that? Answer: We do need to do more. We do have staff who work specifically with that group, and it would be beneficial to bring them closer to the conversation earlier. Students, teachers, and counselors should all be part of that conversation. We need to ensure students are tracked and monitored. One of the aspects of Check and Connect is the targeted groups, where it is successful and students who are experiencing homelessness could also benefit.

    - When are we tracking those students? Answer: For the current data results it is through ninth and twelfth grade, they are being tracked. If at anytime they experience homelessness from EC to 12th grade, they are identified to receive supports. It is crucial to identify those students and ensure they have the necessary supports.
- Another board member notes that the data is exciting to see and analyze. She is also curious about one of the programs contributing to the graduation rate was college readiness. It will also be interesting to compare data of graduates who are going to college. It is a benchmark to graduate from high schools, but success is also about changing outcomes and lives. It will be interesting to look at the data, and to see how we are doing with our college readiness programs and how it contributes to our rate of students going to college. Answer: Greenway Strategy Group presented three slides on college rates, including persistence and more female students going to college. Compared to data nationally, we have evidence that our kids are making transition to college better than national average, but also one year later are still in college, as well as college graduation rates. We are excited to break that data down to determine who is in that data, and who may be missing.
- A board member requested an overview on Focus on Freshmen. Answer: We know that during adolescence presents a time of unique aspects and we need to provide supports to those. Freshmen are 13 and 14 years old, and the changes of adolescence coupled with the transition from middle to high school can have high stakes; students are learning in a new setting and staff needs to ensure their learning environment is one that will help to graduate. It is a program where each school has strategies to ensure students are on track in high school, while also understanding adolescent needs. Counselors and staff help to support freshmen in the transition of activities, and other aspects of high school and what the new environment will look like. It is important to help students stay on track when they enter high school instead of reaching out when they have become off track.
- Another board member noted that some high schools are not shown and wondered why they were not included in these slides. Answer: For all student groups, they had percentages less than 82.7. The exact numbers can be sent to the Board, as well as the ALC program data.
- As we're celebrating the schools with higher than state data, it is also important to talk about the other schools and be looking at what they're doing and what we're doing to support them to ensure they also climb to these same numbers. It's disappointing that we are not looking at those other schools in this presentation.
    - In 2016 we were celebrating Creative Arts, but this year, they had a drop. We need to know the scoring behind the numbers. We meet with principals to tell us about their schools. Another example is Como Park – we need to speak with the principals and ask questions to find out what happened and those stories.
    - Most students at Bridge View and Journeys are on the 7-year plan to graduate. At the 7-year rate, the graduation was just under 65%. We are on a good path to keep those students engaged to graduate.
- For students who graduate and do not go onto a two- or four-year college, they drop off the map in terms of how we understand their success. Is there a way to track them? Or to understand the percentage of kids who graduate and don't go to a two- or four-year college? Answer: There are two major way to analyzing students after graduation. One is post-secondary data, and the other is SLEDS (database comparable to MDE.) In the post-secondary database, we have seen students take a year off and then enroll at a college. If they are a graduate of SPPS, they will show up in that database. For students who don't enroll in post-secondary, it is difficult to track them. There are other ways to design follow-ups for students and ask for forwarding address to connect with them after graduation.
    - If you could find students in an institution, that would give percentage of how many aren't from a graduating class, which would be interesting. Other students go onto jobs and careers and are successful. Answer: We also have a number of students who enter the military. OWL had the highest number of students who enter the military, and they do not have a JROTC. It is about finding the stories behind the numbers to tell us more.
- It was mentioned that the transition from middle school to high school can be difficult, and one where we lose students. Do we lose them because they don't go onto high school, or do they land

and then leave, or they never land? Answer: The data suggests they land and then leave; patterns also suggest they land, move to different schools and then leave. Sometimes they land, leave the district, and then return to the district. It is different from the transition from fifth to six grade as the data shows that we lose those students out of the district. There are programs we could offer in approaching this as well. Never Too Late to Graduate was a program in which we find students and bring them back (potentially 600 students), as well as Gateway to College. Those students who may not have had enough credits to graduate were able to recoup their credits so they are able to graduate in August. Our system is changing to address the needs of our students.

- A board member also questioned who was considered English Language Learner. They are students who between grades 9 and 12 were identified as speaking a language other than English at home. Some students received EL learning support in school, while others have not, but they are still identified.
    - She then noted that Asian American students were not included in the slide on demographics, and that ELL students are not reflective of Asian American students. We need to be inclusive of all students in the District. Staff then noted that this information was only to show the groups who surpassed the state average, and did not show all groups. The graduation rate for Asian American students was 80.6%, which did not surpass the state average. White students graduated at an 84.3% rate, which also did not surpass the state average. That detailed information can be sent to the Board.
- A member of SEAB wondered about those students who take a gap year off and then go to college. Answer: SLEDS does not track those students, which is the Minnesota database. We do receive post secondary information however and can infer of reasoning behind that data.
- In going back to college and career-readiness, we have direct pathways from some elementary schools. How are we talking about the hopes, dreams and aspirations of our students and families? Is there a point in the 9th grade where we talk with students about their college and career path? Are there check-ins? Answer: As part of the counseling curriculum, college and career milestone objectives are included in that. We try to build that relationship earlier and more often. We are also working with SEAB to increase diversity in advanced coursework. Often times, students are also initiating those conversations, and with growth and development to apply for scholarships and college match programs. The sentiment to inspire a college-ready culture is within every staff member, and there is a strategic focus within the district and school culture to have models that students can aspire to be.
- Finally, a board member noted the proficiency and MCA scores and ACT numbers and their relation to college success for students. We need to ensure our diplomas have value behind them. Data on creating outcomes, proficiency measurements, and remediation would be helpful to know so we are aware of how our graduating students are prepared. Answer: Advanced coursework data shows that 58% of students are participating in an advanced course. We strive for it to be around 68%. We are a data-rich district and can encourage questions and conversations on this topic. We want students to be prepared for college because if they need to take a development course in college, it is the same tuition and may not count toward their total credits needed. There is a whole suite of indicators to preparing for college and career. More information will also be shared at the March Board of Education Meeting.

<u>Update on Strategic Plan Development</u>

A brief recap on the development of the strategic plan was presented. To follow-up on the previous special meeting of the Board of Education on this topic, the mission, long-terms outcomes, strategic focus areas, and strategic initiatives were shown. The strategy development process overview was also discussed, with the current phase being Phase 2: Strategy Development with an emphasis on the community input sessions.

Community Input Sessions

- The purpose of these sessions is for the community to give feedback on the draft strategic framework
- Participants will discuss in small groups led by a trained district facilitator
- Sessions will occur now through April 13th

- Groups can request an input session
- Districtwide community input session scheduled for March 21st

QUESTIONS/DISCUSSION:

- It was noted that through these feedback sessions, it will be a chance for us to go out and talk to students, families, and the community who may not usually speak up at bigger meetings. It will be an opportunity to determine what is working or not working for specific percentages of students.
- A board member remarked that if we want to reach more people, we need to really think about how these meetings are facilitated, especially since the first meeting will be the most important in terms of feelings throughout the community. If people are skeptical about the information in the first session, they may tell others. Answer: We have trained facilitators in this work. They will approach feedback sessions in a way to make information accessible to all who attend, including the various stakeholders. We are not simply giving them the framework and asking them to respond – we are beginning with a presentation on the findings and how we got here, as well as to walk through each bullet point and explain them. We will ask probing questions that will encourage conversation and discussion.
- There will also be targeted meetings to ensure all groups are speaking to reflect the views of the district.
- Are we doing outreach? Are we using the PAC network and facilitating meetings with individual PACs? Answer: Yes. Similar to the Superintendent Search, we invite all PACs to a meeting, and they then break off, and come back together. Others are interested in hosting their own session and bringing in a facilitator specifically for their group.
- Another board member explained that it is important that we are not only responding to requests, but also moving into other spaces outside the normal times and venues to reach those stakeholders who may not be able to attend. The quality of outreach is important and that we do not rely on people to come to us, but it is also important to go out to them.
- The link to the website to request a session is currently online and live. Our efforts are to get out to the community to help everyone speak their authentic voice. Communication has begun with those groups who have raised their hand, and we are also working with those other groups who did not raise their hands to ensure that we are compiling as much community input as possible.
- It was also noted that there are other aspects of the strategic plan there may be questions on where those topics live in the strategic plan – such as school start times. Those can fall into a strategic initiative, and be part of our ongoing, operational work.
- How will we be using our research, and what we know to plan for best practices in our planning? Answer: In Phase 2, there will be defining initiatives, and the research will begin. Once strategic initiatives are selected, there will be developing action plan, and we will rely on different data sources to be successful.
- Will we be coordinating with partners within the city, and are there plans to engage them? Answer: Yes.

B. Legislative Update

Mary Gilbert, Legislative Liaison, then provided an update on the current legislative session

Session Update

- Special Elections: two new members
- Legislative Funding Bill passed and signed
- House and Senate appointed conference committees for all major spending/tax bills
- Deadlines
  - Policy – March 22 and March 29
  - Finance – April 20
- Hot topics: bonding and tax conformity

February Budget Forecast | +$329M

- Surplus $329 million; budget reserve at $1.6 billion
- All revenue sources, i.e. income, sales, corporate franchise are up

- E-12 spending down $54M - $19M reduction in compensatory aid, and $28M due to reduction in special ed spending compared to forecast
- HHS spending also down; CHIPS adds $255M to forecast
- $129M added to fund legislature and commissions
- Next Biennium shows surplus – however $1.2B more needed if added inflation
- Supplemental budget out March 15th

School Safety – Legislation

- Increase safe schools funding (support)
- Expand long term facilities uses to include safety improvements (support)
- Beef up background checks for gun purchases (support)
- Court petition for deemed threat (support/interventions)
- Threat assessment team/s (prefer district wide team)
- Permit teachers to carry guns; overrides school policy on prohibition of guns (oppose)
- Allow MDH to study gun violence (support)
- Increase school linked mental health grants and support services personnel (support)
- Multiple bills on professional code of ethics, licensing, revocation for certain offenses

E-12 Legislation

- Special Education Task Force – moving in both bodies
- PreK – Mpls/St. Paul own region, maintains commissioner authority for pathway II and funds base
- EL Increase – districts with high concentration EL Extended time for summer juvenile/corrections program
- Grow Your Own/Teachers of Color – teacher residency program
- Referendum renewal without voter approval
- Add civics requirement and move it to 11th and 12th grade
- No start times for secondary before 8:30am
- Require alternatives to suspensions
- Move administration of MCAs to May
- New school report card bill – 100 point system
- Counselors required to provide counseling for armed forces career options

TRA and Saint Paul Teacher Pension

- Omnibus Pension Bill | SF 2620/HF3053
    - Includes funding for both Saint Paul Teacher and TRA Employer Controbution increases
    - Includes $5M direct payment to fund
    - Other reform provisions benefits and earnings assumptions

QUESTIONS/DISCUSSION: None

C. SEAB Update and Resolution on Gun Violence

SEAB members noted that they are currently looking at the lack of diversity in AP and IB classes, and determining the racial groups of students, reasoning, as well as where the gap occurs. They will be starting the process of collecting data from teachers and students to pinpoint where students are dropping the class or not entering.
They also have sparked discussion on gun violence issues. They are supporting the march to the capital on March 7th, with the walkout starting at Central. Another protest on March 14th is also planned which will be larger and city-wide. It is the more recommended protest because it is 17 minutes in length. The District has decided to allow this excused absence because it is 17 minutes,

and as long as they return to class – one minute for each of the victims in the recent Florida shooting. There is also a march planned for March 24th in Washington D.C.

The Board then moved into the joint discussion with SEAB on the gun violence resolution. There are a number of drafts and changes currently circulating, and the hope is that it will be approved at the March Board of Education meeting. SEAB members are interested in commenting and speaking on this topic at the BOE meeting. The current draft was a starting point which will lead to comments, revisions, and a more solidified resolution for final approval.

The resolution was prepared with assistance of Mary Gilbert and General Counsel, who cautioned to ensure the facts are accurate.

QUESTIONS/DISCUSSION:

- It was noted that the third WHEREAS, which states that teachers are not trained law enforcement, and should not be incentivized to make weapons accessible in schools was important, as well as the statement about mental health counselors in schools. SEAB acknowledges that this could help to determine warning signs.
- The timeline for discussion and comments with SEAB was reviewed. There is a sense of urgency to pass this resolution due to the recent events. The Board will continue to work with SEAB in the final drafting of this resolution.
- Has consideration been given to the resolution in terms of what types of weapons should be banned, or is our intent to keep it more general? Answer: If the Board feels that is appropriate, it could be added. However, Mary Gilbert did recommend that it is better not to weigh in on a regulatory role, in that we can't control an assault weapon ban. We have agreed to keep the focus of context on our concerns within schools, environment, and the well-being of our students.

D. FY 2019 General Fund Budget Update

Chief Finance Officer, Marie Schrul, provided an update on the FY 2019 general fund budget.

Update as of 3/6/2018: The Finance Office is currently working on FY19 budget calculations for schools and programs.

FY2018-2019 General Fund Preliminary Big Picture (no change)

	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.

The FY2018-19 budget timeline was then reviewed. Currently, the tentative timeline shows that Finance will be preparing the FY19 budget allocations and system testing (pending Feb 26 enrollment and planning criteria are received by the Finance Dept.). March 30, 2018 will be the distribution of school allocations, followed by general fund program allocations on April 6th. April 9-20 will be joint FY19 budget, staffing, enrollment meetings. April 23-May 4 will be districtwide school budget presentation timeline for all principals to present budget information at their sites. On April 30, school budgets will be returned, as well as program budgets and HR staffing worksheets. At the June 19, 2018 Board of Education meeting, the FY2018-19 budget will be adopted.

Next will be a deep dive into the distribution and allocations, including changes with class size and enrollment, as well as utilizing Title I funds.

QUESTIONS/DISCUSSION:

- Will there be any formal venues for those that would like to approach the Board about the budget? Answer: The main engagement opportunities will be Public Comment sessions at Board of Education Meetings, and those members of the BFAC group. Budget information is also posted online, and there are other information sources in the works.
- Another board member noted her appreciation for the extension in the timeline for schools.
- When schools have the information, when are those presentations happening, and what will they look like? Answer: Schools are starting to have those conversations with the budget toolkit, and videos. It will be the big picture from the district level, and will then move down. Meetings at schools would start as early as April 23rd. Principals are aware that they need to plan for this during a window of time. It's understood that not all schools will present this in the same way, and tools are included in the toolkit to present this information. We are setting these up in a way that principals feel comfortable, secure, and supported in the presentation to their building community. It is more an overall picture of the school and is informational.
- Another board member noted that there is a balancing act that the Board and Superintendent need to follow to ensure our principals feel comfortable with these events and to ensure they do not feel caught in between. We need to be sensitive to the school community's concerns as well. These presentations need to answer "what does it mean for me" in terms of family, student, building, and district. Given what we have, this is what our school will look like.
- The CFO also explained that through the budget process with principals, there is an allocation summary page provided to all administrators to see the allocation process to a certain level. She also discussed the role of discretionary funds and staffing.

- Another board member noted that when the budget descends on a site, sometimes it is not good news and it is important to explain the reasoning and how it all works within our community, and the vision for the school. We can talk about what it means for this year, but also the vision for the school and where it is leading, an understanding of a larger strategy, and it's important to wed these conversations with how the budget works. What can parents and students expect as a minimum promise of what each school will offer?
- Another board member reiterated the messaging and how it is framed; not only for staff, but also families, leadership in schools and expectations; what it means for the community.
- It will be helpful to know the criteria and its relationship to the allocations. There will be questions and concerns on that and the formula. It will be helpful information for the community as they view this information and understand the justifications, as well as why, what can be changed versus what can't be changed.
- The board also requested the collection of data, information, and summaries from buildings. What happened, questions, concerns, and where that information will live.
- Finally, another board member brought up a story about a community in Colorado where they wanted to build a new building. They didn't base it on the money though, but who they were as a community, and who they will become in the process of building. In terms of SPPS, we can say we have these resources, determine who we will become with those resources, and what we can do together to shape the school maybe given our limited resources. We can shape conversations to build on who we are as a district, instead of solely based on a dollar amount.

E. First FY 2017-2018 Budget Revision

Chief Schrul then went on to present the first FY 2017-2018 budget revision, including the general fund and assigned fund balance re-appropriation, fully financed funds, revenue changes in all funds, and expenditure changes in all funds.

FY18 Budget Revision General Fund – Assigned Fund Balance Re-Appropriation

Assigned Category	**Amount**	**Description**
Encumbrances	$ 3,226,903	Open Purchase Order balances from FY17 carried over to FY18
Site & Program Carryover/ Fall Adjustments	$ 3,370,628	FY17 carryover balance of non-salary items in school & program budgets, Fall 2017 enrollment adjustments
Total Assigned Fund Balance Re-appropriation	**$ 6,597,531**	

FY18 Budget Revision – Fully Financed Funds (revenue and expenditure changes)

- Revenue on fully financed funds reflects the approval of grants under $500,000 that were not adopted in FY18 as well as revisions to adopted grants

		Description	**Amount**
1.		General Fund Fully Financed Increase	$ 11,126,254
2.		Community Service Fully Financed Increase	$ 1,188,622

FY18 Budget Revision – All Funds Revenue Changes

Fund	Adopted Budget	Revision	Revised Budget
General Fund	$ 521,446,074	$ 0	$ 521,446,074
General Fund Fully Financed	$ 39,944,369	$ 11,126,254	$ 51,070,623
Food Service	$ 29,366,500	$ 0	$ 29,366,500
Community Service	$ 23,563,001	$ 0	$ 23,563,001
Community Service Fully Financed	$ 7,409,063	$ 1,188,622	$ 8,597,685
Building Construction	$ 30,994,856	$ 0	$ 30,994,856
Debt Service	$ 37,860,000	$ 0	$ 37,860,000
Total Revenue	**$ 690,583,863**	**$ 12,314,876**	**$ 702,898,739**

FY18 Budget Revision – All Funds Expenditure Changes

Fund	Adopted Budget	Revision	Revised Budget
General Fund	$ 521,446,074	$ 6,597,531	$ 528,043,605
General Fund Fully Financed	$ 39,944,369	$ 11,126,254	$ 51,070,623
Food Service	$ 29,366,500	$ 0	$ 29,366,500
Community Service	$ 23,878,458	$ 0	$ 23,878,458
Community Service Fully Financed	$ 7,409,063	$ 1,188,622	$ 8,597,685
Building Construction	$ 57,618,661	$ 0	$ 57,618,661
Debt Service	$ 51,592,123	$ 0	$ 51,592,123
Total Revenue	**$ 690,583,863**	**$ 18,912,407**	**$ 750,167,655**

QUESTIONS/DISCUSSION:

- What are some examples of encumbered expenses carried over? Answer: Examples include purchase order for constructions, a program that is year-round, summer school orders, items that were ordered during the summer; a lot of them are construction and security in the Facilities area. As you have a lot of dollars flowing in and out, such as funding for the LTFM, part of which is funded through the General Fund. Other examples are orders for larger materials or construction materials that may carry over if the project is ongoing, supply backorders, or orders not completely received, year-round custodians, etc.
- It was also noted that this has been one of the lowest years for school and site carryover. Principals will have discretionary funds and will mindfully plan for them. They may request to carryover dollars especially for staff, replenish a computer lab, or another specific project; not to simply spend it to spend it. They are purposeful in spending those dollars for budget and their building, and would

rather carry it over in a planned way. Sometimes they have carryover requests to fund a portion of a TA or EA, but they plan those dollars in detail for staffing or supplies.

RECOMMENDED MOTION: Ms. Xiong moved, seconded by Ms. Foster, to approve the revised budget for fiscal year 2017-2018. The motion passed by acclaim.

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

F. December 2017 Quarterly Budget Report

Chief Schrul also presented the December 31, 2017 Quarterly Financial Report. It is an update to the Board of Education on the current fiscal year 2017-2018 budget and includes a projection of revenue, expenditures, and fund balance as of June 30, 2018. A budget is a living, viable document. Once the budget is accepted in June, the Board is asked 3 times during the following year to look at and approve the changes that occur in the District's revenue and expenditures in each of the seven funds. The final determination, by fund, occurs each fall, following the acceptance of the audit report. The unassigned fund balance in the General Fund is required to maintain a balance of 5% per Board policy. The fund balance in the Food Service fund is controlled by federal USDA regulations. The full report can be found in the Board Book.

The full report was then discussed. There is $32M in unassigned, which is the "rainy day" fund. We are currently at 5.5% unassigned fund balance; last year was at 5.8%. The recommendation is to not touch the fund balance at this point in the budget season, and we will know more if there are additional opportunities.

It was also noted that there are five buckets of funds as described by the government standards board.

RECOMMENDED MOTION: Ms. Foster moved, seconded by Mr. Schumacher, to accept the December 2017 Quarterly Budget Report as presented for the period ending December 31, 2017. The motion passed by acclaim.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 7:43 p.m. The motion passed by acclaim.

VI. WORK SESSION

The Board then conducted a work session on a joint powers agreement with SPPS and Ramsey County Attorney's Office.

Respectfully submitted,

Sarah Dahlke
Assistant Clerk

2017 Senior Survey Results

March 20, 2018

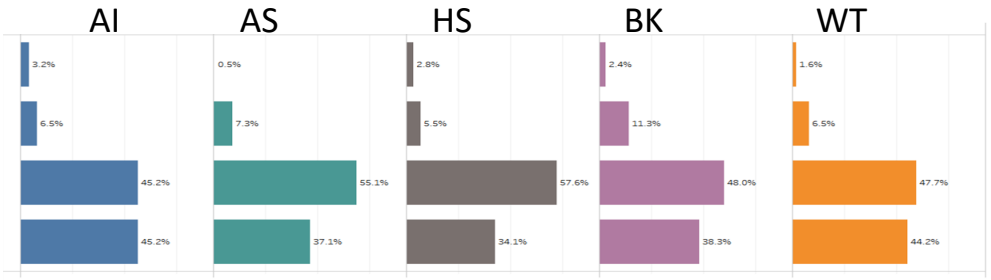
Senior Survey

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

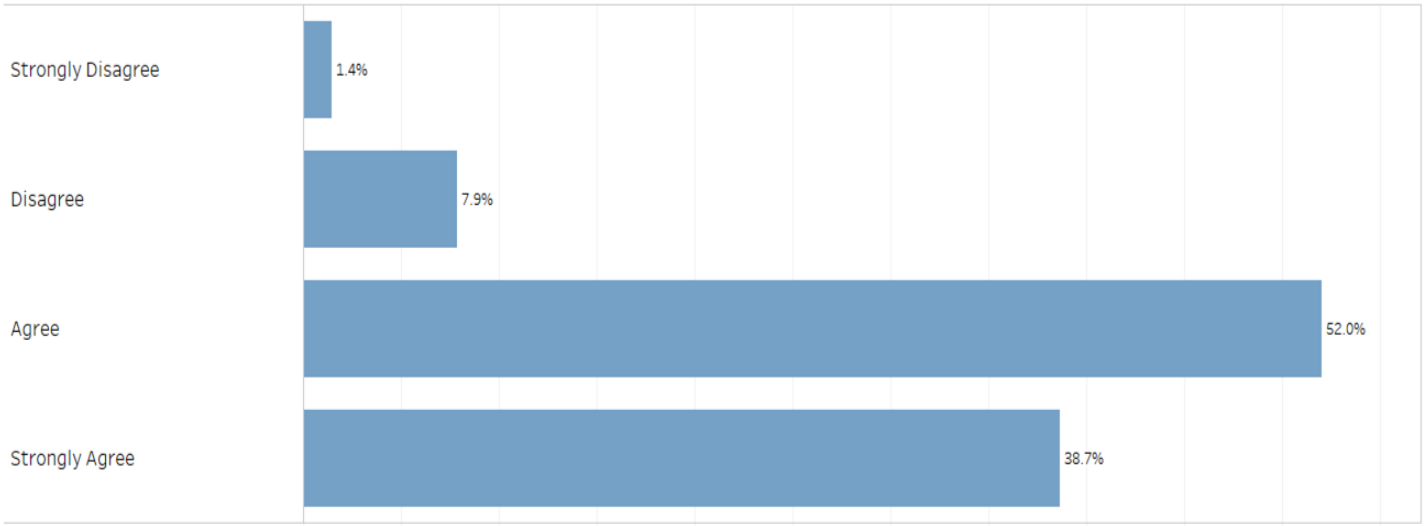
62

How to read the survey results: Two bar graphs

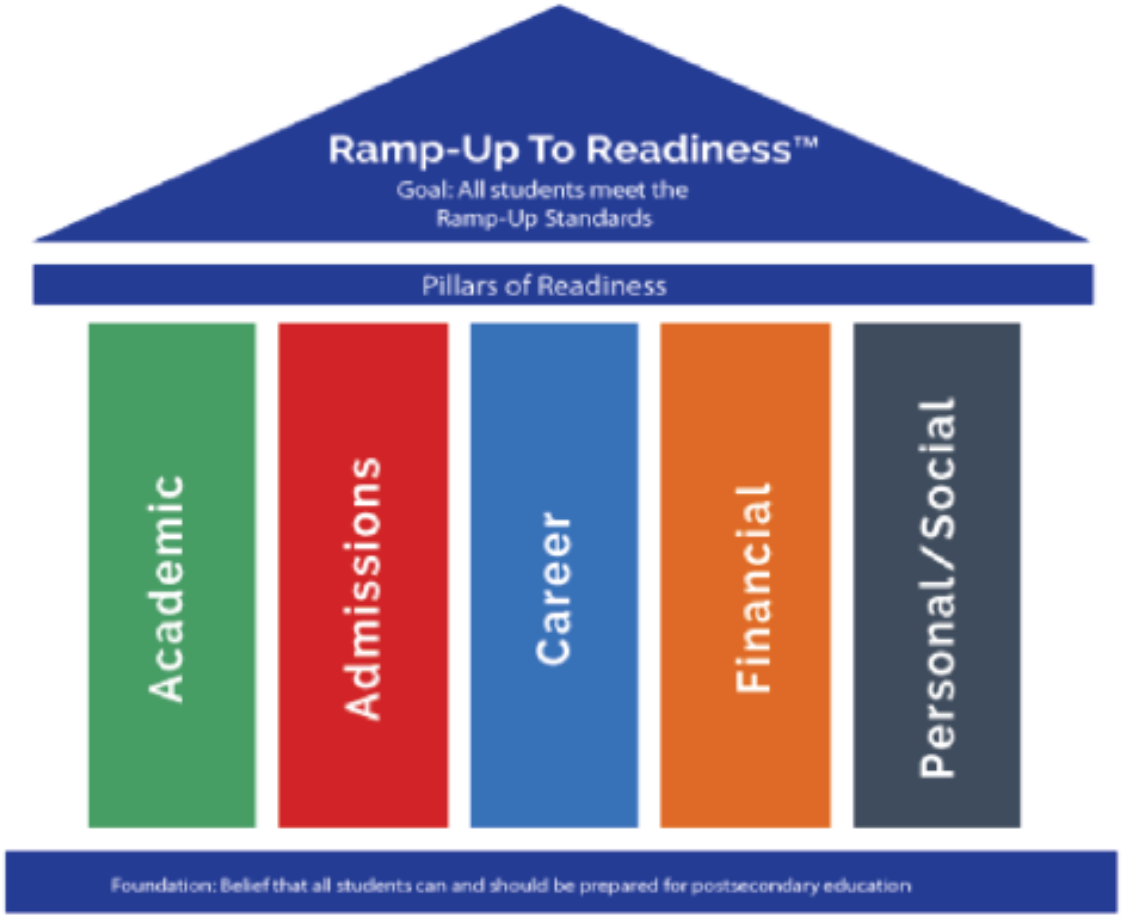
Multi-colored disaggregation by race



Solid blue for district summary of all responses



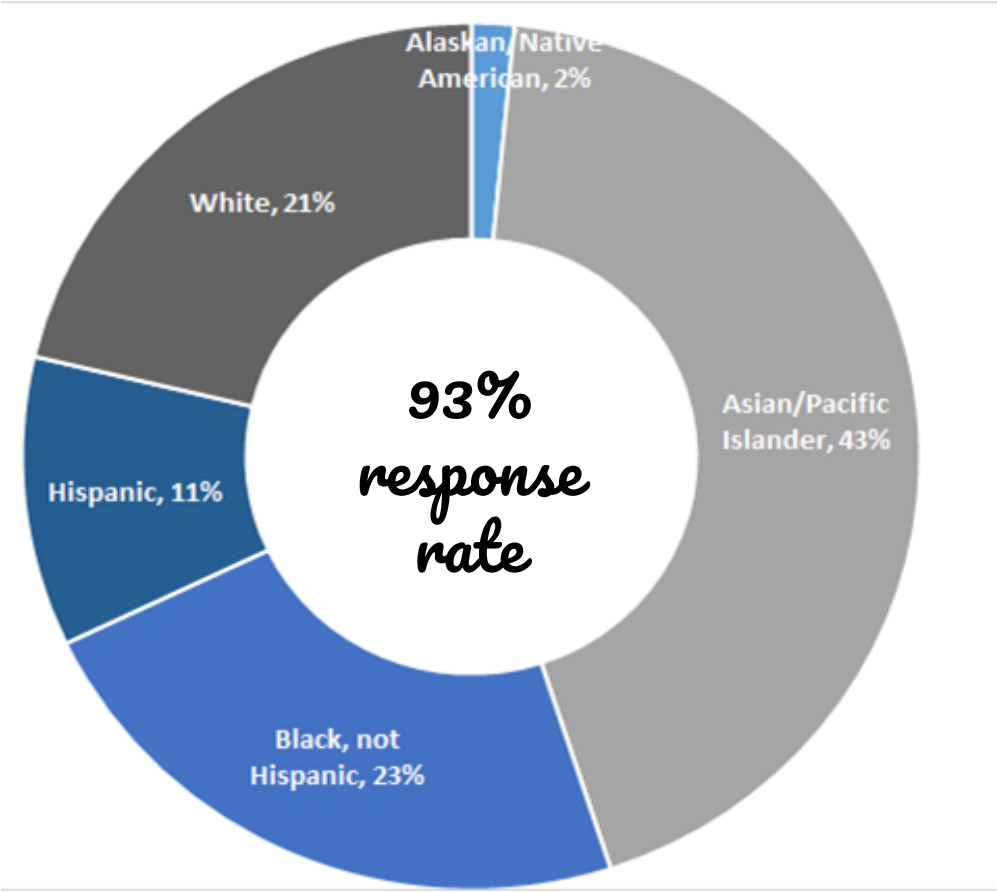
SPPS College and Career Readiness Framework



Senior Survey: Responses

Number of Seniors as of June 1, 2017 = 2,497 eligible

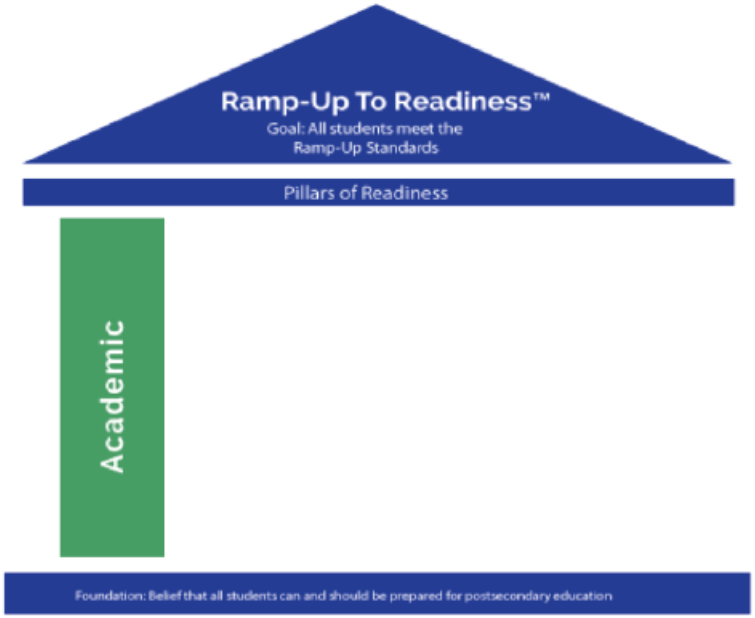
Number of Senior Survey responses = 2,091



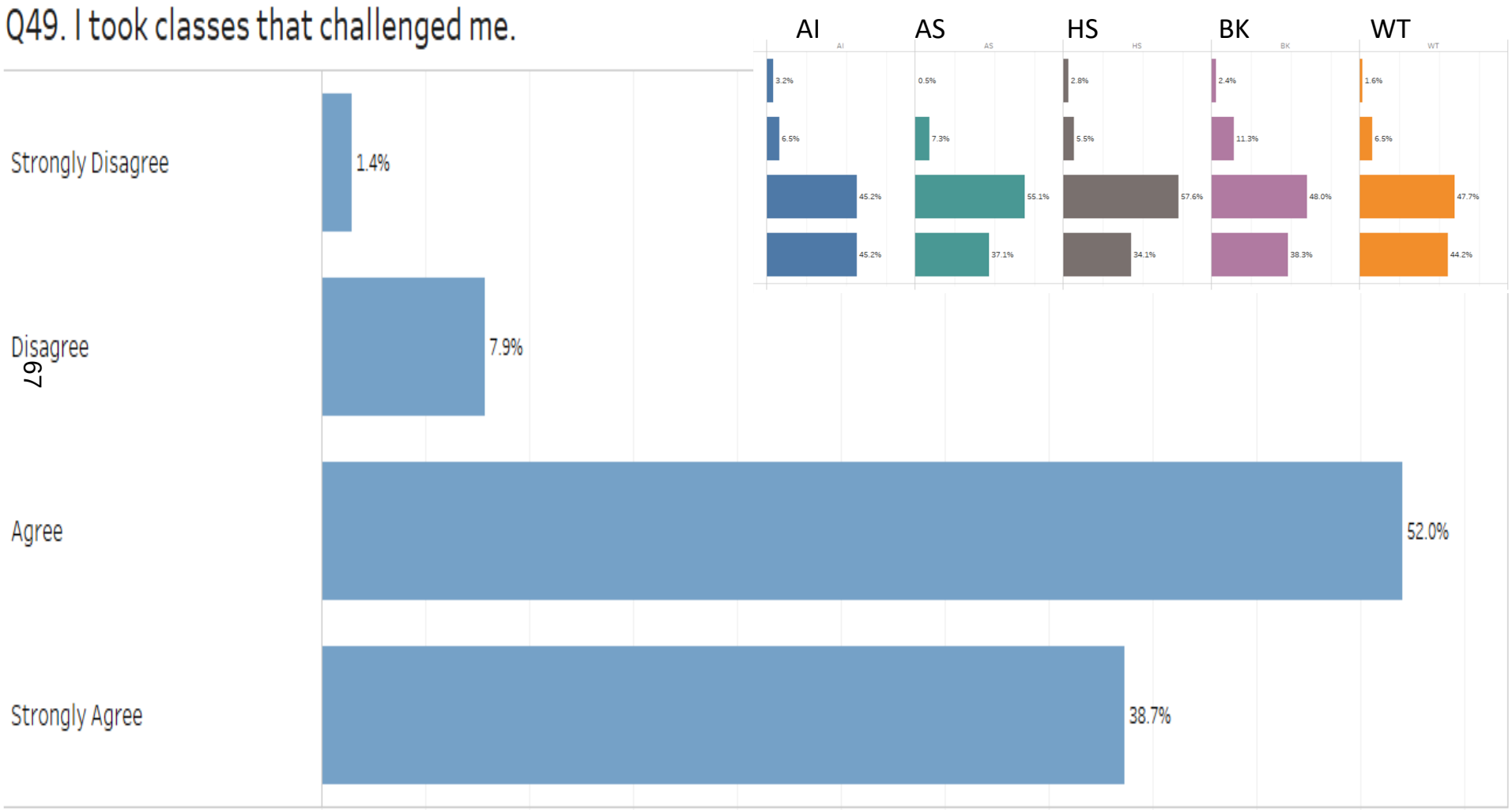
Senior Survey:
Academic

99

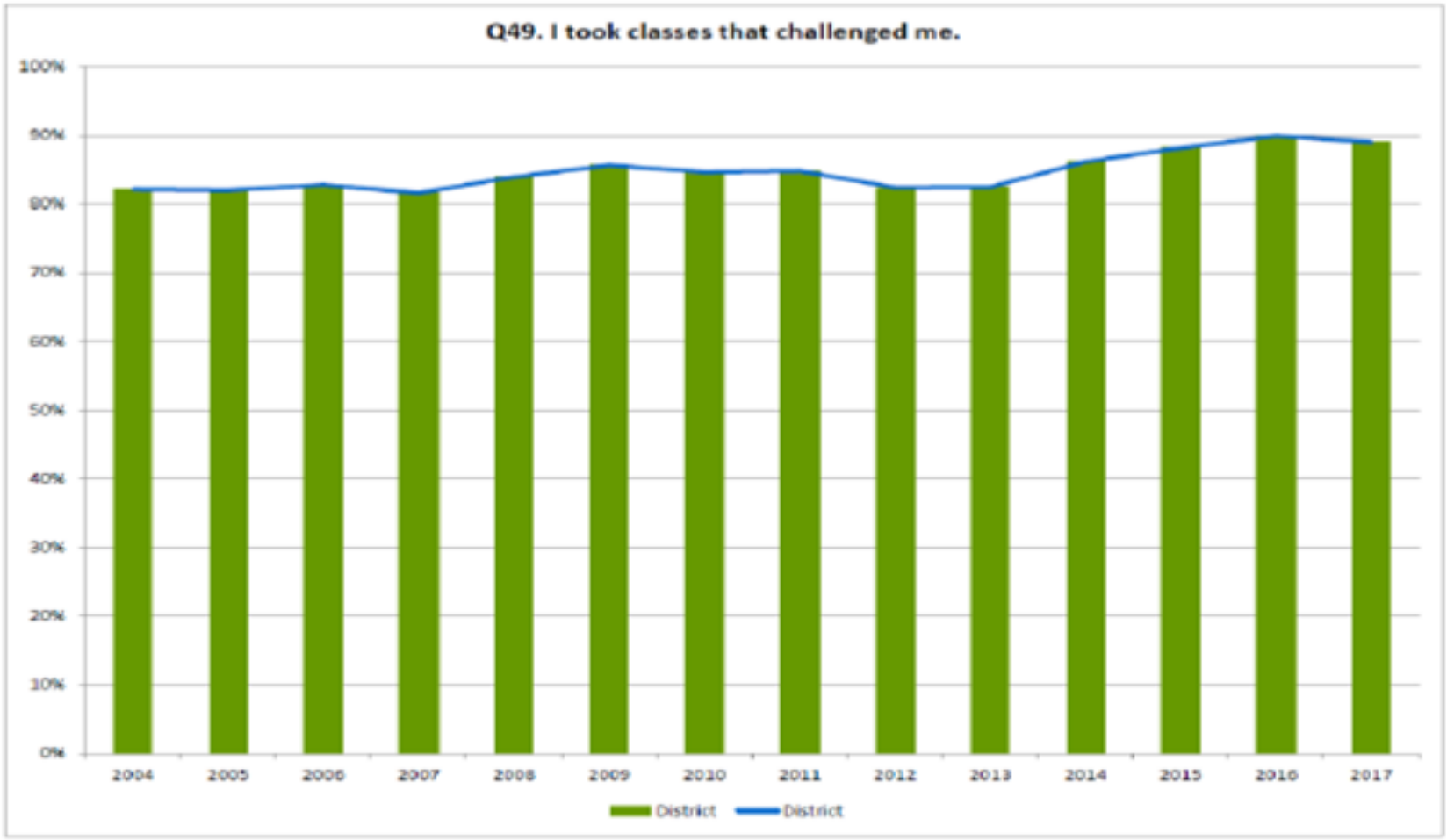
The ability to succeed in first year classes that earn credit at a technical college, community college or four year college and university



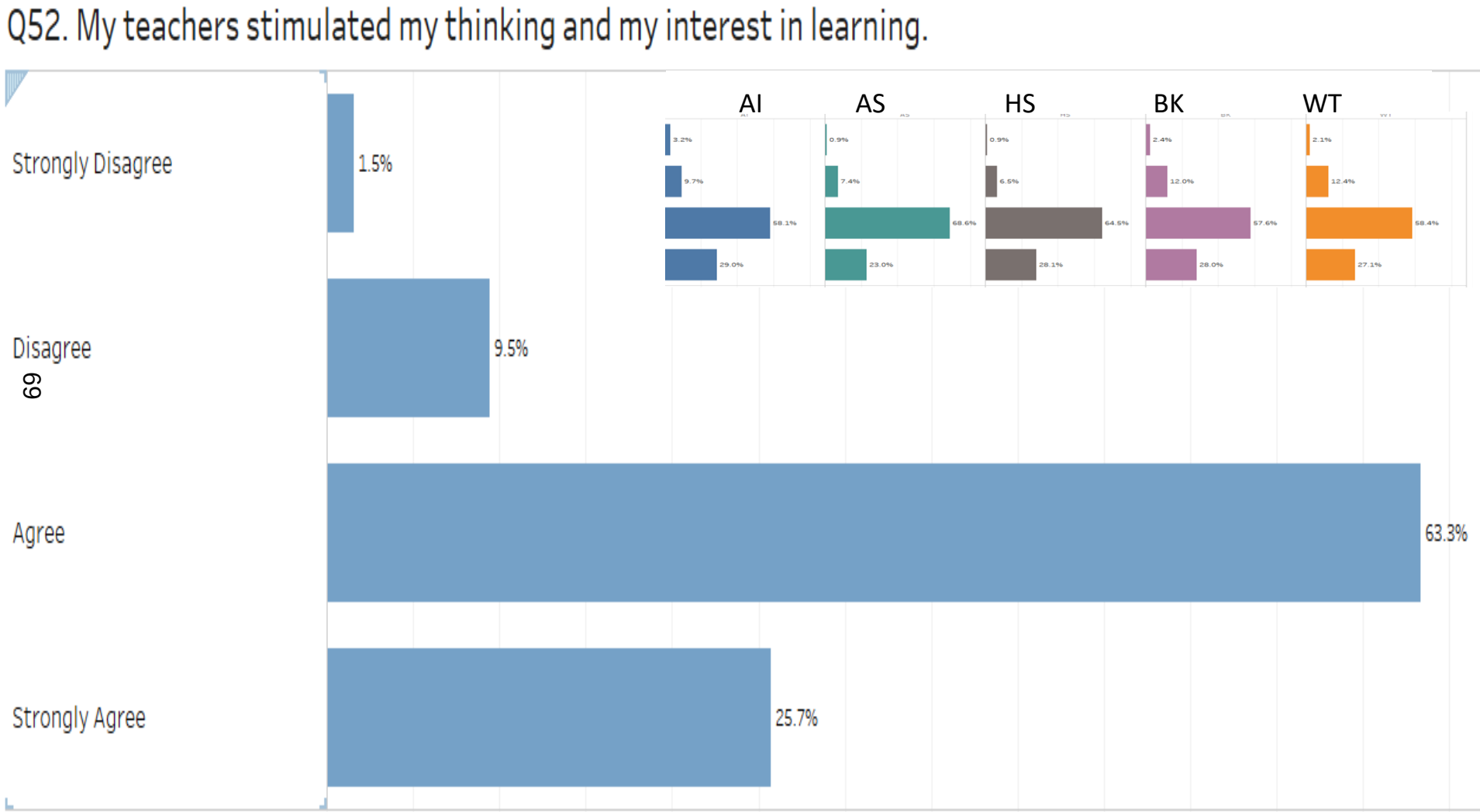
Seniors agreed across all groups that they took classes that challenged them (91% of all Seniors).



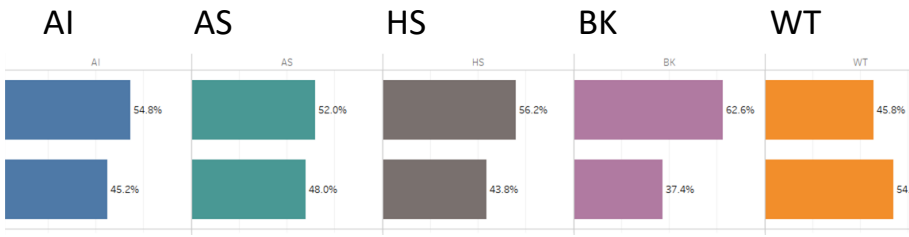
Seniors' agreement that classes were challenging has increased over time.

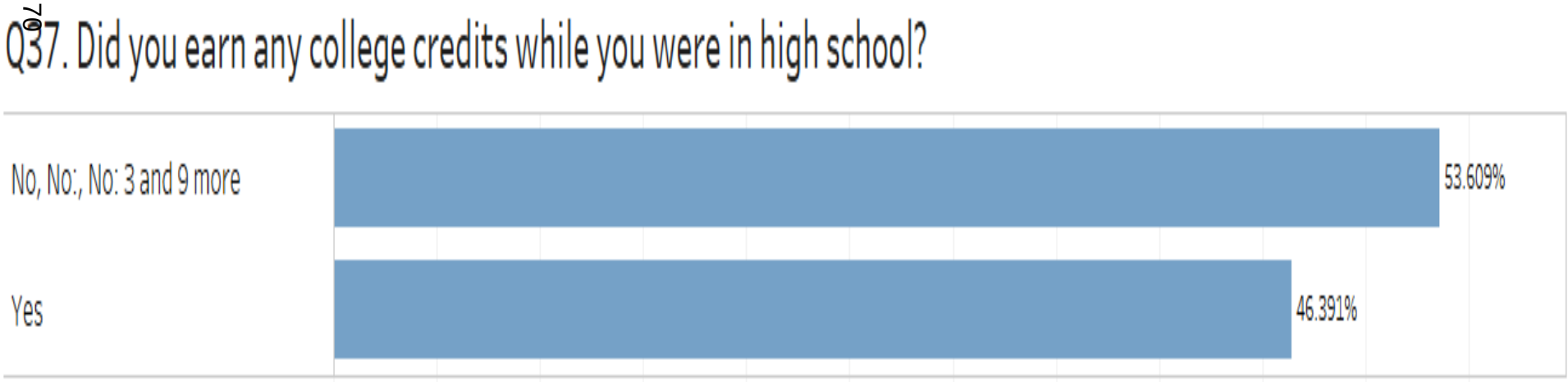


89% of all seniors agreed their teachers stimulated their thinking and interest in learning.



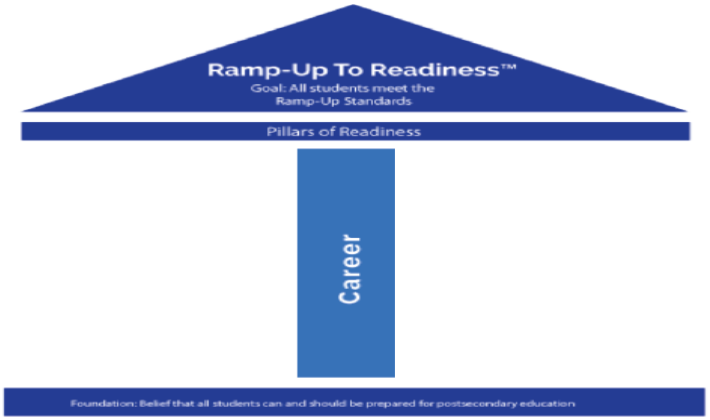
46% (nearly half) of seniors reported earning some college credit in high school.



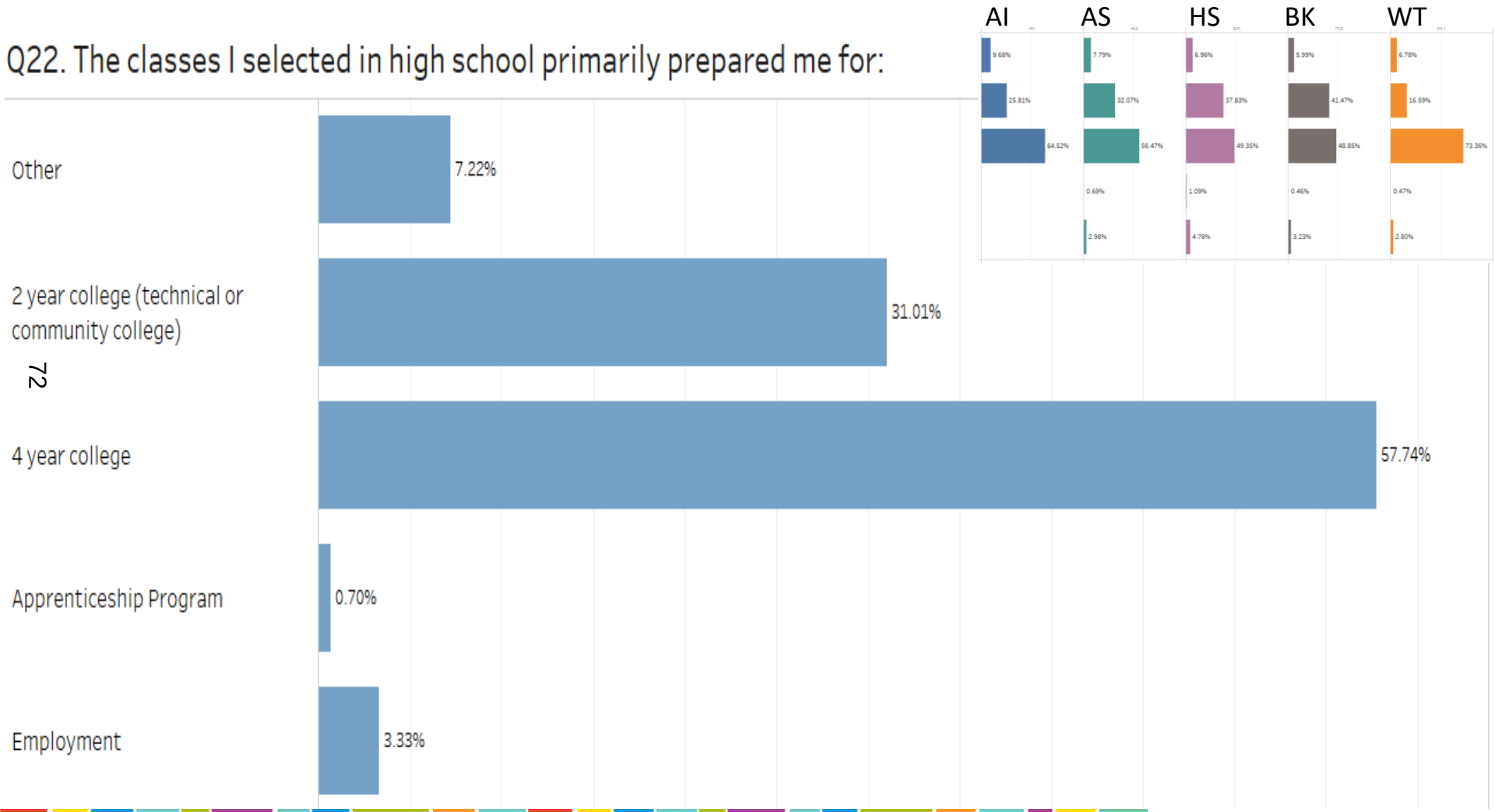


Senior Survey:
Career

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 or 4-year college.

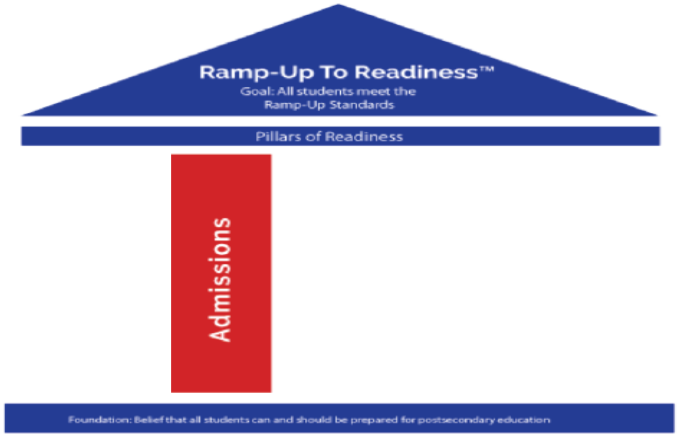


Senior Survey
Admissions

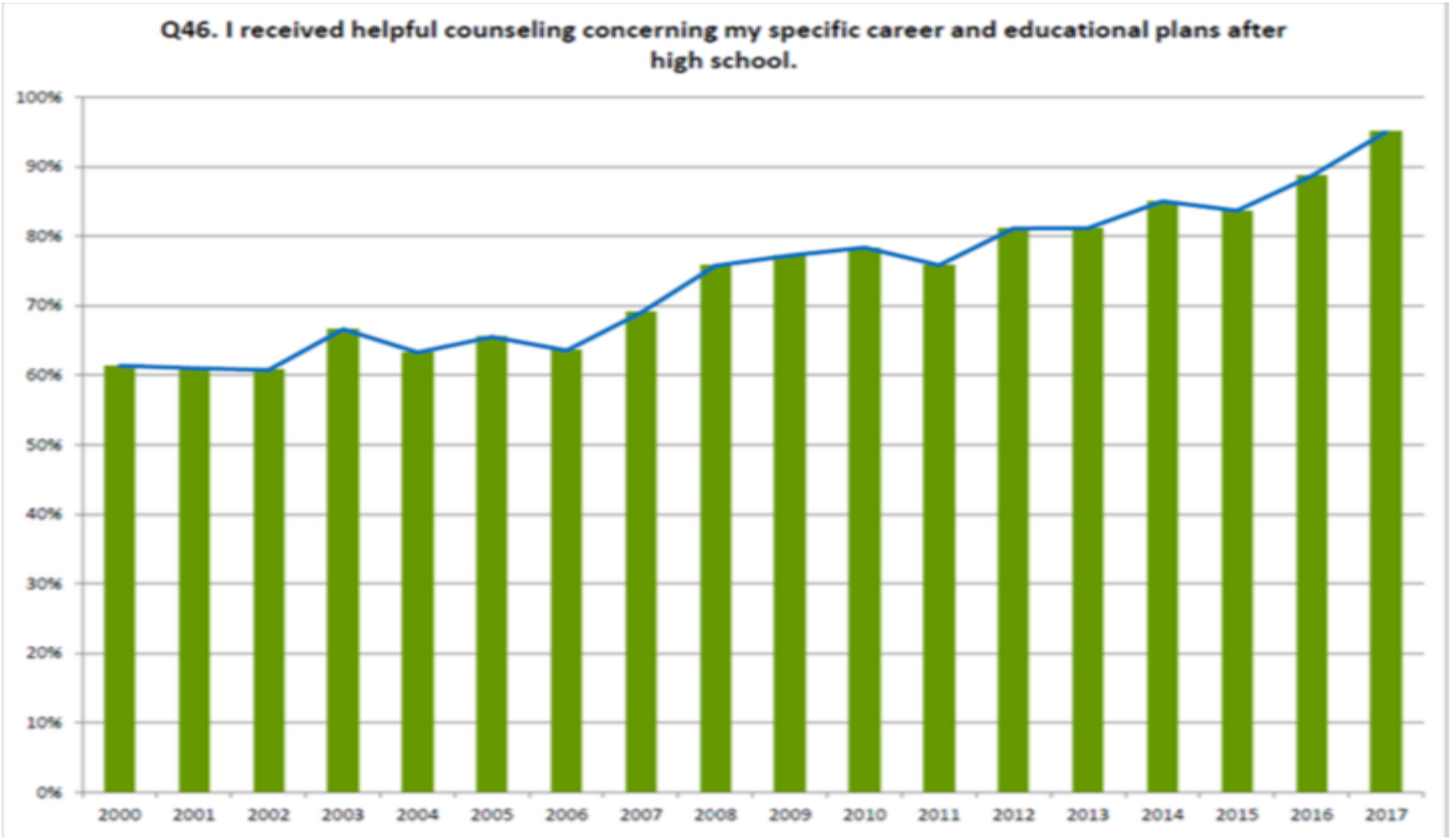
The ability to meet admission requirements at a range of postsecondary institutions

73

4701 college acceptances at the time of survey administration



Seniors' agreement to receiving assistance with post-secondary plans has increased over time.

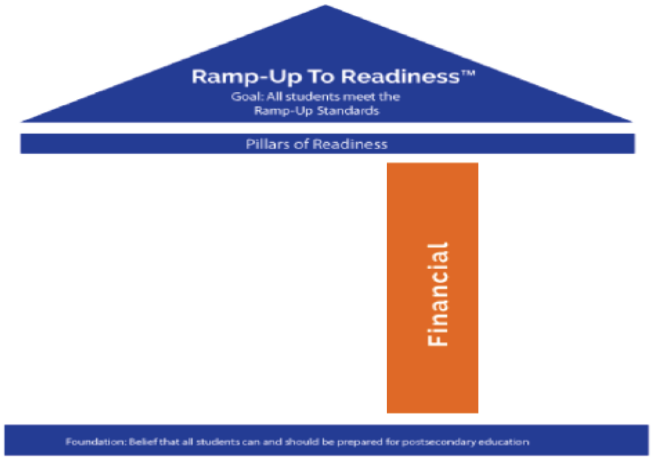


74

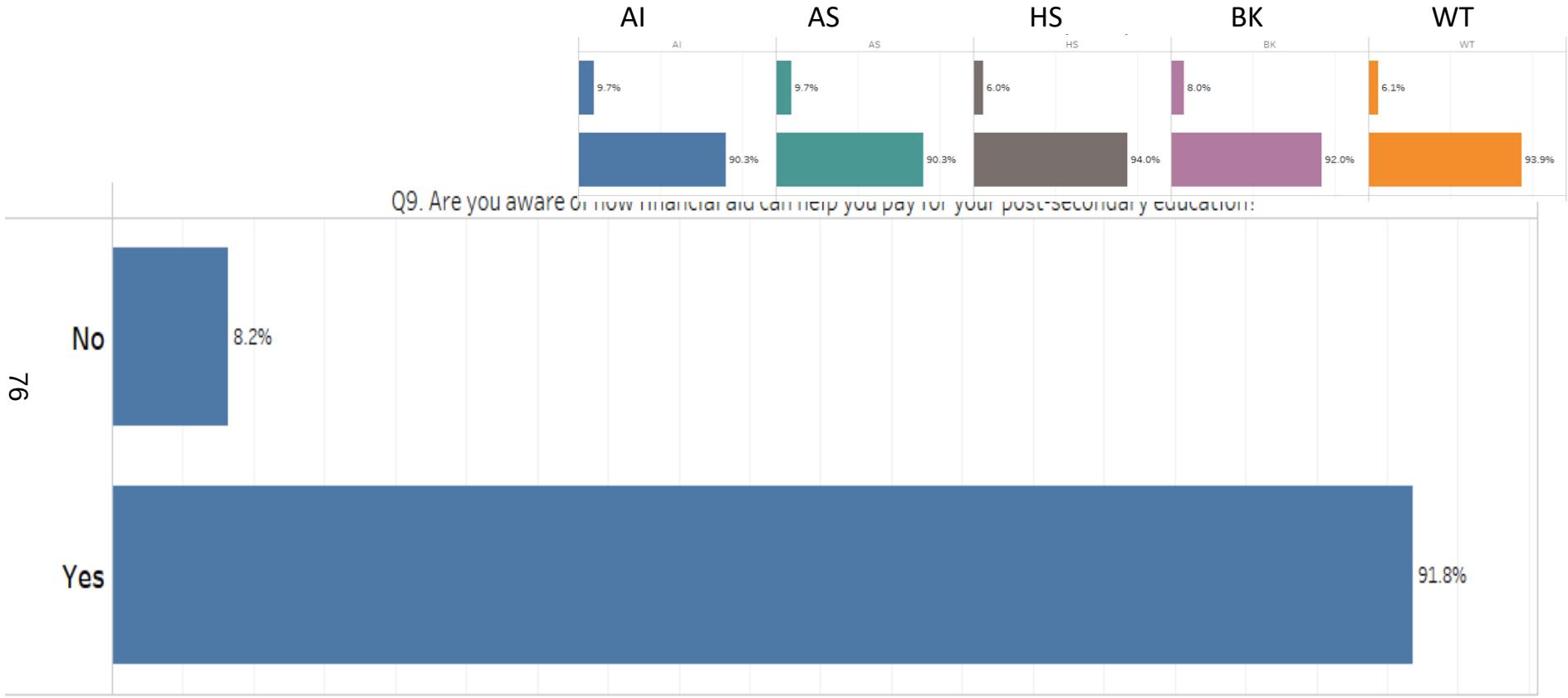
Senior Survey
Financial

75

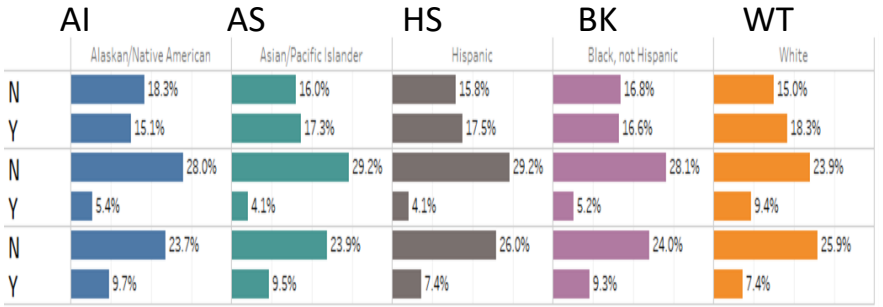
The ability to cover the cost of the first semester of study at a postsecondary institution

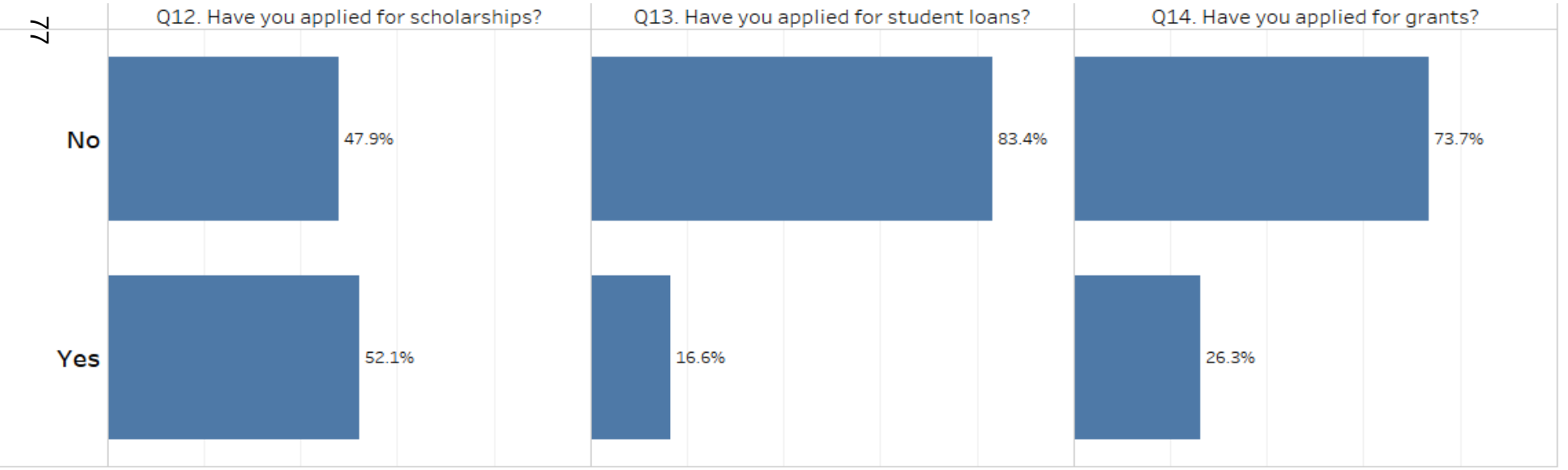


An overwhelming percentage of seniors reported knowing about financial support for post-secondary plans.



Seniors have applied for scholarships more than loans or grants.

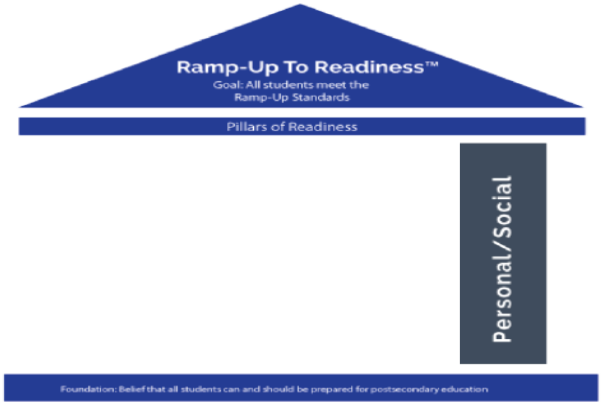




Senior Survey
Personal/Social

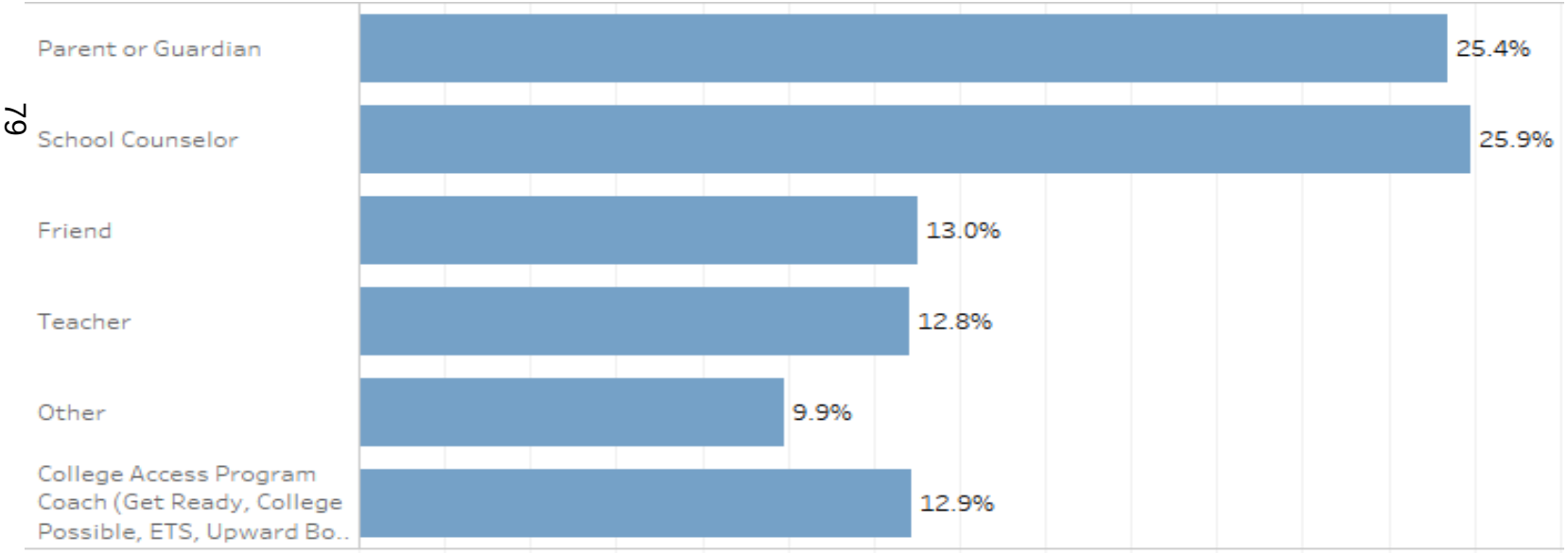
The ability to set educational goals, make and monitor progress toward goals and create relationships with peers and adults that support success

78



Parents and school counselors are primary sources of help for seniors when discussing classes to take for college and career.



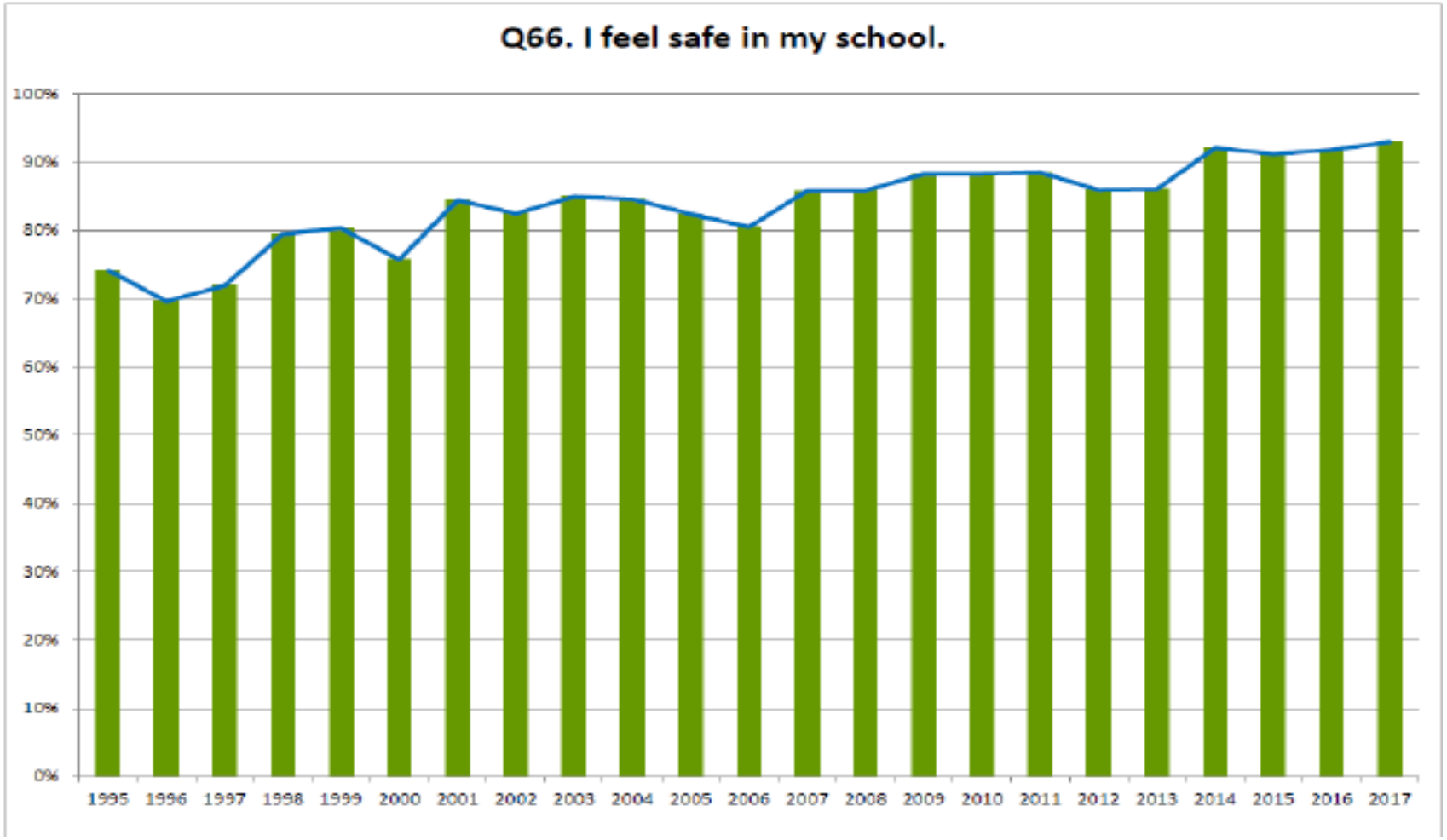


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Saint Paul Public Schools
A World of Opportunities

Office of Accountability
Research, Evaluation & Assessment

Seniors who report feeling safe has **increased** over time.



80

Thank You

HUMAN RESOURCE TRANSACTIONS
February 1, 2018 – February 28, 2018
March 20, 2018

NEW APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
Claver, M. S.	Classroom Teacher	02/20/2018	$28.44	The Heights
Cupps, R.	Classroom Teacher	01/29/2018	$26.64	Parkway Montessori
Peltier, E. A.	Classroom Teacher	02/03/2018	$34.62	Ramsey Middle School
Romero, R. F.	Classroom Teacher	02/05/2018	$26.64	Highwood Hills Elementary
Xiong, A.	Classroom Teacher	02/12/2018	$32.64	Harding Senior High
White, B. N.	School/Community Professional	02/20/2018	$23.89	Title I Fed Program Offices
Greer, P. M.	Education Assistant	02/05/2018	$22.17	Focus Beyond
Abosi, K. J.	Teaching Assistant	02/13/2018	$13.45	Ramsey Middle School
Bustamante, H. E.	Teaching Assistant	02/13/2018	$12.83	Wellstone Elementary
McCurry, S. A.	Teaching Assistant	02/03/2018	$15.00	Washington Tech
Neal, D. D.	Teaching Assistant	03/01/2018	$12.83	271 Belvidere Bldg
Robinson, K. L.	Teaching Assistant	02/16/2018	$12.21	Obama Elementary
Sarusi, H.	Teaching Assistant	02/20/2018	$12.83	Harding Senior High
Serrano, L. M.	Teaching Assistant	02/02/2018	$12.21	Humboldt Secondary
Wedeking, N. M.	Teaching Assistant	02/12/2018	$14.76	Ramsey Middle School
Wiggins, K. D.	Teaching Assistant	02/01/2018	$15.76	Focus Beyond
Xiong, P.	Teaching Assistant	02/26/2018	$14.07	St. Paul Music Academy
Yoo, Y.	Teaching Assistant	02/26/2018	$13.32	Mississippi Creative Arts
Ferguson, K. L.	Clerical	02/28/2018	$18.77	Johnson Achievement
Rufus, S. M.	Nutrition Services	02/27/2018	$11.89	Eastern Heights Elementary
Bandy, N. A.	Professional Employee	02/12/2018	$23.32	Como Service Center
Jones, J. R.	Professional Employee	02/20/2018	$30.06	Como Service Center
Shepherd, M. C.	Professional Employee	02/12/2018	$25.71	Como Service Center
Throop, M. D.	Supervisory	02/14/2018	$45.78	Como Service Center
Gunlock, S. M.	Technical	02/20/2018	$24.54	Como Service Center
Kpakar, S. J.	Technical	03/05/2018	$40.20	Como Service Center

HUMAN RESOURCE TRANSACTIONS
February 1, 2018 – February 28, 2018
March 20, 2018

PROMOTION

Name	Job Category	Eff Date	Pay Rate	Location
Dungey, J.	School/Community Professional Career Progression	02/12/2018	$25.18	Battle Creek Middle School
Ehlers, M. L.	Education Assistant Career Progression	02/13/2018	$27.84	RiverEast Elem/Secondary
Yang, M. H.	Clerical Career Progression	01/02/2018	$24.50	Como Park Senior High
Stowers, S.	Nutrition Services Career Progression	01/20/2018	$18.96	Como Service Center
Takgbajouah, T. F.	Nutrition Services Career Progression	01/20/2018	$21.01	Como Service Center
Swanson, L. J.	Professional Employee Career Progression	02/05/2018	$34.30	Colborne Admin Offices

TEMPORARY APPOINTMENT

Name	Job Category	Eff Date	Pay Rate	Location
French, L. A.	Classroom Teacher	01/26/2018	$37.47	Washington Tech
Gerritsen, J. C.	Classroom Teacher	02/12/2018	$26.64	American Indian Magnet
Quist, D. J.	Classroom Teacher	01/22/2018	$26.64	Capitol Hill Magnet
O'Malley, B. M.	Classroom Teacher	02/20/2018	$53.02	St. Paul Music Academy

LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Albertson, J. R.	Classroom Teacher	02/05/2018	American Indian Magnet
Archie, L. D.	Classroom Teacher	03/06/2018	Johnson Senior High
Bannon, K. S.	Classroom Teacher	02/16/2018	Capitol Hill Magnet
Chermack, S. J.	Classroom Teacher	02/08/2018	Groveland Park Elementary
Deming, J. L.	Classroom Teacher	01/30/2018	The Heights
Jithendranathan, S.	Classroom Teacher	02/01/2018	Central Senior High
Kour, R.	Classroom Teacher	01/30/2018	Mississippi Creative Arts
Murphy, C. M.	Classroom Teacher	02/19/2018	Four Seasons A+
Noah, A. L.	Classroom Teacher	02/28/2018	Highland Park Senior High
Ochiagha, S. E.	Classroom Teacher	02/12/2018	The Heights
Ollmann, B. E.	Classroom Teacher	04/01/2018	St. Anthony Park Elementary
Rasheed, F.	Classroom Teacher	01/26/2018	Linwood Monroe Arts Upper

HUMAN RESOURCE TRANSACTIONS
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LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Portesan, M.	Classroom Teacher	01/27/2018	Obama Elementary
Xiong, S.	Classroom Teacher	03/13/2018	Jackson Preparatory
Yang, E. J.	Classroom Teacher	01/29/2018	Harding Senior High
Renn, T.	Education Assistant	01/20/2018	1780 W 7th Street
Romo, D.	Education Assistant	01/20/2018	Bruce F Vento Elementary
Covington, D.	Teaching Assistant	02/12/2018	Expo Elementary
Dimapelis, F. M.	Teaching Assistant	01/29/2018	Hamline Elementary
Enright, T. H.	Teaching Assistant	02/02/2018	Mississippi Creative Arts
Gettle, C. M.	Teaching Assistant	01/29/2018	Battle Creek Middle School
Jacobsen, C. M.	Teaching Assistant	02/15/2018	Bridge View
McCain, L.	Teaching Assistant	01/12/2018	Bridge View
McConnell, K. M.	Teaching Assistant	02/21/2018	Battle Creek Elementary
Loeschke, C. C.	Clerical	02/07/2018	Riverview School
Vang, A. L.	Clerical	02/03/2018	Washington Tech
Brennan, M. S.	Nutrition Services	03/05/2018	Central Senior High
Crew, T. M.	Nutrition Services	02/26/2018	Washington Tech
Yang, K.	Professional Employee	02/01/2018	Colborne Admin Offices

ADMINISTRATIVE LEAVE

Name	Job Category	Eff Date
C., E.	Classroom Teacher	02/01/2018
J., S. L.	Classroom Teacher	02/28/2018
W., J.	Classroom Teacher	01/22/2018
B., D.	Classroom Teacher	02/28/2018
C., L.	Nutrition Services	02/26/2018

MILITARY LEAVE OF ABSENCE (WITHOUT PAY)

Name	Job Category	Eff Date	Location
Carr, D. J.	Education Assistant	01/31/2018	Creative Arts Secondary

HUMAN RESOURCE TRANSACTIONS
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REHIRE

Name	Job Category	Eff Date	Pay Rate	Location
Carroll, T. J.	Education Assistant	02/12/2018	$24.89	1780 W 7th Street
Mitchell, B. A.	Education Assistant	02/07/2018	$17.39	Creative Arts Secondary
Hillman, S. S.	Teaching Assistant	02/20/2018	$15.00	Murray Middle School
Muellenberg, R.	Teaching Assistant	01/30/2018	$15.76	Focus Beyond
Taulelle, K. J.	Teaching Assistant	02/15/2018	$20.57	Linwood Monroe Arts Upper
Lachowitzer, S.	Nutrition Services	02/27/2018	$11.89	Washington Tech
Mosca, A. M.	Professional Employee	02/05/2018	$38.80	Colborne Admin Offices
Schilling, A. M.	Supervisory	03/05/2018	$62.21	Colborne Admin Offices

REINSTATEMENT FROM LEAVE OF ABSENCE

Name	Job Category	Eff Date	Location
Deming, J. L.	Classroom Teacher	02/21/2018	The Heights
Kolles, A. J.	Classroom Teacher	02/12/2018	Obama Elementary
Malaga, D. F.	Classroom Teacher	01/29/2018	Harding Senior High
Rentzel, R. J.	Classroom Teacher	01/29/2018	Open World Learning
Spanjers, D.	Classroom Teacher	02/13/2018	Highwood Hills Elementary
Tretter, A. J.	Classroom Teacher	01/16/2018	American Indian Magnet
Tvrdik, C. M.	Classroom Teacher	02/16/2018	271 Belvidere Bldg
Walsh, K. J.	Classroom Teacher	02/14/2018	Capitol Hill Magnet
Lee, A. M.	Classroom Teacher	02/12/2018	Battle Creek Elementary
Smolik, C. L.	Classroom Teacher	02/22/2018	Humboldt Secondary
Soler, A.	Classroom Teacher	02/12/2018	271 Belvidere Bldg
Balchandani, R. J.	Education Assistant	02/05/2018	Homecroft Early Learning Ctr
Carranza, S. R.	Teaching Assistant	02/12/2018	Johnson Achievement
Fischer, J.	Teaching Assistant	02/14/2018	American Indian Magnet
Hayes, J.	Custodian	01/25/2018	Humboldt Secondary
Shaw-Baysinger, S.	Nutrition Services	01/29/2018	Bridge View
Kieger, R.	Technical	02/01/2018	Como Service Center

HUMAN RESOURCE TRANSACTIONS
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March 20, 2018

REHIRE AFTER TERMINATION

Name	Job Category	Eff Date	Pay Rate	Location
Kaehler, W. J.	Custodian	07/13/2017	$18.91	Creative Arts Secondary
Czeck, R. M.	Technical	03/31/2018	$35.30	Colborne Admin Offices

SUSPENSION WITHOUT PAY

Name	Job Category	Eff Date	Location
E., K.	Classroom Teacher	03/14/2018	
E., K.	Classroom Teacher	05/02/2018	
E., K.	Classroom Teacher	05/16/2018	
E., K.	Classroom Teacher	05/30/2018	
E., K.	Classroom Teacher	06/06/2018	
H., J. T.	Classroom Teacher	03/10/2017	
D., A. L.	School/Community Professional	02/27/2018	
K., W. J.	Custodian	07/14/2017	

RETIREMENT

Name	Job Category	Eff Date	Location
Henderson, D.	Principal	06/30/2018	Hazel Park Preparatory
Ropella, J. M.	Principal	06/30/2018	Randolph Heights
Lowe, J.	Central Administrator	02/16/2018	Colborne Admin Offices
Kelley, K. J.	Education Assistant	06/01/2018	Gordon Parks High School
Gibbons, R.	Teaching Assistant	03/10/2018	The Heights
Finn, M. D.	Clerical	03/01/2018	Washington Tech
Middleton, D.	Clerical	06/01/2018	1780 W. 7th Street
Bell, J. M.	Custodian	05/25/2018	Johnson Senior High
Czeck, R. M.	Technical	05/01/2018	Colborne Admin Offices

RESIGNATION

Name	Job Category	Eff Date	Location
Cupps, R.	Classroom Teacher	02/20/2018	Parkway Montessori
Wade, R. A.	Classroom Teacher	02/20/2018	271 Belvidere Bldg
Shukla, A. M.	Classroom Teacher	02/21/2018	L'Etoile du Nord Lower
Cocchiarella, M. T.	School/Community Professional	02/22/2018	Como Park Senior High

HUMAN RESOURCE TRANSACTIONS
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March 20, 2018

RESIGNATION

Name	Job Category	Eff Date	Location
Espinoza-Day, P.	School/Community Professional	02/17/2018	RiverEast Elem/Secondary
Kramer, P. W.	Teaching Assistant	02/15/2018	Nokomis Montessori North
Lindahl, B. J.	Teaching Assistant	02/17/2018	Daytons Bluff
Morris, J. M.	Teaching Assistant	02/17/2018	Eastern Heights Elementary
Perry, N.	Teaching Assistant	01/26/2018	Nokomis Montessori South
Saxton, L. D.	Teaching Assistant	02/17/2018	Farnsworth Aerospace Upr
Schwartz, D.	Teaching Assistant	02/06/2018	Johnson Achievement
Shomion, S. P.	Teaching Assistant	02/08/2018	Mississippi Creative Arts
Smith, K. D.	Teaching Assistant	02/17/2018	Bridge View
Yang, A.	Teaching Assistant	03/03/2018	Johnson Achievement
Johnson, T. S.	Custodian	01/26/2018	Murray Middle School
Bryan, L. O.	Nutrition Services	02/28/2018	Daytons Bluff
Keaton, S.	Nutrition Services	02/01/2018	Chelsea Heights Elementary
Kedir, S. A.	Nutrition Services	02/08/2018	Crossroads Science
Robles, V. E.	Nutrition Services	02/16/2018	Wellstone Elementary
Zuker, S. L.	Superintendency	03/03/2018	Como Service Center
Liebenow, P. J.	Supervisory	02/20/2018	Como Service Center

TERMINATION

Name	Job Category	Eff Date
P., M.	Classroom Teacher	02/21/2018
A., A. G.	Teaching Assistant	02/16/2018
B., S. A.	Teaching Assistant	01/06/2018
E., T. X.	Teaching Assistant	02/01/2018
M., S. A.	Teaching Assistant	02/07/2018
S., P.	Teaching Assistant	02/17/2018

HUMAN RESOURCE TRANSACTIONS
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March 20, 2018

DISCHARGE

Name	Job Category	Eff Date	Location
W., J.	Classroom Teacher	02/21/2018	
W., S. M.	Teaching Assistant	02/16/2018	
C., L.	Nutrition Services	03/02/2018	

TERMINATION OF TEMPORARY EMPLOYMENT

Name	Job Category	Eff Date	Location
Washburne, S.	Classroom Teacher	02/24/2018	Capitol Hill Magnet

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

DATE: March 20, 2018

TOPIC: February 2018 Central P.A.C. Donation

A. PERTINENT FACTS:

1. The Central High School P.A.C. has given a donation to various teachers at Central High School

2. To be distributed as follows:
   English Department-"A Raisin in the Sun" Field trip $2000.00-Account # T001

   Classroom whiteboards-Robert Murphy Account # T102- $500.00

   Tye-dying materials for Alka Goyal's classroom Account# T108 - $400.00

   Furniture for the Library Account # Z005 - $2000.00

   Surge Protectors for ipad charging equipment $80.00

   Kiln Shelves for Ryan Bregier's classroom Acct#A052 - $500.00

   Supplies to fund Valerie Littles-Butler's Central souvenirs, transportation to and from Ramsey $350.00

3. This item will meet the District strategic plan goals of achievement and sustainability.

4. This item is submitted by Mary Mackbee, Principal, Central Senior High School, and Theresa Battle, Assistant Superintendent.

B. RECOMMENDATION:

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.

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

DATE: March 20, 2018

TOPIC: Request for Permission to Submit Two Grants to AAA Minnesota/Iowa

A. PERTINENT FACTS:

1. AAA Minnesota/Iowa is currently accepting requests for traffic safety grants.

2. Saint Paul Public Schools Student Health & Wellness has prepared two applications:

   a) For funds to support a one-day Safety Camp. This grant is for approximately $450.
   b) For funds to support Capitol Hill Magnet School's Bike to School Day. This grant is for approximately $500.

   Saint Paul Public Schools will serve as fiscal agent for these projects. Staff at the program researched these grant opportunities.

3. Projects will meet the District strategic plan goal of achievement.

4. These items are submitted by Mary Yackley, Student Health and Wellness; Gail Ghere, Office of Specialized Services; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: March 20, 2018

TOPIC: Request for Permission to Submit a Grant to ERIK'S Bike Shop Grant Program

A. PERTINENT FACTS:

1. ERIK'S Grant Program is currently accepting grant applications for projects that encourage healthy lifestyles through cycling, skiing, snowboarding or skateboarding.

2. Saint Paul Public Schools Department of Student Health and Wellness has prepared an application for funds to support Project Bike Tech, a program that assists schools in setting up bicycle maintenance programs in high schools. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $10,000. 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 Mary Yackley, Director, Student Health and Wellness; Gail Ghere, Interim Director, Office of Specialized Services; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (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.

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

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. The FACE Foundation's French Dual Language Fund is currently accepting grant applications for projects that support and expand the burgeoning nationwide network of French bilingual programs in American public schools.

2. Saint Paul Public Schools' Central Senior High School has prepared an application to support French immersion at Central Senior High School by funding a French Teaching Intern from France. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $4,000. 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 Mary Mackbee, Principal, Central Senior High School; Theresa Battle, Assistant Superintendent; Jackie Allen, Asst. Director Strategic Planning and Policy; Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that advance literacy skills, including pre-literacy skills, reading and writing, for children from birth to grade 12.

2. Saint Paul Public Schools Office of Teaching and Learning, Office of Multilingual Learning, Office of Specialized Services and Community Education have prepared an application for funds to provide literacy coaching and supplies to provide a literacy rich environment. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately $3.45 million. Staff at the programs researched this grant opportunity.

3. Programs/Sites to receive coaching include: ECSE Birth to Three program, ECSE Community Inclusion program, ECFE Family Literacy program, Dayton's Bluff Achievement Plus Elementary School, Maxfield Elementary School, Obama Elementary School, American Indian Magnet School (Grades 6-8), Hazel Park Preparatory Academy (Grades 6-8), Ramsey Middle School, Battle Creek Middle School, Harding Senior High School, Como Park Senior High School, LEAP High School, Washington Technology Magnet School (Grades 9-12), and Humboldt High School (Grades 9-12).

4. This project will meet the District strategic plan goals of achievement.

5. This item is submitted by Jackie Statum Allen, Assistant Director, Policy, Planning and Funding Partnerships; Lynn Gallandat, Director, Community Education; Dr. Gail Ghere, Interim Director, Specialized Services; Dr. Yeu Vang, Director, Multilingual Learning; Hans Ott, Assistant Superintendent, Teaching and Learning; Andrew Collins, Assistant Superintendent, PreK-5 Schools; Lisa Sayles-Adams, PreK-8 and Middle Schools; Dr. Theresa Battle, Assistant Superintendent, 6-12 and High Schools; Jackie Turner, Chief Operations Officer; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: March 20, 2018

TOPIC: Request for Permission to Submit a Grant to Travelers Foundation

A. PERTINENT FACTS:

1. Travelers Foundation supports initiatives that improve academic and career success for underrepresented youth, specifically targeted at public school children in grades five through 12, students in transition to post-secondary education, and in the post-secondary learning environment.

2. Saint Paul Public Schools' Office of College and Career Readiness prepared an application for approximately $100,000 to support the implementation of programming at Como Park High School Academy of Finance and Humboldt High School Academy of Information Technology.

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

4. This item is submitted Jackie Statum Allen, Assistant Director, Policy & Planning; Dan Mesick, Administrator, 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 Travelers Foundation to support academy programming in SPPS; 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: March 20, 2018

TOPIC: Request for Permission to Accept a Grant from the Women's Foundation of Minnesota

A. PERTINENT FACTS:

1. The Women's Foundation of Minnesota makes grants to programs that result in shifts in individual, cultural and community attitudes and behaviors, and shifts in institutions and policies that serve as barriers to gender equity.

2. Saint Paul Public Schools Office of Family Engagement prepared an application and received a grant for approximately $50,000 to continue the Journey Men Program at Central and Como Park High Schools, promoting healthy attitudes toward gender equality among adolescent males. 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; Heather Kilgore, Interim Director, Office of Family Engagement and Community Partnerships; Jackie Turner, Chief Engagement Officer; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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.

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

DATE: March 20, 2018

TOPIC: MN Computers for Schools

A. PERTINENT FACTS:

1. Minnesota Computers for Schools (MCFS) is a nonprofit organization whose mission is to work collaboratively with schools and educationally focused community organizations to provide technology solutions and skills training to individuals in need.

2. The purpose of this MOU is to provide framework for collaboration between MCFS and Humboldt High School to create opportunities for low-income and at-risk youth to participate in technology training.

3. MCFS will provide participating low-income youth and adults with technology training and certification, pathway programming, employment readiness training and if applicable, access to paid internships and work experience in the IT sector.

4. Humboldt High School will actively recruit students and provide classroom space, computer equipment and internet access.

5. The project services fee is in the amount of $15,000 through December 31, 2018 and will meet the District strategic plan goal/goals of Achievement and Sustainability.

6. This item is submitted by Michael Sodomka, Principal, Humboldt High School and Theresa Battle, Assistant Superintendent Grades K-12

B. RECOMMENDATION:

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

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

DATE: March 20, 2018

TOPIC: Request for Proposal (RFP) – No. A213690-AA
Firewall

A. PERTINENT FACTS:

1. Technology Services has had repeated issues with our current Firewall solution and the goal is to replace the existing solution with a better stable product. A Firewall typically establishes a barrier between a trusted internal network and untrusted external network, such as the Internet. Benefits:
    a. Helps to protect our District Network from outside threats.
    b. Will have local and Data Center Disaster Recovery capabilities
    c. Better Administrator Console for easy administration.
    d. Additional Security for monitoring our network.

2. The following proposals were received, the 1-year costs are noted below:

	Lump Sum Costs
Insight	$472,800
CDW-G	$518,845
Highpoint	$460,352
Heartland	$379,962
BlueBay	$383,570
DirSec	$470,581

3. The most responsive proposer, DirSec, offers the most comprehensive and reliable 3-year solution at a total cost of $769,000. Approximately 80% of the hardware, installation and maintenance costs, $362,613, will be paid by E-rate funds. DirSec scored highest in the evaluation of the proposals which included the following areas:
    - A next-generation comprehensive Firewall Solution that meets District's needs.
    - Experience and qualifications – specifically K12 focus
    - Ability and capacity to deliver and implement product
    - Training and knowledge transfer
    - Invoicing, reporting and E-rate expectations

4. The solution will include hardware, implementation, training, and three years of software licensing/support and three years of maintenance/support.

5. The purchase is over $100,000 and board approval is required.

6. This purchase has been reviewed by Idrissa Davis, E-Rate Consultant Golda Berman.

7. Funding will be provided by the Technology Services budget.

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

9. This is submitted by Idrissa Davis, Deputy Chief, Technology Services.

B. RECOMMENDATION:

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.

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

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. This partnership with '18 Online' and MetroECSU 'Statewide Partnership', will allow SPPS teachers to earn subsidized Graduate Credits that result in required credentialing to teach Concurrent Enrollment courses at their high school.

2. Concurrent Enrollment allows students to earn transcripted college credit from partner post-secondary institutions while taking approved high school courses.

3. Increasing the number of SPPS credentialed teachers will allow schools to increase the number of concurrent enrollment courses taught.

4. Increasing the number of concurrent enrollment courses will meet the SPPS goal of improving college readiness for all students.

5. This project will meet the District strategic plan goal/goals of achievement and sustainability.

6. This item is submitted by Dan Mesick, Principal on Special Assignment and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: March 20, 2018

TOPIC: SPPS Supplemental Literacy Support

A. PERTINENT FACTS:

1. Providing students access to interesting books through well-designed classroom libraries results in students interacting more with books, spending more time reading, exhibiting more positive attitudes toward reading, and exhibiting higher levels of reading achievement (NAEP, 2002).

2. This project will meet the District strategic plan goals of achievement.

3. These materials will support Grade 1, Middle School and High School English/Language Arts classrooms with supplemental classroom library materials to promote independent reading. The cost of the materials is $384,820.00.

4. Funding provided by Title I, Part A.

5. This item is submitted by Sherry Carlstrom, Director Title I Federal Programs; Susan Braithwaite, Literacy Supervisor Office of Teaching and Learning; Hans Ott, Assistant Superintendent, Office of Teaching and Learning; Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. There are students in the district who are not in compliance with M.S. 123.70 Health Standards for Immunizations. The students' parents/guardians have been informed of needed immunizations, provided a copy of the law, and given information about community immunization clinics. A contact is made to verify the parents/guardians know that the child is non-compliant, understand the law, and are aware of the possible exemptions to the law. All parents/guardians have had a minimum of 30 days to comply with the law after they are informed that their child is non-compliant.

2. A list of the students is under separate cover.

3. This project will meet the District target area goals by ensuring high academic achievement for all students.

4. Requested by Mary Yackley, Supervisor, Student Health and Wellness, and Gail Ghere, Ph.D, Interim Director, Office of Specialized Services.

B. RECOMMENDATION:

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.

Revised 9/5/06

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

DATE: March 20, 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 January 1, 2018 – January 31, 2018.

(a) General Account	#687815-689287 #0002821-0002867 #7002631-7002683 #0002076-0002155	$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.

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

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. In 1990, the Regents of the University of Minnesota Instituted condemnation proceedings against Independent School District No. 625 to acquire approximately one-third of an acre at 1930 Como Avenue tor the purpose of constructing an intercampus transit-way (Ramsey County District Court File No. C5-89·13706).

2. On August 15, 1995, the Board of Education authorized the Superintendent to execute a lease agreement 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 Intercampus transit-way bridge at 1930 Como Avenue tor material and equipment storage. The District has continued to lease space under the transit-way for this purpose since August 1, 1993. The current lease will expire July 31, 2018.

3. The district desires to continue leasing space under the transit-way under what the University of Minnesota terms a “License Agreement”. Terms and conditions of a proposed new license agreement include the following:

    a. The district will lease a tract of land under the University of Minnesota intercampus transit-way bridge at 1930 Como Avenue from the University for material and equipment storage.
    b. The term of the license will be one year commencing August 1, 2018 and ending July 31, 2019.
    c. The district will pay, in advance, rent of $2,349.37 annually for this license with an increase of 3% each year the option is extended.
    d. This is the third extension of five allowed in this agreement.

4. This project will meet the District Strategic Plan goals by aligning resource allocation to District priorities.

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

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent 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.

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

DATE: March 20, 2018

TOPIC: 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

A. PERTINENT FACTS:

1) New Agreement is for a two-year period from July 1, 2017 through June 30, 2019.

2) Contract changes are as follows:

Wages: Effective July 1, 2017, maintain step and lane progression. Effective January 1, 2018 increase salary schedule by adding $0.25 on each cell. Effective July 1, 2018, maintain step and lane progression; increase salary schedule 1%.

Insurance for employees working 60+ hours per pay period: Effective January 1, 2018, the District's contribution for single coverage will go from $625 to $635. Effective January 1, 2018, the District's contribution for family coverage will go from $1,280 to $1,295.

Longevity: Effective January 1, 2018, employees who have completed twenty five (25) full-time equivalent regular active years of service with the Employer as of July 1 each year shall receive an additional $1.85 per hour in addition to the base hourly rate.

Union Business Leave. A combined bank of hours to be shared by Educational Assistants, School and Community Service Professionals, and Teachers for approved union business leave.

3) New Memoranda of Agreement/Understanding titled Defining Additional Days has been agreed upon. All existing Memoranda of Agreement/Understanding will be renewed.

4) The District has (417) FTE's in this bargaining unit.

5) The new total package costs for this agreement are estimated as follows:

-- in the 2017-2018 budget year: $8,290,455
-- in the 2018-2019 budget year: $8,393,042

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

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

B. RECOMMENDATION:

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

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

DATE: March 20, 2018

TOPIC: 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

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2017 through June 30, 2019.

2. Contract changes are as follows:

   Wages: Effective January 6, 2018, salary schedule rates are increased by 1.0%. Effective September 1, 2018, salary schedule rates will increase by 1.0%. Maintain step and lane progression for both years.

   Insurance: Effective January 1, 2018, the District monthly contribution for single coverage is $785 and will be increased to $805 per month; family/single+1 coverage is $1,060 and will be increased to $1,085 per month. Effective January 1, 2019, the District monthly contribution for single coverage is $805 and will be increased to $824 per month; family/single+1 coverage is $1,085 and will be increased to $1,104 per month.

   Union Business Leave. A combined bank of hours will be shared by Educational Assistants, School and Community Service Professionals, and Teachers for approved union business leave.

4. New Memoranda of Agreement/Understanding titled Multilingual Student Supports has been agreed upon. All existing Memoranda of Agreement/Understanding will be renewed.

5. The District has (172) FTE's in this bargaining unit.

6. The new total package costs for this agreement are estimated as follows:

   -- in the 2017-2018 budget year: $10,985,687
   -- in the 2018-2019 budget year: $11,259,994

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

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

B. RECOMMENDATION:

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

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

DATE: March 20, 2018

TOPIC: 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

A. PERTINENT FACTS:

1. Term of the contract is July 1, 2017 through June 30, 2019.

2. Summary of Contract Changes:

SALARY SCHEDULE IMPROVEMENT

Effective January 6, 2018, salary schedule increases by 1%. July 1, 2018, salary schedule increases by 1%. Maintain step and lane progression year 1 and 2.

TEACHERS' BENEFITS

Insurance Contribution for Active Employees:

Effective January 1, 2018, employer paid coverage toward single coverage is increased to from $785 to $800. The employer contribution for family/single+1 coverage is increased from $1,060 to $1,100.

Union Business Leave. A combined bank of hours to be shared by Educational Assistants, School and Community Service Professionals, and Teachers for approved union business leave.

3. The following are new Memoranda of Agreement/Understanding and Statements of Intent: Special Ed Caseload and Supports, Adult Basic Education Teachers – Ratio of Contracted to Hourly Staff, Recruitment and Retention of Teachers of Color, Access to Preschool, Supporting ELL, Hmong Dual Language, Class size (revised), Co-Teaching Best Practices (revised), Early Childhood Special Education Birth to Three Workloads, Restorative Practices (revised), Collaboratively Seeking Funding for Racially Equitable Schools, Recess, Teaching Not Testing, and Elementary Specialist. All existing Memoranda of Agreement/Understanding and Statements of Intent will be renewed.

4. The District has (3,257) FTE's in this bargaining unit.

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

In the 2017-2018 budget year:	$352,889,159
In the 2018-2019 budget year:	$355,271,612

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

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

B. RECOMMENDATION:

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

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

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Food Service Equipment at St. Anthony Park Elementary Addition & Renovation.

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

	Lump Sum Base Bid
Rapids Food Service	$150,008.00
Boelter	$152,103.00
TriMark	$158,500.00

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

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

4. Bids have been reviewed by Bradley Miller, Purchasing Manager.

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

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

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

B. RECOMMENDATION:

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

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

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. In order to ensure timely completion of the project, he 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. A213788-A scope will be reduced to reflect their scope reduction

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

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

	Lump Sum Base Bid
Steenburg Watrud	$119,300.00
Maertens-Brenny	$277,200.00
Axel Ohmnan	$316,000.00

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 Bradley Miller, 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. A213788-A Highland Park Elementary Building Renovation to Steenburg Watrud for the lump sum base bid for $119,300.00.

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

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. In order to ensure timely completion of the project, he 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. A213790-A scope will be reduced to reflect their scope reduction

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

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

	Lump Sum Base Bid
A&L Construction (withdrew bid)	$327,700.00
Meisinger Construction	$412,000.00
Reiling Construction	$498,842.00

5. The apparent low bidder, A&L Construction, withdrew their bid because of a calculation error.

6. 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

7. Bids have been reviewed by Bradley Miller, Purchasing Manager.

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

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

10. 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. A213790-A Highland Park Elementary Building Renovation to Meisinger Construction for the lump sum base bid for $412,000.00.

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

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. In order to ensure timely completion of the project, he 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. A213792-A scope will be reduced to reflect their scope reduction

3. This project provides all labor, materials, equipment and services for Roofing & Metal Panels at Highland Park Elementary Building Renovation.

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

	Lump Sum Base Bid
Burwald Roofing	$454,770.00
Thomas Finn Company	$570,465.00
Fin Group	$640,453.62
Palmer West Roofing	$643,800.00
Central Roofing	$645,000.00
Dalsin Roofing	$656,137.00

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 Bradley Miller, 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. A213792-A Highland Park Elementary Building Renovation to Burwald Roofing for the lump sum base bid for $454,770.00.

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

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. In order to ensure timely completion of the project, he 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. A213798-A scope will be reduced to reflect their scope reduction

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

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

	Lump Sum Base Bid
Grazzini Brothers	$185,875.00

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 Bradley Miller, 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. A213798-A Highland Park Elementary Building Renovation to Grazzini Brothers for the lump sum base bid for $185,875.00.

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

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. In order to ensure timely completion of the project, he 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. A213802-A scope will be reduced to reflect their scope reduction

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

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

	Lump Sum Base Bid
B&B Electric	$420,000.00

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 Bradley Miller, 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. A213802-A Highland Park Elementary Building Renovation to B&B Electric for the lump sum base bid for $420,000.00.

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

DATE: March 20, 2018

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

A. PERTINENT FACTS:

1. In order to ensure timely completion of the project, he 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. A213803-A scope will be reduced to reflect their scope reduction

3. This project provides all labor, materials, equipment and services for Excavation & Site Work at Highland Park Elementary Building Renovation.

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

	Lump Sum Base Bid
Urban Companies	$109,500.00
Veit & Company	$167,700.00

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 Bradley Miller, 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. A213803-A Highland Park Elementary Building Renovation to Urban Companies for the lump sum base bid for $109,500.00.

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

DATE: March 20, 2018

TOPIC: Bid No. A213552-A District-Wide Facilities Planning Moving Services

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for District-Wide Furniture Moving.

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

	Lump Sum Base Bid
All Furniture	$150,000.00

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

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

4. Bids have been reviewed by Bradley Miller, Purchasing Manager.

5. Funding will be provided from General Fund Revenue.

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

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

B. RECOMMENDATION:

That the Board of Education authorize the award of Bid No. A213552-A District-Wide Furniture Moving to All Furniture for the lump sum base bid for $150,000.00.

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION

Board File No._____

Date_____

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 encourage 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.

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 ESTABLISHING PROCEDURES RELATING TO COMPLIANCE WITH REIMBURSEMENT BOND REGULATIONS UNDER THE INTERNAL REVENUE CODE

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 Certificates of Participation, Series 2018C (the "Certificates") pursuant to Minnesota Statutes, Chapter 475 and Minnesota Statutes, Section 126C.40, to finance the acquisition, renovation and equipping of a facility, located at 600 Weir Drive, Woodbury, MN 55125, to provide middle school education services; and

B. WHEREAS, the Department of Treasury has promulgated final regulations governing the use of proceeds of tax exempt obligations, 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 obligations. 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 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

Adopted_____

_____

CHAIR Board of Education

_____

CLERK Board of Education

C. 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. Official Intent Declaration.

(a) The District has determined to finance the acquisition, renovation and equipping of a facility, located at 600 Weir Drive, Woodbury, MN 55125, to provide middle school education services (the "Project").

(b) Other than (i) expenditures to be paid or reimbursed from sources other than the Certificates (as defined above), (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 $18,600,000 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.

2. 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.

3. 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.

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

I, the undersigned, being the duly qualified and acting Clerk of Independent School District Number 625, Saint Paul, Minnesota, DO HEREBY CERTIFY that I have compared the attached and foregoing extract of minutes with the original thereof on file in my office, and that the same is a full, true and complete transcript of the minutes of a meeting of the School Board of said District, duly called and held on the date therein indicated, insofar as such minutes relate to considering a resolution for procedures of the District for compliance with certain IRS Regulations on the reimbursement allocation made from the proceeds of the Certificates of said District.

WITNESS my hand this 20th day of March, 2018.

_____
Clerk

BOARD OF EDUCATION | 2018-2019SY MEETING DATES

	COB	BOE
TIME	4:30pm (unless otherwise noted)	Public Comment | 5:30 Board of Education Meeting | 6:05pm
2017-2018SY		
DEC	12/5/2017	12/19/2017
JAN	1/9/2018 | 4:30 pm	1/9/2018 | 6:45 pm | Annual Meeting
		~~1/23/2018~~ 1/30/2018
FEB	~~2/6/2018~~ 2/13/2018	2/20/2018
MAR	3/6/2018	3/20/2018
APR	4/10/2018	4/24/2018
MAY	5/8/2018	5/22/2018
JUNE	6/12/2018	6/12/2018 | Special | Non-Renewals
		6/19/2018
JULY	~~7/17/2018*~~ (canceled)	7/17/2018
AUG	8/14/2018* (added)	8/21/2018
2018-2019SY		
SEPT	9/11/2018	9/18/2018
OCT	10/9/2018	10/23/2018
NOV	11/7/2018*	11/13/2018
DEC	12/4/2018	12/18/2018
JAN	1/8/2019 | 4:30 pm	1/8/2019 | 5:30 pm | Annual Meeting
		1/22/2019
FEB	2/5/2019	2/19/2019
MAR	3/5/2019	3/19/2019

BOARD GENERAL_DATES: Board Meeting 2016-2018

APR	4/9/2019	4/23/2019
MAY	5/7/2019	5/21/2019
JUNE	6/11/2019	6/11/2019 | Special | Non-Renewals
		6/18/2019
JULY		7/23/2019
AUG	8/6/2019	8/20/2019

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

The following Board of Education Meetings will be held in the district's Administration Building at 360 Colborne Street unless otherwise noted.

MARCH 20, 2018	**REGULAR MEETING OF THE BOARD OF EDUCATION**
5:30 pm	Open Meeting to Hear Public Comment
6:05 pm	Board of Education Meeting
APRIL 10, 2018	**COMMITTEE OF THE BOARD MEETING**
4:30 pm	
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

FUTURE BOARD OF EDUCATION MEETINGS

Committee of the Board	**Board of Education**
May 8	May 22
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

March 19, 2018	MSBA Day at the Capital
March 21, 2018	District Wide Community Feedback Session 4:00-7:30pm | Harding High School
March 23, 2018	Community Education's Neighbor Day 4:30-7:30pm | Rondo Education Center
April 4, 2018	Reimagine MN 8:30am | TIES Conference Center