



Saint Paul Public Schools

Regular Meeting

Tuesday, February 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

February 20, 2018
6:05 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**
- IV. RECOGNITIONS**
 - A. Acknowledgement of Good Work Provided by Outstanding District Employees and Departments 6
- V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- VI. APPROVAL OF THE MINUTES**
 - A. Minutes of the Regular Meeting of the Board of Education of January 30, 2018 7
- VII. COMMITTEE REPORTS**
 - A. Committee of the Board Meeting of February 13, 2018 24
- VIII. SUPERINTENDENT'S REPORT**
 - A. Results of the FAST Assessment 32
 - B. FY2018-2019 Preliminary General Fund Budget Update 59
 - C. Human Resource Transactions 68
- IX. CONSENT AGENDA**

The Consent Agenda Items below fall under one or more of the following Strategic Plan Goals: 1) Achievement, 2) Alignment and 3) Sustainability.

 - A. Gifts
 - 1. Request for Permission to Accept an Anonymous Gift 76
 - 2. Ecolab Foundation Gift to Humboldt High School 2018 77
 - 3. Acceptance of Gift from Jill Johnson 78
 - 4. Request for Permission to Accept a Gift from West St. Paul Commercial Club for Humboldt High School 79

5. PAC Donation to Central High School, \$6,155.95	80
B. Grants	
1. Request for Permission to Submit a Grant Application to the Confucius Institute	81
2. Request for Permission to Accept Two Grants from Ecolab	82
3. Request for Permission to Accept Two Grants from Generation Next	83
4. Request for Permission to Accept Four Grants from the Kopp Family Foundation	84
5. Request for Permission to Accept a Grant from Minnesota Agriculture in the Classroom Foundation	85
6. Request for Permission to Submit a Grant to the Minnesota Department of Education	86
7. Request for Permission to Submit a Grant to the Minnesota Department of Employment and Economic Development	87
8. Request for Permission to Submit Multiple Grants to the Minnesota Department of Health's Asthma Friendly Schools Mini-Grant Program	88
9. Request for Permission to Submit a Grant to the National Endowment for the Arts	89
10. Request for Permission to Accept a Grant from the National Society of High School Scholars	90
11. Request for Permission to Accept Multiple Grants from the Target Foundation	91
12. Request for Permission to Accept a Grant from the Twin Cities Opera Guild for Capitol Hill Gifted and Talented Magnet	92
13. Request for Permission to Submit Grant Applications to Wells Fargo	93
C. Contracts	
D. Agreements	
1. Approval to Enter into an Agreement between Saint Paul Independent School District #625 and Helen Keller International (HKI)	94
2. District Rooftop Lease (Cell Tower) at L'Etoile Du Nord Upper Campus & Farnsworth Aerospace PreK-4 Campus	95
3. Request for Permission to Enter into a Memorandum of Understanding (MOU) with the Amherst H. Wilder Foundation for Saint Paul Promise Neighborhood	96
E. Administrative Items	
1. Facilities Department FY18 Purchases over \$100,000	97
2. Monthly Operating Authority	98

3. Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations	99
4. Settlement of Partially Insured Claim (C.E.)	100
5. Purchase of Former Crosswinds School Property, 600 Weir Drive	101
6. Discharge of J.W.	102
F. Bids	
1. 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	103
2. Request for Bid: MacBooks	104
3. Bid No. A213591-A Como Park Senior High Addition and Renovation	105
4. Bid No. A213634-A Homecroft School Renovation for Jie Ming Mandarin Immersion Academy	106
5. Rondo Chiller Replacement	108
G. Change Orders	
X. OLD BUSINESS	
XI. NEW BUSINESS	
XII. BOARD OF EDUCATION	
A. Information Requests & Responses	
B. Items for Future Agendas	
C. Board of Education Reports/Communications	
XIII. FUTURE MEETING SCHEDULE	109
A. Board of Education Meetings (6:05 unless otherwise noted)	
B. Committee of the Board Meetings (4:30 unless otherwise noted)	
XIV. ADJOURNMENT	

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

DATE: February 20, 2018

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. **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.

2. **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.

3. This item is submitted by Jackie Turner, Chief Operations Officer

B. RECOMMENDATION:

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

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

January 30, 2018

I. CALL TO ORDER

The meeting was called to order at 6:12 p.m.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Ms. Foster moved approval of the Order of the Consent Agenda with the exception of items B2 – Request for Permission to Accept a Grant from the Minnesota Historical Society, E3 – Petition Request for Rezoning of Property at 900 Albion, Saint Paul, MN, E5 – Petition Request for Private Property at 1672 Grand Avenue, and G1 – Change Order #4 for Weber, Inc. at Highland Park Elementary Expansion & Renovation, which were pulled for separate consideration. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

V. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of December 19, 2017
- B. Minutes of the Annual Meeting of January 9, 2018

MOTION: **Ms. Ellis moved approval of the Minutes of the Regular Meeting of the Board of Education of December 19, 2017 as published and the Minutes of the Annual Meeting of the Board of Education of January 9, 2018 as published. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

VI. COMMITTEE REPORTS

A. Committee of the Board Meeting of January 9, 2018

At the Committee of the Board Meeting on January 9th, Superintendent Gothard started the meeting with a recap of the Listen and Learn session for students held at Highland Park Middle and High School, as well as the Inauguration Ceremony at Central High School for our new Mayor of St. Paul, Melvin Carter. Both events were successful and meaningful opportunities to connect with our students, families, and community. He also clarified questions from the Enrollment Report presented at the December Board of Education meeting.

SEAB members presented their research, findings, and recommendations on their project – Expanding Student Voice. Their proposal aims to ensure the concerns of all students are heard by creating a new structure of student engagement. Board members requested further information on the process for elementary student engagement and supports. SEAB responded that they believe all students have a voice, and it is important to amplify their voice to determine their vision for their school. The structures and support systems will need to be tailored to each school in order to best serve their students. Authentic student voice will create an environment where students feel a sense of community and belonging.

The 2017 Audit Report was then presented to the Board. Representatives from the accounting firm MMKR issued an unmodified, or clean, opinion on the financial statements and four comments on the internal control and compliance reports. The General Education Aid basic formula, fund balances, and Adjusted Daily Membership and Pupil Units Served were reviewed. The recap of the special revenue funds in food service and community service sparked questions from the Board, including the median range, and investments of those funds. The Business Office determines investments of those funds based on past trends and projections.

MOTION: **Mr. Marchese moved the Board accept the report on the January 9, 2018 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Ms. Vanderwert.**

The motion was approved with the following roll call vote:

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

VII. SUPERINTENDENT'S REPORT

A. Update on Strategic Planning Process

Assistant Director of Strategic Planning and Policy, Jackie Statum Allen, provided an update on the strategic planning process.

- The strategy development process overview was presented, with the seven steps throughout the three phases. Step 1 of the environmental scan and organizational assessment, along with Step 2 of analyzing the implications comprise Phase 1: Analysis with a timeline of November-January. Step 3 of defining desired future of long-term outcomes, Step 4 of developing strategic themes, objectives, and measures, and Step 5 of defining strategic initiatives make up Phase 2: Strategy Development with a timeline of February-June. Step 6 of creating action plans, and Step 7 develop monitoring and review process comprise Phase 3: Action Planning with a timeline of July-December.
- Update on Phase 1: Analysis
 - Greenway Strategy Group (GSG) conducted an environmental scan, where they reviewed district data, met with key informants, and conducted a survey with SPPS community.
 - GSG will present synthesized findings
- Looking Ahead – Phase 2: Strategy Development
 - Greenway Strategy Group (GSG) will facilitate work sessions with senior leadership to develop draft long term outcomes and strategic themes
 - GSG will present findings and draft strategy components at the Committee of the Board meeting on 2/13/2018
 - SPPS will engage community in a comprehensive tour to seek input on the long term outcomes and strategic themes

QUESTIONS/DISCUSSION: None

B. School Start Times 2019-20: Implementation Planning Update

Assistant Director Allen presented an updated on the planning underway for the school start times change in September 2019.

- A recap of the topic was provided
 - SPPS is preparing to restructure school start times beginning September 2019
 - Board voted for the restructure in October 2017
 - The change allows for more secondary schools to start later
- Four committees are preparing to implement the start times change
 - District Committee for Start Times Implementation
 - Three subcommittees to address key challenges:
 - Childcare
 - Safety
 - Athletics
- Childcare Subcommittee
 - Identify childcare options for elementary students at schools that will transition to a new 2:00 p.m. dismissal time
 - Analyze current childcare locations and capacity of existing providers
 - Make recommendations to support students and families
 - Members include representatives from SPPS Discovery Club, Extended Day Learning, and Family Engagement, Saint Paul Parks and Rec, Sprockets Saint Paul, and private and non-profit childcare providers
- Safety Subcommittee
 - Support elementary students and families at schools that will transition to a new 7:30 a.m. start time
 - Study the safety of bus stops and travel paths
 - Make recommendations to support students and families
 - Members include representatives from SPPS Transportation and Facilities, Saint Paul Police Department, Saint Paul Public Works, and community partners

- Athletics Subcommittee
 - Assess scheduling challenges resulting from later dismissal of secondary schools
 - Identify game and practice space for all sports teams
 - Propose guidelines for scheduling that reduces early dismissals for student athletes
 - Members include representatives from SPPS Athletics and Facilities, and Saint Paul Parks and Rec
- District Committee for Implementation
 - Advising the work of the subcommittees
 - Providing a comprehensive support system for changing school start times
 - Members include leads from each of the subcommittees, Office of Communications, Office of Family Engagement, and Assistant Superintendents
- The timing and next steps were then reviewed.

QUESTIONS/DISCUSSION:

- In looking at the subcommittees, they address some of the major concerns. Where are we with transportation concerns, and how is that going to be addressed through this process? In previous conversations, there has been encouragement to think of creative solutions to transportation issues. Answer: The work is continuing as we proposed as last fall, where a restructure where tiers 1 and 2 would swap. This would allow for middle and high schools to begin at 8:30, and elementary schools to begin at 7:30. It was appreciated that the Board accepted the proposal to delay the start time change to the 2019-2020 school year so that if there were changes to restructured plan due to the strategic plan, we would be able to incorporate those changes and not impact schools twice.
- The Board also noted their hopes that this process would also give opportunity to think of creative solutions and alternatives with Metro Transit, etc. There is a level of specificity in the planning process involving transportation. This is an item that the Board would like to see thoroughly discussed within the process.
- Another concern are venues for parents to have input into the process. Parents may have a perspective on these guidelines, and they need to be included so that when the changes happen, everyone is onboard and aware. Answer: These subcommittees are including parent and community engagement within their discussions. That information is being pulled together into recommendations and ideas. This information is being presented to school communities so that they are not starting from scratch with those conversations.
 - So there will be engagement opportunities at buildings? Answer: Yes, with the subcommittees, there are opportunities for engagement. One is conducting a survey for schools that will be most impacted. There is work happening to engage.
 - The Board also noted that the engagement information is important to report on and make known to the community on the website or forums. It is important to have families in the mix for them to give feedback to the Board, and for the Board to be able to direct them to further information on this process to be successful.
- Another board member recapped the previous meeting where action was taken on school start times and commended the board and former chair on the deliberation and discussion at that meeting. He also commented that at that meeting and with the vote, the Board wanted to convey a clear message to the public, and he is concerned the community may not be clear on the process and if school start times changes will absolutely happen. He wants to ensure that we make every effort to convey to the public this change in a decisive manner. Is this a done deal? On the timeline, we have that school start times finalized and announced in October 2018. Answer: Yes, when the action was taken the it was to delay the change to address the concerns for those subcommittees. That work is happening now. We know that by October 2018 there are several things that need to happen. We need to ensure that the strategic plan incorporates those schools that may fall between categories. The additional time is necessary to vet those concerns and questions. Most importantly, anything that we do differently that deviates from our current transportation system, we can change. We need to ensure that through this work now, that by October 2018 we know what the plan is. The direction that staff received is that there is a high priority for secondary schools to

have a later start time. Our direction was through these committees come back to the Board with action and plans how to implement for the 2019-2020 school year.

- There may be members of the community that may be convinced that we will possibly back away from decision. Answer: The Board made the decision and voted that by October 2018 the District will be clearly communicating times to the community. The website states the changes. The vote at the previous meeting involved the framework and timing.
- Another board member questioned childcare. There will be more children not in school at 2:00. How are you approaching that extra need, especially since high school students won't be available. How are you addressing the quality of where those children will be? How is the subcommittee working with those providers, and those funding sources? Answer: The lead for the childcare subcommittee is currently immersed in this work. They have begun to look at the current capacity that exists. They are working on the current belief that those families that need childcare at 3:00, will also need childcare at 2:00. There is that assumption, but as well as engagement with the community. A big part of the work is making sure our partners are prepared to accept children an hour earlier than before – including staffing. A big part is awareness, and staffing is prepared to adjust to that transition. In terms of funding, there is a mix of fee-based programs and others are free to families. With those free programs, they have ability to accept more children in a way that is cost-advantageous and sustainable for them. For fee-based programs, there are grants through Ramsey County to support families. We ensure that we increase efforts to make sure families are aware of those options to help with fee-based programs. We support families through those opportunities.

C. Early College in Saint Paul Public Schools

The mission of Early College in SPPS is to empower each SPPS student by expanding opportunities and eliminating barrier for career and college success. The vision is a strategic PreK-16 system-wide alignment designer to expand college credit-earning opportunities and career pathways for high schools students by increasing supports that will better prepare our scholars for achieving post-secondary success in college and/or career.

- Benefits to Early College
 - Focus on increasing access and opportunity to earn college credit in high school for all students
 - Improved support and preparation for traditionally underrepresented students in college credit earning opportunities
 - Success leads to increased belief in one's potential to succeed in post-secondary or training after high school
 - Courses offer preparation for the rigor of a college course and may eliminate the need for remedial courses in college
 - Opportunities to earn free college credit while in high school, leading to financial savings
 - Students can explore careers, earn industry certifications for career
- Early College programs by school were presented.
- **Advanced Placement** – offers college-level courses, taught by certified AP teachers. Students take an end of course AP exam, where based on their scores, they can earn free transferable college credit or course placement. Advantages include allowing students with passing scores to place out of introductory college courses and/or earn college credit, school districts retain state and federal funding; classes are taught at high school by certified AP teachers, courses offer the rigor of a college course, and non-passing grades are not part of the college transcript.
- **Career and Technical Education** – includes Career Pathways Academy, Career Pathways, and Project Lead the Way, and articulated college credit in individual CTE courses.
 - Provide high school students the opportunity to explore careers in a hands-on learning environment
 - The list of programs in SPPS was also presented.
- **Career Pathways Academy** – provides 10th-12th grade students the opportunity to take free, college courses at Saint Paul College. Transportation is provided to students. Courses include Business, Computer Repair, Computer Fundamentals, Nursing Assistant, and Web Design.

Advantages include that students can earn free, transcribed Saint Paul College credit, some courses provide industry certification, courses occur both during and outside of the regular school day, available to all SPPS students, and prepares students for high wage, high demand careers.

- **Academy of Finance at Como Park and Academy of Information Technology at Humboldt** - These career academy programs increase college and career readiness through learning opportunities, internships, mentorships, and work experiences in the fields of IT and Finance. Advantages include that students can earn up to 16 articulates and concurrent college credits at Saint Paul College, Academy of Finance students can earn a business certifications from Saint Paul College, students are part of a smaller learning community through all 4 years of high school, classes occur at high school and school districts retain state and federal funding, they prepare students for high wage, high demand careers, and are currently funded by Federal YCC grant.
- **Construction Pathway at Central and Welding Pathway at Humboldt** – these pathway programs increase college and career readiness through hands-on learning opportunities, internships, mentorships, and work experiences. Advantages include that students can earn free, articulated Saint Paul College credit, each Pathway provides industry certification, classes occur at high school, so districts retain state and federal funding, students are part of a smaller learning community, students are prepared for high wage, high demand careers, and it is currently funded by United Way grant.
 - New pathways under development are Agriculture Science at Highland Park and Medical Pathway at Humboldt
- **Project Lead the Way** – offers courses where students learn about engineering before starting their post-secondary education or career. End of course exams may lead to free college credit or preferred admittance at a limited number of institutions (determined by the individual post-secondary institution). Advantages include that these are high rigor courses offering students the opportunity to take college-level courses, “non-passing” test scores are not part of the college transcript, taught at high school by PLTW teachers, and districts retain state and federal funding.
- **College-Level Examination Program** – provides students the opportunity to earn free college credit by earning a “passing score” on a 90-minute exam. Exams are offered in 33 subject areas to allow students with passing scores to place out of introductory level college courses. Advantages include that MNSCU schools are required to give college credit for passing scores, teachers do not need to be credentialed to prepare students for the exam, SPPS has 2 approved testing centers, and non-passing scores are not part of the college transcript.
- **Concurrent Enrollment/Saint Paul College** – allows eligible SPPS students the opportunity to take free college courses on their high school campus. Students earn both high school and college credit in their courses. Advantages include that students can earn free, transcribed credit with partner institutions, classes occur at the high school, classes are taught by SPPS teachers who are approved by the partner institution, credits can transfer, and a flat fee of \$3,000 per teacher who teaches Concurrent Enrollment courses (a portion of this is reimbursed.)
- **Concurrent Enrollment/College in the Schools** – allows students to take free college level classes at the University of Minnesota through Concurrent Enrollment. Students earn both high school and college credit in their courses. Advantages include that students can earn free, transcribed University of Minnesota credit, school districts retain state and federal funding, credits can transfer, and courses are taught by SPPS teachers who are approved by the U of M.
 - The list of concurrent enrollment courses offered in SPPS was presented.
- **Gateway to College** – allows students who have dropped out of high school or who are off-track to graduation an opportunity to earn their high school diploma while concurrently beginning their college experience. Students spend their entire day at Saint Paul College where they take high school classes taught by SPPS staff, and college courses taught by SPC faculty. Advantages include that students earn their high school diploma while earning free

Saint Paul College credit, the program provides students with thoughtful supports behind academics, students scoring below college-ready can access developmental college courses, students do not pay for tuition, fees, required books, or supplies, and learning environment is on a college campus.

- **International Baccalaureate** – offers students pre-college courses designed to challenge students thinking about their community and world. Students take an end of course IB exam, which may lead to earning free college credit or course placement based on the exam score. Students can also earn an IB diploma by taking end of course exams paired with presentations and projects. Advantages include the IB courses offer students preparation for the rigor of a college course, non passing scores are not part of the college transcript, classes are taught at high schools by certified IB teachers, and districts retain state and federal funding.
- **Post-Secondary Enrollment Options** – allow eligible 10-12th grade students to earn both high school and free college credit through successful completion of college-level courses at participating postsecondary schools. Most PSEO courses are offered on the college campus, but some are offered online. Advantages include that students earn free, transferable college credit while in high school, provides students the opportunity to experience college while in high school, and PSEO students do not pay for tuition, fees, required books, or supplies for courses.
- Opportunities for growth of Early College include dedicated and sustained funding for Career Pathways, increase support to ensure students are ready for high rigor courses, increased marketing of SPPS Early College opportunities, continuing to work with MN State and MDE to create increased opportunities for credentialing of high school teachers, and support development of career and college readiness for elementary and middle school students.

QUESTIONS/DISCUSSION:

- How many students are taking advantage of this in our high schools? Answer: While we don't have an exact number, there is an estimate that 33%-50% are taking some sort of early college class.
- How widespread is the participation? In terms of recruitment, how well are we doing to encourage students to give this a try? Answer: The 33%-50% was overall in terms of students in high school taking advantageous of at least one Early College opportunity. Of that 33%-50%, there is approximately 10% that are taking every opportunity and graduating with associates degree or similar degree. Our mission is to expand every opportunity to all students in addition to those current 10%.
- In regards to credentialing our teachers and the hurdles and money in order to be certified nationally, where is that at right now? Answer: It is still there. The burden is that teachers need a master's degree plus 18 degree credits in field. Most of our teachers do not have 18 credits in field, whereas they may have credits in education masters. They need to go back to school to take these classes. Right now, the state is offering opportunities for teachers to take these classes, but we need to increase the awareness to the teachers so that they can take these classes. A lot of the time it is not the money, but the time cost of these classes because 18 credits is a lot. For teachers looking to move up, there are advantages, but it is also hard work. We are working to support teachers to achieve this.
- AVID is a great program, but there are a lot of students that are not in AVID and need a pre-AVID boost. Are there pathways and support for that? Is there a district-wide program that helps those kids get to AVID? Answer: Currently there is not a district-wide program, but individual schools do have supports in place. One of the developments is concurrent support – an example is that a student may take a College Algebra class, while taking a math support class at the same time. Those extra classes take funding though, so it is still being worked on and developed.
- The Board requested further information on the demographics of students in AP, including the diversity of students in terms of gender and race, as well as overall amount of students in AP classes. They also requested information in terms of those students enrolled in AP classes, how many opt to take the placement test for college credit. And finally, of those students who

take the test and pass, what is the amount that receive placement in college? How are we doing in terms of diversity and success of those students? Answer: We will work to get those answers. There are other opportunities to get college credit outside of AP or IB, and that's where concurrent enrollment is advantageous. They are taking the class and earn a grade at the end and they are done; they don't need to take an exam for the credit. If they take a concurrent enrollment class, they receive transcribed credit from participating colleges. They need to do well in a class, but it is not based on the AP exam at the end of the class.

- How are we recruiting scholars? How do students learn about these opportunities? Answer: There are assemblies at schools, and there is room for growth in this area. One idea is to expand the information in middle schools, so that those students know about these opportunities when choosing a high school.
- Doug Revsbeck, principal at Harding also explained the acceleration options available to students at Harding instead of the traditional remedial options available to students. Every student should have some sort of support in 9th grade for confidence. AVID structure has been incorporated into learning, as well as tutorial focus. Students are realizing this pre-AVID program is beneficial to them. Principals and staff are also learning from each other.
- There is also a MDE grant to increase participation in rigorous classes and AP. There are partnerships within college access programs for students and support. Also, there is upcoming work with SEAB to increase participation in rigorous courses that is welcomed and anticipated.
- Board members noted their excitement for these programs, as well as the data to support this.
- How are we talking to families about these programs, and how are we introducing them to families new the district? Answer: This is a topic that is widely shared at high school open houses. That is the best place for students and families to learn about these programs. There are opportunities for growth at the Student Placement Center where staff can share information about these programs to families who are new to the district.
- How are programs selected for schools? Is it based on funding? Why are some available only at certain schools? Answer: We are trying to have each school specialize in a career pathway. We are also working on the question if a student started at one school and wanted to switch to another school to continue that pathway. An 8th or 9th grader may not make the right choice for them initially; we don't want them locked into their decision. We are working on those questions.
- How many of these students go to college and complete college? Answer: We are working on that compiling that information. It will be powerful marketing information.
- Board members also noted Superintendent Gothard's experience in pathways.
- How do we get a level of consistency to commit to families that when their child enters high school that there will be a menu of options, with a way of helping to make those choices. How do we let that happen? It should be available in a systematic way. Answer: Yes. This is a process that needs to be a PreK-16 alignment. School counselors are also important in this process. The partnership with Placement needs to be continued to be refined, however school counselors are doing wonderful work with this program. They know their students and families very well. It is also important to create that system of support and how to connect with those partners to ensure we are maximizing those resources with students, and helping students access that information to make those informed decision. We also have 2 early college counselors at the elementary, and how to instill a college-going culture throughout their education at SPPS. The counselors can promote that school-wide, in addition to teachers and administrators.
- A board member also highlighted former board member, Chue Vue's, main priority of student achievement and how Early College programs directly relate to the achievement of all students.
- Superintendent Gothard also noted thanks to all those helping to do this great work, and this right work. It is important to note the beliefs and confidence of the students presenting. They have those beliefs and that identity in themselves because of the beliefs we have provided to them. We know how to guide students to take the opportunities to build their identity. It's amazing that we are doing this is the SPPS community. He recapped Mayor Melvin Carter's

goal to give each child \$50 for a college savings account. The feedback and response that he is getting is that it is not about the money, but the belief that every child is worth the effort it takes for him or her to go to college. Cradle to Career, and a mayor that supports these efforts, this is an incredible time for us. That belief gap is as important as anything that we do as a District. The strategic plan is a roadmap to harness and refine these opportunities, but also to create new pathways. It's a wonderful place for us to be.

- SEAB members also noted how transportation passes are discounted for PSEO students that travel to colleges, however food is not included. A lot of students rely on SPPS for their food. It's important to bring the question of who these opportunities are motivating and who is dissuaded. Not everyone can afford the \$10-\$15 for lunch every day at the U of M.
- Is there a district wide requirement for these opportunities, such as GPA or class ranking? Answer: Most of the requirements are set by the colleges. For juniors and seniors, they need to be in the top third or half for Saint Paul College. Students also need to score accordingly on the Accuplacer in order to be college ready to access PSEO at Saint Paul College or other two-year institutions. We have also been working with SPC to have other options besides the Accuplacer, including based on GPA for those to take concurrent enrollment classes. Those with a lower GPA can still take a concurrent enrollment if they have a support class or program. That opens that door for more students.

D. Human Resource Transactions

MOTION: **Mr. Schumacher moved approval of the HR Transactions for the period December 1, 2017 through December 31, 2017. Mr. Brodrick seconded the motion.**

The motion was approved with the following roll call vote:

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

VIII. **CONSENT AGENDA**

MOTION: **Ms. Foster moved approval of all items within the Consent Agenda with the exception of Items B2 – Request for Permission to Accept a Grant from the Minnesota Historical Society, E3 – Petition Request for Rezoning of Property at 900 Albion, Saint Paul, MN, E5 – Petition Request for Private Property at 1672 Grand Avenue, and G1 – Change Order #4 for Weber, Inc. at Highland Park Elementary Expansion & Renovation, which were pulled for separate consideration. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31172 Gift Acceptance from an Anonymous Donor for Riverview West Side School of

Excellence

That the Board of Education authorize the Superintendent (designee) to allow Riverview West Side School of Excellence to accept this gift from the anonymous donor.

BF 31173 Gift Acceptance from Ecolab Foundation

That the Board of Education authorize the Superintendent (designee) to allow Riverview West Side School of Excellence to accept this gift from the Ecolab Foundation.

BF 31174 Gift Acceptance from Ecolab for Principal Fund at Cherokee Heights

That the Board of Education authorize the Superintendent to accept the gift from Ecolab to advance and support educational programming, and to support professional teacher development at Cherokee Heights Elementary School.

BF 31175 Acceptance of Gift from LMAP PTA

That the Board of Education authorize the Superintendent (designee) to accept the gift from Linwood Monroe Arts Plus PTA.

BF 31176 Acceptance of a Gift from Peacemaker Minnesota

That the Board of Education authorize the Superintendent (or Designee) to accept the gift from Peacemaker Minnesota.

BF 31177 Acceptance of Gift from St. Anthony Park School Association

That the Board of Education authorize the Superintendent (designee) to accept a gift from the St. Anthony Park School Association to support the school volunteer tutor program and help fund the EA Tech. position. This gift is to be deposited in the intraschool fund, 19-557-999-000-5096-U001.

B. Grants

BF 31178 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 flexibility to continue providing services to EL students until age 22; and to implement the project as specified in the award documents, if awarded.

BF 31179 Request for Permission to Accept ProStart Grants from Hospitality Minnesota Education Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from Hospitality Minnesota Education Foundation; and to implement the projects as specified in the award documents.

C. Contracts

BF 31180 MOU Between SPPS and the Amherst Wilder Foundation

That the Board of Education authorize the Superintendent to approve and adopt the Memorandum of Understanding between the Saint Paul Public Schools and the Amherst Wilder Foundation.

BF 31181 New Post-Secondary Contract with North Hennepin Community College for Dave Larson American Indian Research Tour

1. That the Board of Education authorize the Superintendent (designee) to review the contract and enter into an agreement with North Hennepin Community College for the Dave Larson American Indian Research Tour, and;
2. Send a letter of appreciation to North Hennepin Community College President, Dr. Barbara McDonald, 7411 85th Avenue North, Brooklyn Park, MN 55445 for funding the travel, lodging, and meals for our students and staff chaperone to participate in this trip.

D. Agreements

BF 31182 Children's Defense Fund Freedom Schools

That the Board of Education authorize the Superintendent (designee) to approve the expending of ALC funds in the amount of \$156,850 to provide professional support for overall program operations including training for CDF Freedom Schools staff, according to the CDF model, and also provide for the purchasing of curriculum and books for teachers and students to use for instructional and learning purposes during CDF Freedom Schools Summer Term.

BF 31183 Request to Sign Articulation Agreement with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to sign the Articulation Agreement between Saint Paul Public Schools and Saint Paul College.

BF 31184 Permission to Enter into Lease Agreement with Apple for MacBooks

That the Board of Education authorize the Superintendent (designee) to enter into a sole source Lease Purchase Agreement with Apple, Inc for MacBook's, for a total of \$3,932,700.24 over the life of the lease.

E. Administrative Items

BF 31185 Crossroads Elementary Flexible Learning Year Application

That the Board of Education sign and authorize the Superintendent (designee) to sign with approval the completion and submission of the Flexible Learning Year (FLY) Application allowing for the continuation of the year-round calendar programming at Crossroads Elementary.

BF 31186 Monthly Operating Authority

1. That the Board of Education approve and ratify the following checks and wire transfers for the period November 1, 2017 – November 30, 2017.

(a)	General Account	#685081-686521	\$53,350,994.45
		#0002767-0002797	
		#7002559-7002594	
		#0001909-0002001	
(b)	Debt Service	-0-	\$14,175.00
(c)	Construction	-0-	<u>\$15,258,298.91</u>
			<u>\$68,623,468.36</u>

Included in the above disbursements are 2 payrolls in the amount of \$36,614,635.53 and overtime of \$177,957.16 or 0.49% 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 April 30, 2018.

BF 31187 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 31188 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 February 8, 2018, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

F. Bids - None

G. Change Orders – pulled for separate consideration

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31189 Request for Permission to Accept a Grant from the Minnesota Historical Society

The Board requested more information on this item.

Director of Facilities Tom Parent provided more information on this agenda item. He noted that it is an exciting process for the District. We have 1 million square feet of space that is turning 100 in the next 5 years. That is a significant percentage of our portfolio in a total of 3 million square feet. This grant is the first step of the process with the city's Heritage Preservation Commission. This is a way for us to study how we as SPPS fit into the social and historical fabric of our city. This grant is the background to understand our buildings before we start to look at our buildings. It's a context study to look at how the city of Saint Paul was growing; it creates the context for urban development and demographic patterns of the city. It allows us to look at educational trends across the country at that time so we can understand how our buildings relate to those trends. This is to set the background research, so that when we do the second round for this grant and studying our buildings, we can go through and start studying our buildings against that context. This is step one of a multi-year process for us to get a sense of how to target preservation activities and be good stewards of our buildings as part of historical fabric of the city of Saint Paul.

The Board noted if we would be able to look for press coverage, since some of our old buildings have great character. When we start to look at preservation activities that will be a cause for celebration.

A board member also noted that the new Scheffer Rec Center will have the bell from the old Scheffer school.

MOTION: Mr. Brodrick moved the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Historical Society for funds to implement Context Study of Historic Saint Paul Public Schools (SPPS), 1890-1978; to accept funds; and to implement the project as specified in the award documents. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

BF 31190 Petition Request for Rezoning of Property at 900 Albion Avenue, Saint Paul, MN

The Board questioned why we are involved in rezoning it.

Director Parent provided more information. We are still in the process of selling this property, and are currently in the due diligence process phase. In that process, one of the contingency items is for the developer to go through and receive all city entitlements, including the rezoning of the site. Since we are still legally owners of the property, they need our permission to submit rezoning requests. We are a co-applicant until the close of the sale, which will hopefully be in July or August, but we are also adjacent landowners of 1780 West Seventh, which is across the street.

- This is part of the deal, and not a surprise? Answer: Correct.
- In terms of the street interchange that will take place, is that going to become a reality and did it change the size of the lot? Does this have anything to do with it? Answer: Subsequent to us executing the purchase agreement, the city, county, and developer did talk about realigning Lexington Avenue to connect directly to West Seventh, instead of the 5-point intersection as it currently is configured to connect through the property and ultimately to Shepard Road. That is not something we are a part of because that will happen after the close of the property. The developer is going to buy the property as is, but as part of the agreement with the county, ultimately will subdivide that lot into two parcels for the road to go through it. That is part of the developer's plan in that they plan to build two buildings with Lexington Avenue cutting straight through.
- Did that make the buyer uneasy that they may be actually buying less land after the road construction is complete? Or are we washing our hands of it? Answer: It was a curveball we weren't initially anticipating. However, we are selling the buyer the same piece of triangular property that we put on the market two years ago. Anything after that they do in terms of giving right of way to the county is outside of Saint Paul Public Schools. They are still willing to buy it and pay what was originally agreed upon.

MOTION: Mr. Brodrick moved the Board of Education to approve the recommendation that in accordance with Board of Education policy 802.02, that the Board of Education:

- 1. Consent to J.A. Wedum Foundation's petition request for the rezoning of property at 900 Albion Avenue, Saint Paul, MN from R4 to T3; and**
- 2. Direct the Board Clerk to sign the petition.**

The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

BF 31191 Petition Request for Private Property at 1672 Grand Avenue

The Board requested more information on this item.

Chief Operations Officer Jackie Turner provided more information, including that this item involves a property across from Ramsey Middle School that is a restaurant that currently serves beer and wine. In order for them to consider selling alcoholic drinks with hard liquor, they must work with the school and petition the school for support. This business has done that and had those discussions. Ramsey has traditionally worked really well with business in their community. Principal Vibar has worked with this business and has approved the signing of the petition; she does not feel there will be a negative effect on the school community. She wants the school community to support the local businesses in the area. It is a legislative code for businesses to petition schools and churches within a 3-mile radius if they'd like to sell hard alcohol.

The District is supporting this effort because the school is supporting it. This is an opportunity for the Board to have further discussions on this topic, so that decisions like this are not made only at the building-level, and in order to be more equitable in making decisions, and not placing pressure on the principal.

- What is the ask? Answer: It is to approve and sign the petition. It is a letter the school provides to the business, who then takes it to the zoning commissioner.
- Have we ever granted one like this before? Answer: Yes, we have. It has not always been as easy as this one. There was a similar situation in the same area about a year ago. In another situation in the Frogtown area, the school community did have concerns. The outcome was not the same, and the principal of the school was put in an awkward position in that as a community we weren't supporting it. This is the third instance of a situation like this. We should look at this as a policy issue.
- Superintendent Gothard noted that partnering with our community is important. Sometimes there are outcomes from partnerships, but other times it is simply about being a good neighbor. He sees this as a part of the community within that neighborhood.

MOTION: Mr. Marchese moved the Board of Education to authorize the Board of Education to:

1. Consent to 1672 Grand LLC's petition/application request for an intoxicating liquor license at 1672 Grand Avenue; and
2. Direct the Board Clerk to sign the petition/application.

The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

BF 31192 Change Order #4 for Weber, Inc. at the Highland Park Elementary Expansion & Renovation

The Board requested more information on this change order since it was a little over \$1,000,000, as well as a review of the process, and if we can anticipate that we will see a lot of these.

Director Parent provided more information on this item. This change order is unique in that it is a culmination of 6 months of working with architect, engineers, and contractor at the site to make owner-directed improvements to the building. As we were going through the bidding process, there was a decision made to start construction to create an enhanced front entry and making it right for the community, and changed some materials to create vibrant, transparent spaces. This is atypical in that these things are done before the bidding process begins. However, in order to stay within the timeframe for the construction sequence to start in the spring of 2017, we deemed this to be in the best interest to have that happen concurrently with construction.

Over the last six months, we have driven cost of changes down 36% because of our diligent process to ensure we are receiving the value that we want. Ultimately, these changes significantly improve the overall design of the building and will meet our long-term needs. We wouldn't expect to have a recurring event like this.

- Would you think our vision and dream for this building that we were not grand enough to begin with? And as we began the work, we decided we wanted to design a better building? One of the great things about the FMP has been trying to give our kids first class buildings. Answer: The aspiration was there. My commitment to the Board and school community is that if we are going to do this, we want to do it as well as possible – including revisiting decisions and making changes as needed. It was a reaffirmation of how we do this right.

MOTION: Mr. Brodrick moved the Board of Education to authorize the Superintendent to sign Change Order #4 for Weber, Inc. for the Highland Park Elementary Expansion & Renovation for a lump sum of \$1,112,308.05. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

IX. OLD BUSINESS - None

X. NEW BUSINESS - None

XI. BOARD OF EDUCATION

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

- Director Vanderwert provided a report from the Saint Paul Children's Collaborative. We have embarked on a strategic plan, similar to what is happening in SPPS. The mission statement and guiding principles have been established so far, and will be moving into the next phase of strategy development. There will be further updates as it develops.

- Director Schumacher provided an update on a meeting that he and Superintendent Gothard attended with our bus drivers. He wanted to relay to the Board how appreciative the drivers were for taking the time to talk to them. One driver at Groveland said that a board member coming out to talk to them was very important, and that board member was Chair Ellis. Other members stopped at schools with small gifts to elementary schools. The response was two-fold – one was good suggestions shared, and the other was an appreciation for all support in spite of the difficult situation. Dr. Gothard gave strong remarks about the importance of our bus drivers, and they appreciated that response.
- Director Marchese also mentioned the AMSD Legislative Breakfast on February 2, 2018 where the Board will meet with colleagues from across the metropolitan area and the legislative agenda and priorities will be discussed. It is an opportunity to learn and make common cause in knowing we are working together, including discussing the Special Education cross-subsidy, and other funding as well. This is an opportunity to meet with legislatures and discuss policy issues. Director Vanderwert noted that at least four legislatures will be in attendance and will be a great opportunity to talk with them.

XIII. FUTURE MEETING SCHEDULE

MOTION: Ms. Ellis moved the Board to approve the cancellation of the February 6, 2018 Committee of the Board meeting and reschedule it to February 13, 2018, due to the primary caucus on the night of February 6th. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

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

- February 20, 2018
- 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)

- February 13, 2018
- March 6
- April 10
- May 8
- June 12
- August 14

XIII. ADJOURNMENT

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

The meeting adjourned at 8:40 p.m.

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

Prepared and submitted by

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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
February 13, 2018**

PRESENT: Board of Education: S. Marchese, Z. Ellis, J. Schumacher, J. Brodrick, M. Vanderwert, M. Xiong, J. Foster (arrived at 4:39)

SEAB: M. Raymond, A. Jibicho

Staff: Superintendent Gothard, C. Baker, N. Cameron, M. McBride, K. McCauley, T. Stewart-Downey, H. Kilgore, M. Hoerth, A. Collins, M. Gilbert, J. Turner, B. Bass, E. Agbamu, Y. Vang, K. Wilcox-Harris, L. Sayles-Adams, J. Engen, M. Schrul, J. Williams, D. Carmichael, M. Dols Klingel, G. Ghery, S. Walsh, S. Dahlke

Other: T. Lonetree, J. Nathan, J. Nathan, S. Wastvedt, J. Kopp, D. Wolters, J. Sommerville, R. Barr, G. Reynolds, J. Hilbert, C. Howatt, M. Ranson, C. Chatmar

I. CALL TO ORDER

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

II. AGENDA

A. Superintendent's Update

Vice Chair Marchese started the meeting expressing thanks to both the District's negotiating team, as well as the negotiating team from SPFT. Both teams worked together on an agreement. In addition to the labor contracts, this is an opportunity to educate the community on issues that the District is facing, especially the fiscal challenges. In reflection of last week's press conference, all parties involved set the tone to work together as a community to leverage capacity to do what's best for our students. In developing the joint agreement, there were challenges and developing the resources for the contract within parameters set by the Board to meet the needs of our children. Thanks to Superintendent Gothard for having spent many hours with board members in closed board meetings, as well as board administrator, Cedrick Baker, Chief Turner, Laurin Cathey, and administrative staff that helped in negotiations.

Superintendent Gothard reflected on the day, and the difference of where we were last week in terms of negotiations and the potential strike by SPFT. It has impacted us in different ways. As the leader of this organization and a parent, today was a symbolic day. It felt good to be a member of SPPS today. He also expressed his thanks. One of the aspects that has been made clear through the negotiations has been how people have noticed and appreciated the Board's role in this work. There are seven different people and having collective values and guidelines to do this important and challenging work. It has set the tone for administration to have conversations and seek engagement that can sometimes be challenging, but have the support of both the Board and Superintendent. We all support each other, and that has been so important in the challenging aspects of negotiations. To our community, the encouragement and support has been fascinating to take in, as well as the feeling of these past two weeks. We join together for our kids and staff, and it is important for SPPS, and we value the great work of everyone involved. In times of emotion,

the emotion is channeled to the great work of our educators for our students. We continue to move forward in a collaborative way. Greenway Strategy Group was planned to be here tonight, and we thank Assistant Director Allen and GSG for being nimble with planning during this time. The presentation will be rescheduled, as we are at the crux of Phase 1 and Phase 2. Greenway will share with us what they have learned about SPSS to shape our engagement for Phase 2 as we go into the community to formulate our strategies.

B. SEAB Update

SEAB is currently working on exploring the lack of diversity in AP and IB classes and where that is happening.

Most recently, they have been working on also expanding the model of student voice to ensure all voices are being heard, and it is a new model of student engagement. The structure will require many components, similar to SEAB, including inclusivity, shared power, and engagement in a safe space. A survey was sent out to administrators and most of the responses stated that in order to have an expanded model of student voice in their school, they will need time, training and support, consistency, and most importantly, a flexible model to allow each school to choose what works for them. Students are part of the strategic plan, and student voice will be included in the plan as a place where everyone thrives.

QUESTIONS/DISCUSSION:

- Could you please expand on the survey and who it was sent to and the responses? Answer: It was sent to a mix of 55 building leaders in a variety of schools. While we are not exactly certain the role of the people responding, it was sent to administrators and principals. It was sent to 55 school buildings, and of those, 22 responded.
- The responses to the survey said they will need time, training and support, consistency, and a flexible model. Did they give more information? Answer: For time, they were asking for timing for staff and designated time within the school day to expand student voice in their school.
- In order to expand student voice, would they integrate those practices into their relationship with students, or would there be extraordinary practices to receive that voice? Answer: One of the components of the plan they need will be flexibility. The structure will be different in each building, for example, elementary students will need more guidance in expanding their voice. On a larger scale, programs will need to be integrated and connected in order to communicate between all different groups as a whole.
- Some other high schools have a structure for student voice set up. During your process, were there conversations on the successful models that exist in the District? Answer: In the survey, experts on student voice were interviewed. Currently, Johnson High School has an amazing model of student voice. The goal is to have a program like SEAB at every school.
- From your proposed model, is staff absolutely critical to facilitate? Answer: Each school will need to have a flexible model. Staff will need to be present in some groups, but that also means taking time out of their day in order to make a safe space for students. Staff is not running the group, but are helpful. There needs to be flexibility depending on the model.
- What are the next steps? Answer: There will be pilot program at Maxfield. Both Chelsea Heights and Maxfield have models in the works. The biggest current challenge is connecting them and staff time to connect. There was a conversation with Chelsea on an inclusive welcome process, and they are asking for a more comprehensive way to support. The time required to be authentic to work with students is important. Both schools are trying different models.
- As you think about how the programs will work, do you see that there's guidance that could be provided to buildings? For example, some of the issues to address from the student government side are focused on narrow concerns that may be circumscribed. Is it proactively representing what students really care about? Answer: The important aspect of having a flexible model, but also the guiding principles for each group will be the leading factors. SEAB's guiding principles include inclusivity, shared power in a safe space, etc. By connecting the different groups within schools, we will be able to build off each other's concerns and components. There are issues

within SPPS that students may be dealing with, and we want to keep the lines open so they can amplify their voice around those issues. We want to keep those connections, at both the individual level, as well as building level.

- Of the 22 surveys received back, what is the breakdown by high school, middle, and elementary? Answer: SEAB will get back to the Board on specifics. There was not a majority of one type of schools that responded; it was a variety of types of schools.
- What are the next steps after the review of the survey? Answer: The hope is to implement the feedback into the strategic plan in order to create an atmosphere for students to thrive, and a measurable factor. Through implementing policies and working with the Board, SEAB aims to bring a new structure of student voice into schools across the District.
- How will you know if it is successful? Answer: Having programs district-wide that resemble SEAB will indicate success. SEAB was started because there was a lack of student voice, and the overall goal is to improve the lives of students in SPPS and to amplify their voice to create the school environments in which they want to learn and grow. When we start to see change, we will keep going with continuing to amplify student voice.

C. SPPS/SPFT District Integration Committee Update

Vice Chair Marchese started the presentation with a brief recap of his involvement with the SPPS/SPFT Integration Committee as a member. The Integration Committee began as part of the last contract with SPFT as a joint endeavor between SPPS and SPFT. As a member, he is impressed by the work they are doing, their report is thorough and helpful, and he is excited for the presentation tonight and work that lies ahead.

Chief of Operations, Jackie Turner, then went on to introduce the Task Force and described the different perspectives and connections that allowed the Task Force to bring awareness and discussion to the topic of integration in Saint Paul Public Schools.

Task Force Background

- Members: 14 people from the community and SPPS teachers, principals, central office, parents, and one student
- Leadership: three representative co-chairs
- Duration: 20 meetings held over 14 months
- Final Report: 37 pages, submitted 12/31/2017
- Host Institutions: SPFT and SPPS

Purpose

- The task force shall recommend to the Board shared definitions and values related to the school integrations, as well as specific goals and action steps reflective of those values.

Critical Findings

1. Integration promotes increased academic achievement and improved life outcomes for all students.
2. Integration promotes important civil and social benefits for all students.
3. Segregated schools are associated with lower academic achievement.

Definition

- Integration is the inclusion of different racial, socioeconomic, and ethnic groups to remove the legal and social barriers that perpetuate disparities in student achievement.
- Integration values multiple perspectives and practices within curriculum, staffing, and decision making, within the school and district that serve the purpose of eliminating education inequities.
- Integration is more than just diversity and racial desegregation (count the people); it is inclusion and belonging (the people count).
- It is foundations for equal and equitable access to education resources for all students.

Values

- The Task Force identified eight values by which integration could be recognized in individual schools. These values include student achievement, student experiences, demographics, staffing, curriculum, governance, resources, and community.

An Integration Model

- The Task Force began work on a model to document integration characteristics on a school by school basis so indicators of integration could be identified and measured.
- Rather than limit measurement to “integrated” or “not integrated,” the Task Force model sought to identify:
 - o Schools trending towards integration
 - o Schools closest to meeting the conditions of integration
 - o Schools trending away from integration
- Task Force members did not reach full agreement on which characteristics could be measured.
- Task Force recommends the District engage a variety of stakeholders in the development of such a model.
- Two case studies in Saint Paul are worthy of more study (included in the report)

Goals and Action Steps

- The Task Force identified goals and corresponding action steps in these general categories:
 - o District, Parents/Families, and Community
 - o Demographics
 - o Parents and Families
 - o Title 1 Schools
 - o Accountability
 - o Diverse Workforce
 - o Student Placement
- The Task Force then presented highlighted goals and action steps from the report, including increasing public awareness of the positive value of integration for all students, ensuring that all future initiatives are measured in light of possible impact on school integration, aligning District and schools with Task Force’s shared definition of integration and values, and monitoring the factors that contribute to a strong sense of inclusion for licensed staff of color.
- The action steps set forth by the Task Force include:
 - o Expand integration work to include secondary schools
 - o Extend integration categories beyond race to include at a minimum English language learners, students in poverty, and students with disabilities
 - o Engage the wider community in further discussions on school integration

Conclusion

- The integration of our public school system is the work of every citizen of our community.
- Future work on integration must engage the same diversity as our student population.
- Successful integration requires “outside the box” thinking and elimination of “silos.”
- Our future depends not on what is “lost,” but what is “gained.”

QUESTIONS/DISCUSSION:

- How were the members of the Task Force chosen? Answer: The Task Force assignment was presented to both SPPS and SPFT. Each party had a designated number of seats on the task force. As SPFT and SPPS collaborated on the members, both groups realized they had similar names. The names of everyone invited and those that attended meetings are included in the report. Those that became the core group are denoted with an asterisk. The group represents and has connections with many different perspectives from different demographics. They represent the future of our children. It was powerful to talk together on integration within SPPS. It enabled the Task Force to invest deeper in trying to understand issues more, and to not view issues through the same filter as the past. It is important to include a broader selection of community so all groups have the opportunity to participate.

- What might schools look like if all recommendations and considerations were used to create the “ideal” district according to your research? Answer: The Task Group thanked Chief Turner for her contributions to the group. She kept the task what is realistic and institutional goals of our children. In terms of what schools may look like, our schools would not look much different than they do now, but more reflective of the community at each school. Integration is more than demographics; it is sharing responsibility and sharing leadership, sharing who is involved, and parent involvement. We need teachers that reflect our community, and curriculum that reflects our histories. It is a vision of inclusiveness and reflective of the system we currently have. It is not how we look, but rather, how we feel, and it is important to make all families feel welcome in SPPS.
- A board member noted that as we move forward with the strategic plan, it is important to keep in mind that as we are engaging with the community, how we are being accessible to our families and communities, and to be inclusive. In community engagement, we need to be open to listing sessions, school zones, community centers, Parks and Rec sites, libraries, and other areas where our community is present. We need to seek how to get to them, instead of asking them to come to us. We need intentional, absolute, outreach to all stakeholders in our community.
- What are your plans to increase public awareness? Answer: The first step has already been taken in convening a joint task force to begin the process of how to explore parameters. Public awareness begins now and carrying it forward to leverage on our actions. The time is now. The question was raised if there are other districts like us that are also talking about this and engaging in similar questions. While that fell outside of the charge for this group, it is a great question. SPPS is different than Anoka and Minneapolis school districts, and we need to look for our own unique Saint Paul pathway. This work could put us on the map nationally. There are exciting partnerships possible. What may work for others may not work for us.
- One of the important aspects in community dialogue is engagement in a safe space with a willingness listen and understand.
- Another board member noted that it is exciting to hear from the student member. She also encouraged the group to expand on the student voice in integration work. The experiences of a student in one high school may be different from another in another part of the city. We need to include their experiences as well in the dialogue. Another piece in integration is seeing our current findings and which of those finding perpetuates segregation and the reasoning behind the achievement gap in students. These findings will be the charge of the next steps to re-evaluate the District. The current work has just scratched the surface.
- A board member noted that while we are doing great work, we need to keep inviting others to the discussion. We need to invite others before the table is set. We need all possible at the table by intentionally inviting others and asking them what we need to go in order for them to join us.
- Another board member noted that he appreciates how integration is beyond counting the people – it is in believing that the people count. He appreciates the discussion in report and thanked the group for their work. In taking a deeper look at the data, we can start to take action steps, and a culture change about how schools operate, both qualitatively and quantitatively. We need to be brave enough to say we’re ready and up to the task, and we are going to do this in an inclusive and authentic, collaborative, and problem-solving way. It is well-timed with the strategic planning process.
- Superintendent Gothard noted his thanks to the committee. This is the right conversation at the right time. We have work to do, and we cannot use fear as a barrier or an excuse. It is important to address this work every day. The strategic plan will support this, and the far bigger group that makes up SPPS. This needs to be movement with the city and county, and within our partnerships with other groups. SPPS can be a leader in the work, and we need everyone to be responsible and accountable for this great work.
- Former board member Chue Vue was recognized for his persistence in this topic. He thanked the committee, and seconded that we need to be more inclusive and encourage others to join

in this work to move forward. It is encouraging and we need to sure the work does not end here.

D. 2018-2019 Budget Guidelines

Chief Schrul reviewed the overarching budget guidelines for 2018-2019. Key points include:

- This year will be a transition year for FY19. This will be the last year we will see Strong Schools, Strong Communities 2.0 language in these budget documents. We are transitioning as we develop a new strategic plan. FY20 will include new strategic plan and will be referenced.
- In preparing the budget calculation, we will use a modified budget rollover method. We will have some baseline figures, and roll over some of the budget within programs. Schools basically start from scratch with projected enrollment.
- For revenue projections, we use our current law. For FY19, we do have the per pupil increase by 2%. We will be using current law for basic aid, which is \$6,312 per student. There are other formulas that go with that, such as Title 1, etc.
- For expenditure projections, we will project salary and f benefits from actual salary and benefits amounts from the contracts. The finance team does look at contracts when they are settling. They will add that information if know, or assumptions if they are not settled yet. Other assumptions added are for steps, lanes, and COLA.
- COLA was set at 1%, and that is added as a given. We have been very transparent with the COLA number on the website. It is not only COLA increase, but also steps and lanes, which can be between 3%-5% in salary cost. Benefits are then above and beyond that.
- For enrollment, Finance will receive detailed by school and grade from REA in mid-February. Once that is received, the school budget models will be started. We budget for schools first, and then programs second.
- A table of average salaries by site level is provided.
- For fund balances, we abide by the policy set by the Board to retain the unassigned fund balance of 5% or greater.
- For creating the budget, we do a blended site-based and centralized funding model.
 - Most staffing allocations at site-based level have criteria attached by school categories.
 - For non-school programs, there are 3 categories: administration, district-wide support services, and school support services.
- For compiling and presenting the budget, there will be information presented by school and program categories in preliminary document in March. Next week, the high-level will be presented at the regular Board of Education meeting.
- We also have fully financed budget, also known as grants. Any of the grants that are \$500,000 or greater are included in the adopted budget.
- Also included budget document will be other resources allocated to schools, such as grants, and special education funds. Schools see full budget allocated, to make decisions at site level.
- Last is the adopted budget by statutes and law. We will present budget through June, and it will need to be adopted no later than June 30, 2018. There will also be documents posted on website on an ongoing basis.

RECOMMENDED MOTION: Ms. Vanderwert moved, seconded by Mr. Brodrick, to accept the 2018-2019 budget guidelines as presented. The motion passed by acclaim.

E. FY2019 General Fund Budget Update

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

FY2018-2019 General Fund Preliminary Big Picture

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

FY2018-2019 General Fund Projected Revenue

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

FY2018-2019 General Fund Projected Expenditures

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

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

The FY2018-19 budget timeline was then reviewed. This presentation is about a month early so we can move forward with the budget and get the information out to schools and programs earlier if possible. 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.

QUESTIONS/DISCUSSION:

- Could you talk about this year compared to years past? Answer: In past years, the expenditures has increase significantly. A big piece of this is the rising cost of health insurance and increase contributions to retirement costs from the District.
- It was noted that if there was a 2% COLA, the projected expenditure increase would be higher than \$23 million.

- It was also noted that these numbers will change as we review the final projected enrollment. Revenue could change and high-level estimates will reflect that as we receive more information. Numbers change as the budget is fluid. The Finance department is awaiting final enrollment projections, and then they will be able to run a deep dive on school allocations.
- It would be helpful to have a school budget presentation night, where we designate a night to have parents and families know a specific night to attend a budget presentation that is uniform across the District.
- Chief Schrul noted that we are moving in the right direction.
- Vice Chair Marchese recapped the BFAC meetings which are comprised of a robust group of people from administration and the community. We need to seek more members from the parent side of the community. The Office of Family Engagement is reaching out for more to join.
 - The legislative update will be provided at a future meeting. Future topics could include revenue topics, and a deep dive into academic return on investment, and how we spend dollars and tie them to achievement.
 - A board member also stressed the importance of having this group reflective of the community in diversity, different neighborhoods within the city, and the inclusiveness of students in these budget discussions.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 6:44 p.m. The motion passed by acclaim.

VI. WORK SESSION

The Board then conducted a work session to decide member assignments to external partnerships, committees, and school areas.

Respectfully submitted,

Sarah Dahlke
Assistant Clerk



Literacy Assessments

February 20, 2018

Having useful data to make targeted instructional decisions has been invaluable in helping my students grow.

Elementary Teachers



How We Teach Literacy: Framework

Pre-K	Elementary	Middle	High School
ECIP	2010 Common Core Standards Driven		
Early Childhood Workshop	Readers and Writers Workshop		Universal Themes
Student Voice, Use of Technology, Cultural Proficiency			

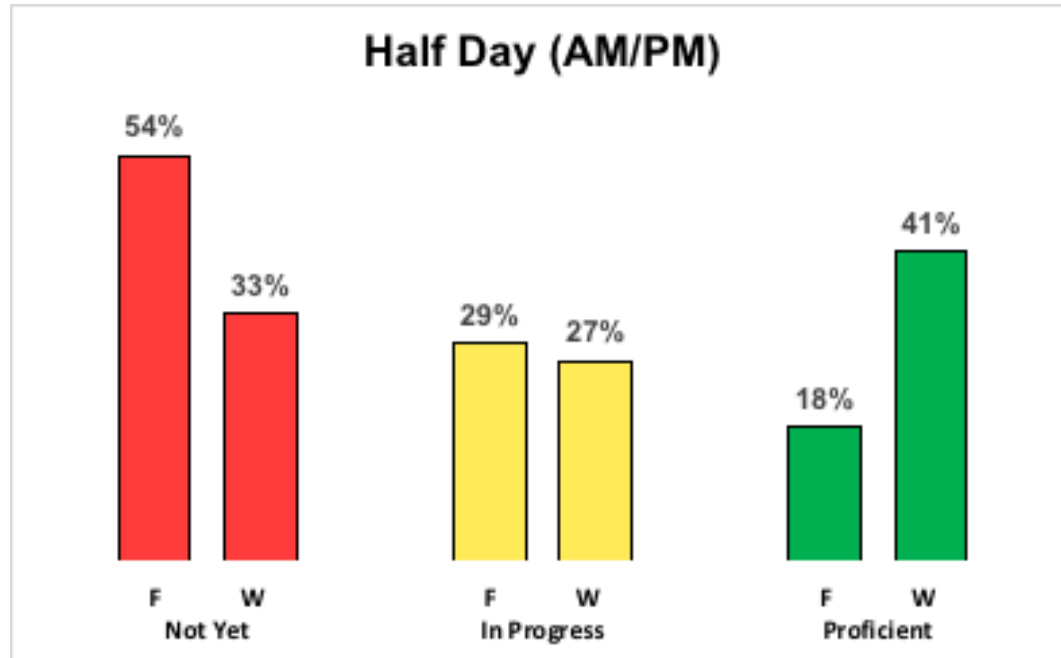




Pre-K Literacy

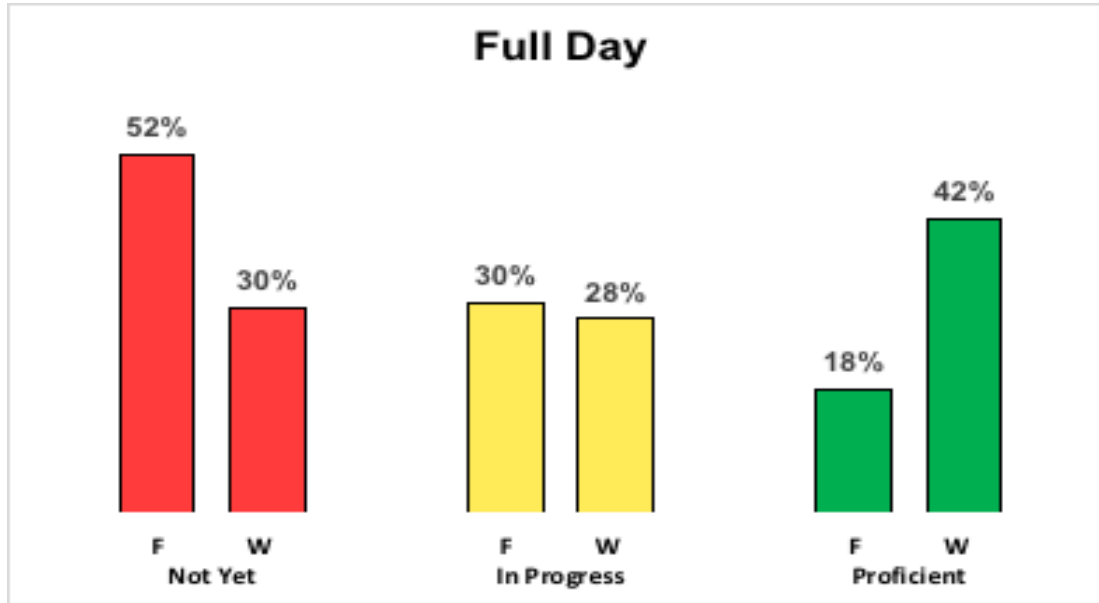
Pre-K Literacy Proficiency

Winter results based on partial data; pulled before Window close.

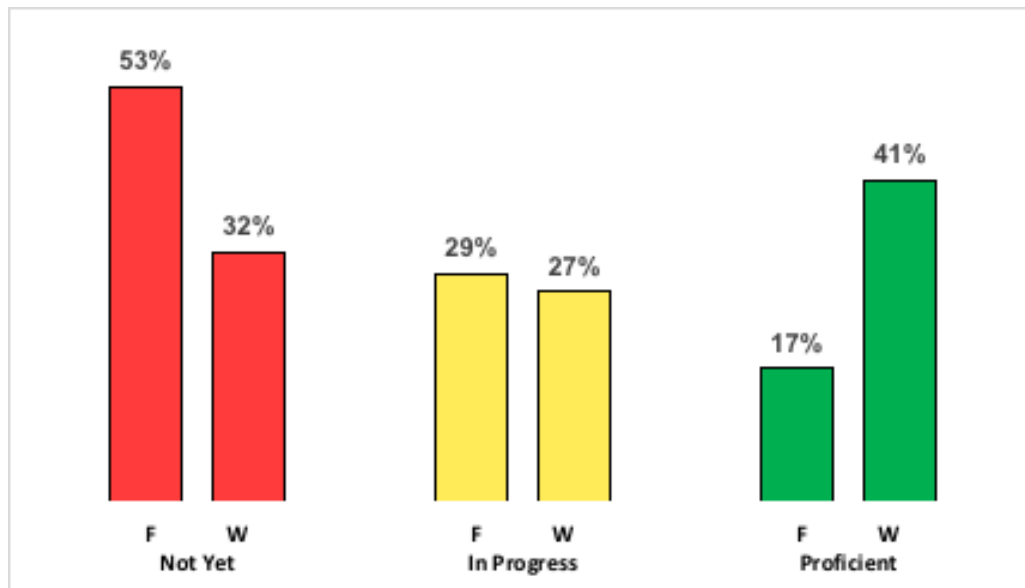


Pre-K Literacy Proficiency

Winter results based on partial data; pulled before Window close.



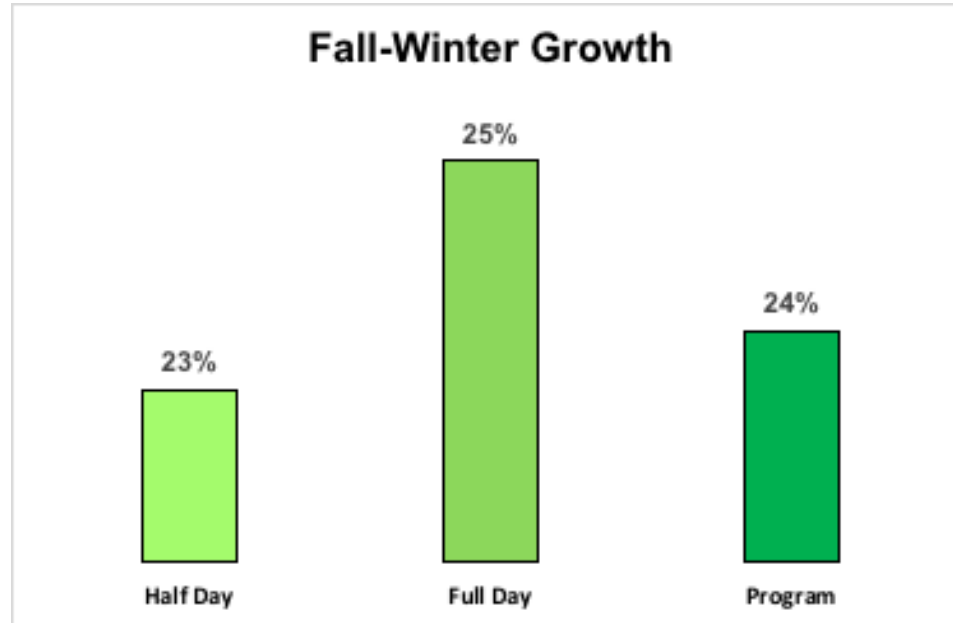
Pre-K Literacy Proficiency



41% are Proficient

Winter results based on partial data; pulled before Window close.

Pre-K Literacy Growth



24% increase in Proficiency

Winter results based on partial data; pulled before Window close.

Next Steps

- Using data to plan differentiated small groups
- Focus on skills embedded into all components of Early Childhood Workshop
- Progress monitoring on a regular basis
- Bi-weekly Coaching
- Seesaw





Proficiency and Growth

District Overview

FAST is making it so easy to see what my students need.

42
Elementary Teacher



Why FAST

- To screen
- To plan
- To monitor



Assessments

44

Assessment	Grade Levels Tested	Components
earlyReading	K-1	13 early reading subtests (4 tests administered each screening window)
aReading	2-8	Online adaptive reading test 20-30 minutes in length *optional for K-1
CBM	1-5	Measure of oral reading fluency with comprehension



The FAST reports are full of information that I need right now about my students.

Elementary Teacher

FAST earlyReading Proficiency (K-1)

30% of SPPS Students in grades K-1 are near grade level standards. (low risk according to FAST)

46



FAST earlyReading Growth (K-1)

31% of SPPS students in Grades K-1 made
47 aggressive growth (exceeded expected growth)



Small Group Instruction

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 Proficiency (2-8)

49 46% of SPPS students in grades 2-5 are are near grade level standards. (low risk according to FAST)



FAST aReading Growth (2-8)

32% of SPPS students in Grades 2-8 made aggressive growth (exceeded expected growth)

50



Many of my students are making progress, but their rate of progress is not ideal.

51

Classroom Teacher



FAST CBM Proficiency (2-5)

41% of SPPS Grades 2-5 are near grade level standards. (low risk according to FAST)



FAST CBM Growth (2-5)

24 % of SPPS students in Grades 2-5 made aggressive growth (exceeded expected growth)

53



The focus on the Growth Report and unpacking its use developed a clearer understanding of how to support teachers to maximize student growth. I used what I learned with a third grade teacher and her ELL co-teacher. They were thrilled with this new knowledge and set a time to develop next steps for identified students.

Building Instructional Coach



Next Steps

- To link the data to instructional planning
- To support a district focus on independent reading
- To progress monitor on a regular basis
- To deepen the reading and writing connection through authentic learning
- To make programmatic decisions around curriculum, materials and resources
- To create customized reports



Using FAST data.. This was significant because I knew which students needed which strategies to help them.

Classroom Teacher

FAST: What We've Learned

- Easy to administer
- Shortened testing time for classroom teachers
- Teachers want more information-using more of FAST
- Intentional use of data to plan instruction
- Heightened interest in assessments from multiple offices and departments





Questions



FY 2018-2019 Preliminary General Fund Budget Board of Education

February 20, 2018

Marie Schrul, Chief Financial Officer

Purpose

- To provide an overview of the preliminary FY 2018-19 General Fund budget and timeline to the Board of Education



Agenda

- Preliminary FY 2018-19 General Fund budget numbers & assumptions
- Budget Adoption calendar



FY 2018-19 General Fund Budget

Preliminary Big Picture

29

	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)	

FY 2018-19 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



FY 2018-19 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.



FY 2018-19 Budget Timeline

65

Date	Description
December 19, 2017	SPPS Board of Education Certifies Pay 18 Levy for FY 2018-19
December 2017 - January 2018	FY 2018-19 Revenue & Expenditure Projections (utilizing FY19 enrollment by grade projections and preliminary 10/1/17 by school by grade enrollment numbers)
February 13, 2018	Presentation of FY19 Budget Guidelines & Preliminary FY19 General Fund budget summary at the Committee of the Board meeting
February 15, 2018	REA Office & Asst Supts provide final FY19 enrollment by school by grade projections to Finance Dept
February 18-March 9, 2018	Finance prepares FY19 budget allocations & system testing (pending Feb 15 enrollment & planning criteria are received by the Finance Dept)
February 20, 2018	FY19 General Fund budget summary presentation at BOE meeting



FY 2018-19 Budget Timeline

Date	Description
March 16, 2018 (estimated date – could be sooner)	Distribute school allocations Distribute General Fund program allocations
March 16 – 29, 2018	Joint FY19 Budget, Staffing, Enrollment meetings (Principals, Asst Supts, Human Resources, Finance, Title I, Student Placement)
March – June 2018	Community engagement budget presentations Designate a Districtwide “School Budget Presentation Night” for all principals to present their information at their site
March 30, 2018	School budgets returned Program budgets returned HR Staffing worksheets due
June 19, 2018	FY 2018-19 Budget adopted by the Board of Education

66



Questions?

HUMAN RESOURCE TRANSACTIONS
January 1, 2018 – January 31, 2018
February 20, 2018

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Borstelmann, J. M.	Classroom Teacher	01/06/2018	\$26.64	Farnsworth Aerospace Lwr
Corbett, K. A.	Classroom Teacher	01/11/2018	\$26.64	Four Seasons A+
Erlandson, A. T.	Classroom Teacher	01/11/2018	\$26.64	L'Etoile du Nord Lower
Inz, N. D.	Classroom Teacher	01/16/2018	\$50.59	Como Park Senior High
Mazis, Z. E.	Classroom Teacher	01/20/2018	\$26.64	Humboldt Secondary
Meh, H. T.	Classroom Teacher	01/03/2018	\$49.06	Parkway Montessori
Nichols, K. S.	Classroom Teacher	01/22/2018	\$31.94	Harding Senior High
Roth, M. S.	Classroom Teacher	01/12/2018	\$26.64	The Heights Community
Skaja, E. M.	Classroom Teacher	01/06/2018	\$26.64	Ramsey Middle School
Langworthy, M. L.	Classroom Teacher	01/16/2018	\$46.68	Student Placement Center
Bredice, J. T.	Classroom Teacher	01/22/2018	\$21.52	Crossroads Science
Sylva, M. M.	Classroom Teacher	01/16/2018	\$45.71	Plato Admin Offices
Williams, S. J.	Education Assistant	01/29/2018	\$16.78	1780 W 7th Street
Zavala, J. G.	Education Assistant	01/05/2018	\$18.19	Boys Totem Town
Alexander, J. J.	Teaching Assistant	01/16/2018	\$15.00	Johnson Senior High
Bangoura, K. C.	Teaching Assistant	01/16/2018	\$14.00	Capitol Hill Magnet
Criss, S. R.	Teaching Assistant	01/16/2018	\$13.45	Wellstone Elementary
Cush, K. S.	Teaching Assistant	01/03/2018	\$14.76	Central Senior High
Daniel, M. M.	Teaching Assistant	01/16/2018	\$14.76	Battle Creek Elementary
Edwards, T. X.	Teaching Assistant	01/12/2018	\$12.87	Benjamin Mays/Museum
Her, K.	Teaching Assistant	01/16/2018	\$15.76	Como Park Elementary
Mobley, J. M.	Teaching Assistant	01/03/2018	\$13.45	Murray Middle School
Morris, J. M.	Teaching Assistant	01/03/2018	\$15.19	Eastern Heights Elementary
Newman, D. M.	Teaching Assistant	01/04/2018	\$12.83	Jackson Preparatory Elem
Nicks, K. L.	Teaching Assistant	01/08/2018	\$14.45	Highland Park Senior High
Norris-Wells, D. P.	Teaching Assistant	01/06/2018	\$13.83	Harding Senior High
Ohs, L. A.	Teaching Assistant	01/29/2018	\$14.07	JJ Hill Montessori

HUMAN RESOURCE TRANSACTIONS
January 1, 2018 – January 31, 2018
February 20, 2018

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Pabon, S.	Teaching Assistant	02/05/2018	\$12.21	Riverview School
Ramsey, D. L.	Teaching Assistant	01/10/2018	\$15.76	Linwood Monroe Arts Upper
Sarasti, S. L.	Teaching Assistant	01/16/2018	\$14.76	Riverview School
Sloop, J. C.	Teaching Assistant	01/10/2018	\$14.76	Johnson Achievement Elem
Smith-Bond, C. D.	Teaching Assistant	01/03/2018	\$12.83	Chelsea Heights Elementary
Sykes, E. L.	Teaching Assistant	01/08/2018	\$13.83	Bridge View
Van Dyck, A. R.	Teaching Assistant	01/16/2018	\$15.00	Washington Tech
Wolff, A. M.	Teaching Assistant	01/17/2018	\$15.19	Cherokee Heights
Her, K. K.	Clerical	01/22/2018	\$17.28	Como Park Senior High
Althoff, D. P.	Custodian	01/08/2018	\$25.45	Como Service Center
Eng, D. E.	Custodian	01/16/2018	\$16.38	Johnson Achievement Elem
Lynch, J. F.	Custodian	01/23/2018	\$25.45	Como Service Center
Werkhoven, A. J.	Custodian	01/29/2018	\$25.45	Como Service Center
Bynum, C.	Nutrition Services	02/15/2018	\$11.89	Central Senior High
Collins, L.	Nutrition Services	01/18/2018	\$11.89	Humboldt Secondary
Franklin, G. A.	Nutrition Services	01/18/2018	\$11.89	Chelsea Heights Elementary
Gray, D. D.	Nutrition Services	02/15/2018	\$11.89	Crossroads Science
Lee, I. I.	Nutrition Services	02/15/2018	\$11.89	Central Senior High
Mayes, V. D.	Nutrition Services	02/15/2018	\$11.89	Parkway Montessori
McCrae, R. L.	Nutrition Services	01/18/2018	\$11.89	Humboldt Secondary
Odumuyiwa, O. O.	Nutrition Services	02/15/2018	\$11.89	Como Service Center
Robles, V. E.	Nutrition Services	02/15/2018	\$11.89	Wellstone Elementary
Shaleen, G. M.	Nutrition Services	02/15/2018	\$11.89	St. Paul Music Academy

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Fell, R. J.	Central Administrator From: Classroom Teacher	01/16/2018	\$39.80	Title I Fed Program Offices
Nordstrand, J. L.	Central Administrator From: Classroom Teacher	01/20/2018	\$52.15	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
January 1, 2018 – January 31, 2018
February 20, 2018

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Morales Rodriguez, D.	Classroom Teacher From: Teaching Assistant	01/29/2018	\$34.98	Wellstone Elementary
Johnson, K. J.	Teaching Assistant Career Progression	12/18/2017	\$20.57	Benjamin Mays/Museum
Waite, K. A.	Teaching Assistant Career Progression	01/22/2018	\$21.53	JJ Hill Montessori
Mulvaney, P. J.	Custodian Career Progression	01/18/2018	\$28.73	Colborne Admin Offices
Gregory, R. L.	Nutrition Services Career Progression	12/09/2017	\$14.96	RiverEast Elem/Secondary
Koch, S. L.	Nutrition Services Career Progression	12/09/2017	\$14.96	Journey's Secondary
Takgbajouah, T. F.	Nutrition Services Career Progression	12/09/2017	\$18.59	Agape High School
Westlund, J. M.	Supervisory Career Progression	01/08/2018	\$30.14	Como Service Center

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Brady, R. M.	Classroom Teacher	01/09/2018	\$29.68	Creative Arts Secondary
Johnson, K. L.	Classroom Teacher	01/24/2018	\$26.64	Bridge View
Johnson, T. M.	Classroom Teacher	01/12/2018	\$26.64	The Heights Community
Kenefick, C. J.	Classroom Teacher	01/08/2018	\$26.64	Highland Park Middle School
Washburne, S.	Classroom Teacher	01/03/2018	\$52.04	Capitol Hill Magnet
Allen, D.	Classroom Teacher	01/06/2018	\$26.64	Bridge View
Engfer, M. L.	Classroom Teacher	01/03/2018	\$26.64	Ramsey Middle School

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Ebert, T. A.	Classroom Teacher	01/25/2018	Creative Arts Secondary
Erickson, A. E.	Classroom Teacher	01/31/2018	Johnson Achievement Elem
Larson, J. M.	Classroom Teacher	01/29/2018	Como Park Senior High
Lesser, G. M.	Classroom Teacher	03/02/2018	Washington Tech
Meier, K. K.	Classroom Teacher	02/26/2018	Capitol Hill Magnet

HUMAN RESOURCE TRANSACTIONS
January 1, 2018 – January 31, 2018
February 20, 2018

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Paatalo, J. E.	Classroom Teacher	01/23/2018	Harding Senior High
Polga, X. L.	Classroom Teacher	01/24/2018	Jie Ming Mandarin Immr
Ryd, J. L.	Classroom Teacher	12/31/2017	St. Paul Music Academy
Spanier, K. V.	Classroom Teacher	02/05/2018	Daytons Bluff Achievement
Spanjers, D.	Classroom Teacher	01/10/2018	Highwood Hills Elementary
Tretter, A. J.	Classroom Teacher	12/13/2017	American Indian Magnet
Tvrdik, C. M.	Classroom Teacher	01/17/2018	271 Belvidere Bldg
Walsh, K. J.	Classroom Teacher	02/09/2018	Capitol Hill Magnet
Yee, A. P.	Classroom Teacher	01/24/2018	Linwood Monroe Arts Upper
Coolidge, N. J.	Classroom Teacher	12/21/2017	Mississippi Creative Arts
Lee, A. M.	Classroom Teacher	02/07/2018	Battle Creek Elementary
Loftus, J. L.	Classroom Teacher	02/02/2018	Benjamin Mays/Museum
Owens, A. L.	Classroom Teacher	02/08/2018	Nokomis Montessori North
Larson, C. F.	School/Community Professional	01/22/2018	Battle Creek Middle School
Saenz, M.	Education Assistant	01/06/2018	Harding Senior High
Carranza, S. R.	Teaching Assistant	01/06/2018	Johnson Achievement Elem
Fischer, J.	Teaching Assistant	01/11/2018	American Indian Magnet
Kigin, J. A.	Teaching Assistant	01/29/2018	L'Etoile du Nord Lower
Moua, Y.	Teaching Assistant	01/28/2018	Como Park Elementary
Pittmon, T. D.	Teaching Assistant	01/08/2018	The Heights Community
Thor, S.	Teaching Assistant	01/04/2018	Mississippi Creative Arts
Uriostegui, S. M.	Teaching Assistant	01/09/2018	Humboldt Secondary
Xiong, S.	Teaching Assistant	02/12/2018	St. Paul Music Academy
Loeschke, C. C.	Clerical	01/13/2018	Riverview School
Hayes, J.	Custodian	01/03/2018	Humboldt Secondary
Reiter, M. A.	Custodian	01/18/2018	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
January 1, 2018 – January 31, 2018
February 20, 2018

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Paananen, F. M.	Nutrition Services	12/05/2017	Washington Tech
Kenneally, P. P.	Professional Employee	12/29/2017	Como Service Center
Kieger, R.	Technical	01/17/2018	Como Service Center

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
W., S. M.	Teaching Assistant	01/26/2018

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Tavernier, T. C.	Classroom Teacher	01/22/2018	\$30.41	L'Etoile du Nord Lower
Hager, D. K.	Teaching Assistant	02/05/2018	\$14.07	Benjamin Mays/Museum
Herzog, M. R.	Teaching Assistant	01/16/2018	\$14.00	Harding Senior High
Nooh, Z.	Teaching Assistant	01/06/2018	\$14.76	Capitol Hill Magnet
Reece, L. C.	Teaching Assistant	01/06/2018	\$15.76	Farnsworth Aerospace Upr
Smith, D. B.	Teaching Assistant	01/16/2018	\$15.76	Farnsworth Aerospace Upr
Yang, A.	Teaching Assistant	01/16/2018	\$14.07	Johnson Achievement Elem
Vang, Y.	Professional Employee	01/16/2018	\$24.25	Colborne Admin Offices

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Balbo, A. D.	Classroom Teacher	01/26/2018	Highland Park Senior High
Charn, M. M.	Classroom Teacher	01/04/2018	Galtier Elementary
Chermack, S. J.	Classroom Teacher	01/03/2018	Groveland Park Elementary
Davenport, K. L.	Classroom Teacher	01/03/2018	Expo for Excellence
Gaetke, G. M.	Classroom Teacher	01/03/2018	Expo for Excellence
Romero, N.	Classroom Teacher	01/08/2018	Harding Senior High
Scheinoha, A. M.	Classroom Teacher	01/03/2018	Frost Lake Elementary
Spilseth, K. E.	Classroom Teacher	01/03/2018	Wellstone Elementary
Vetsch, L. M.	Classroom Teacher	01/22/2018	Expo for Excellence
Wang, Y.	Classroom Teacher	01/03/2018	Jie Ming Mandarin Immr
Yang, N.	Classroom Teacher	01/03/2018	Jackson Preparatory Elem
Herman Hill, K. M.	Classroom Teacher	01/03/2018	Washington Tech

HUMAN RESOURCE TRANSACTIONS
January 1, 2018 – January 31, 2018
February 20, 2018

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Coolidge, N. J.	Classroom Teacher	01/08/2018	Mississippi Creative Arts
Klay, R. H.	Classroom Teacher	01/03/2018	Linwood Monroe Arts Upper
LaFromboise, P. F.	Classroom Teacher	01/03/2018	271 Belvidere Bldg
Binion, J. M.	Classroom Teacher	01/03/2018	Obama Elementary
Jonassen, J. L.	Superintendency	01/08/2018	Colborne Admin Offices
Agwu, U. R.	Education Assistant	01/25/2018	Homecroft Early Learning Ctr
Booth, K.	Education Assistant	01/03/2018	Central Senior High
Lee, M. N.	Education Assistant	01/08/2018	Johnson Achievement Elem
Moua, N.	Education Assistant	01/05/2018	Mississippi Creative Arts
Saenz, M.	Education Assistant	01/25/2018	Harding Senior High
Bengtson, R. A.	Teaching Assistant	01/03/2018	St. Paul Music Academy
Covington, D.	Teaching Assistant	01/08/2018	Expo for Excellence
Huschle, L. P.	Teaching Assistant	01/03/2018	St. Paul Music Academy
Lee, X.	Teaching Assistant	01/03/2018	Phalen Lake Hmong Studies
Littler, C. L.	Teaching Assistant	01/03/2018	Four Seasons A+
Pittmon, T. D.	Teaching Assistant	01/18/2018	The Heights Community
Lor, S.	Clerical	01/03/2018	Benjamin Mays/Museum
Mullaney, M. D.	Clerical	01/08/2018	Colborne Admin Offices
Wollensak, M. M.	Clerical	01/12/2018	Colborne Admin Offices
Hagos, H. G.	Nutrition Services	01/03/2018	Johnson Senior High
Paananen, F. M.	Nutrition Services	01/08/2018	Washington Tech
Schmidt, I. M.	Nutrition Services	01/03/2018	Harding Senior High
Nagendrappa, C. D.	Professional Employee	12/22/2017	Como Service Center

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., T.	Classroom Teacher	01/26/2018
B., T.	Classroom Teacher	02/19/2018
B., T.	Classroom Teacher	03/02/2018

HUMAN RESOURCE TRANSACTIONS
January 1, 2018 – January 31, 2018
February 20, 2018

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., T.	Classroom Teacher	03/30/2018
B., T.	Classroom Teacher	05/28/2018
K., S. L.	Classroom Teacher	12/12/2017
K., S. L.	Classroom Teacher	12/18/2017
C., S.	Teaching Assistant	01/15/2018
C., S.	Teaching Assistant	02/19/2018
C., S.	Teaching Assistant	03/06/2018
C., S.	Teaching Assistant	04/18/2018
C., S.	Teaching Assistant	05/28/2018
C., E. C.	Teaching Assistant	02/14/2018

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Starr, R. C.	Classroom Teacher	01/07/2018	The Heights Community
Wolf, L. J.	Classroom Teacher	01/06/2018	Murray Middle School
Helfman, S. M.	Education Assistant	04/07/2018	Focus Beyond
Betancourt, D. E.	Clerical	03/31/2018	Gordon Parks ALC
Dwornicki, T. J.	Custodian	12/24/2017	The Heights Community
Hogden, J. E.	Custodian	03/31/2018	Washington Tech
Miller, B. T.	Supervisory	04/28/2018	Colborne Admin Offices
Czeck, R. M.	Technical	04/30/2018	Colborne Admin Offices

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Abdi, A. M.	Classroom Teacher	01/27/2018	Benjamin Mays/Museum
Bigelow, J. F.	Classroom Teacher	01/03/2018	St. Paul Music Academy
Norbin, M. K.	Classroom Teacher	01/27/2018	Humboldt Secondary
Fischer, S. K.	Classroom Teacher	01/03/2018	Mississippi Creative Arts
Harries, E.	Classroom Teacher	01/27/2018	Johnson Senior High
Peterson, R. J.	Superintendency	02/01/2018	1780 W. 7th Street
Carroll, T.	Education Assistant	01/13/2018	RiverEast Elem/Secondary

HUMAN RESOURCE TRANSACTIONS
January 1, 2018 – January 31, 2018
February 20, 2018

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Daniel, M. M.	Teaching Assistant	01/19/2018	Battle Creek Elementary
Dunbar, M. C.	Teaching Assistant	01/03/2018	Farnsworth Aerospace Upr
Htoo, E.	Teaching Assistant	01/10/2018	Benjamin Mays/Museum
Johnson, A. R.	Teaching Assistant	01/06/2018	Humboldt Secondary
Kehr, E. D.	Teaching Assistant	01/20/2018	Capitol Hill Magnet
McCain, K. R.	Teaching Assistant	01/20/2018	Obama Elementary
Morris, J. M.	Teaching Assistant	02/17/2018	Eastern Heights Elementary
Moua, K. N.	Teaching Assistant	01/20/2018	Groveland Park Elementary
Thao, G.	Clerical	02/01/2018	Johnson Achievement Elem
Xiong, P. N.	Clerical	01/04/2018	Farnsworth Aerospace Lwr
Borgwardt, D. L.	Custodian	12/30/2017	Daytons Bluff Achievement
Fink, M. G.	Custodian	01/06/2018	Chelsea Heights Elementary
Olson, C. P.	Custodian	01/27/2018	Farnsworth Aerospace Lwr
Sieber, G. R.	Custodian	12/30/2017	Galtier Elementary

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
H., R. J.	School/Community Professional	01/11/2018
B., S.	Teaching Assistant	01/05/2018
H., V. L.	Clerical	01/06/2018
K., N. M.	Nutrition Services	01/09/2018
R., E. A.	Nutrition Services	01/20/2018
W., J.	Nutrition Services	01/17/2018

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kakou, K.	Classroom Teacher	01/27/2018	Ramsey Middle School
Rhodes, E. A.	Classroom Teacher	01/27/2018	Highland Park Senior High
Sundermeyer, H. T.	Classroom Teacher	12/22/2017	Washington Tech

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

DATE: February 20, 2018

TOPIC: Request for Permission to Accept an Anonymous Gift

A. PERTINENT FACTS:

1. SPPS has received an anonymous gift of stock investments. The net proceeds as of 12/31/17 were approximately \$23,121.79.
2. The donation is designated for the SPPS Urban Teacher Residency program. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted by Laurin Cathey, Executive Director of Human Resources.

B. RECOMMENDATION:

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.

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

DATE: February 20, 2018

TOPIC: Ecolab Foundation Gift to Humboldt High School 2018

A. PERTINENT FACTS:

1. An Ecolab Foundation in a total amount of \$17,000 has been provided to assist, promote and fund educational programming for students. \$7,000 is designated to support of the 2018 Robotics team supplies and equipment and \$10,000 is designated for the Principal's Fund.
2. The gift is designated by Ecolab for support of educational programming at Humboldt for Robotics Team equipment, as well field trips/transportation expense and admission for students, t-shirts and behavior reinforcers for students, food for staff and recognitions hard work, food for mentor events, and fees for presenters.
3. This project will meet the District strategic plan goal of sustainability.
4. 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 authorize the Superintendent (designee) to accept the \$17,000 from the Ecolab Foundation and provide a letter expressing appreciation for the gift.

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

DATE: February 20, 2018

TOPIC: Acceptance of Gift from Jill Johnson

A. PERTINENT FACTS:

1. Johnson Senior High to accept a gift of \$9,784.60 from Jill Johnson.
2. This gift will meet the District strategic plan goals of sustainability.
3. This item is submitted by Michael Thompson, Principal of Johnson Senior High; Theresa Battle, Assistant Superintendent High Schools and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: February 20, 2018

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

A. PERTINENT FACTS:

1. A gift of \$12,000 was received at Humboldt High School.
2. The gift was received from West St. Paul Commercial Club to provide scholarships for Humboldt seniors.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Michael Sodomka, Principal, Humboldt High School, and Theresa Battle, Assistant Superintendent.

B. RECOMMENDATION:

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.

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

DATE: February 20, 2018

TOPIC: PAC Donation to Central High School, \$6,155.95

A. PERTINENT FACTS:

1. Central HS's Parent Advisory Council (PAC) raise funds specifically to support the work of staff and students at Central High School.
2. At their February 5, 2018 meeting, PAC authorized funding for the following requests:
 - Social Studies: Training for software used in Human Geography Classes - \$200.00
 - Science: Supplies to begin a class in Anatomy & Physiology - \$500.00
 - Phy Ed: Dry erase surface Easel - \$479.95
 - French: Exam fees for a specific test given by the French Ministry of Education - \$500.00
 - Adaptive Phy Ed: Boccia set, yoga mats, activity balls - \$500.00
 - Title 1/Family Liaison: Catered meal and materials for AAPID - \$500.00
 - Counseling Department: Materials for college readiness - \$476.00
 - Support for the #CentralStrong Committee - \$3,000.00
3. This donation will meet the District strategic plan goal/goals of achievement, alignment and sustainability
4. This item is submitted by Mary Mackbee, Principal and Theresa Battle, Asst. Superintendent

B. RECOMMENDATION:

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

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

DATE: February 20, 2018

TOPIC: Request for Permission to Submit a Grant Application to the Confucius Institute

A. PERTINENT FACTS:

1. The Confucius Institute provides grants that support professional development among teachers of Mandarin and culture-infused activities within schools that teach Mandarin.
2. Saint Paul Public Schools has prepared an application to the University of Minnesota's Confucius Institute for a Classroom Grant that will help to fund student and teacher activities in Mandarin language classes. The application requests approximately \$10,000.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Jackie Statum Allen, Assistant Director, Strategic Planning, Policy and Development; Hans Ott, Assistant Superintendent, Teaching and Learning; Efe Agbamu, Assistant Superintendent, PreK-5 Schools; 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 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.

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

DATE: February 20, 2018

TOPIC: Request for Permission to Accept Two Grants from Ecolab

A. PERTINENT FACTS:

1. Ecolab Foundation awards grants to programs that align with their focus areas of: Youth & Education, Civic & Community Development, Environment & Conservation, and Arts & Culture.
2. Humboldt High School received two grants: Approximately \$10,000 to support the Principals Fund; approximately \$7,000 to support FIRST Robotics. Saint Paul Public Schools will serve as fiscal agent for the projects.
3. These projects will meet the District strategic plan goal of achievement.
4. These items are submitted by Rebekah Doyle, Grants Management Coordinator; Michael Sodomka, Principal; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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.

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

DATE: February 20, 2018

TOPIC: Request for Permission to Accept Two Grants from Generation Next

A. PERTINENT FACTS:

1. Generation Next accepts grant applications for projects that help ensure that each student graduates from high school ready for college and career.
2. Saint Paul Public Schools prepared two applications and received two grants from Generation Next:
 - a) To provide continued support of Focus on Freshmen, a series of targeted interventions that improve academic outcomes for first-year high school students and improve the probability that those students graduate on time. This grant is for approximately \$125,000.
 - b) To provide continued support of SPPS's Early Childhood Screening process evaluation, as well as explore opportunities to expand screening and ensure equity in follow-up and support. This grant is for approximately \$85,000.

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

3. These projects will meet the District strategic plan goal of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Stacey Gray Akyea, Director, Research Evaluation & Assessment; Kate Wilcox-Harris, Chief Academic Officer; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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

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

DATE: February 20, 2018

TOPIC: Request for Permission to Accept Four Grants from the Kopp Family Foundation

A. PERTINENT FACTS:

1. The Kopp Family Foundation's Random Acts of Kindness (RAK) program is administered through many local K-12 schools, colleges and universities. It provides students with much needed help during tough times. The funds can be used for a variety of needs such as winter coats, school supplies and housing assistance.
2. The following SPPS schools received Random Acts of Kindness grants:
 - Johnson Senior High for approximately \$2,000
 - Humboldt High School for approximately \$1,000
 - Central High School for approximately \$3,500
 - Murray Middle School for approximately \$500

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

3. These projects will meet the District strategic plan goal of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Principals Micheal Thompson, Mike Sodomka, Stacy Theien-Collins, and Mary Mackbee; Assistant Superintendents Theresa Battle and Lisa Sayles-Adams, and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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.

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

DATE: February 20, 2018

TOPIC: Request for Permission to Accept a Grant from Minnesota Agriculture in the Classroom Foundation

A. PERTINENT FACTS:

1. The Minnesota Agriculture in the Classroom Foundation Ag Literacy Grant Program funds projects that bring agriculture and food systems education “to life” by effectively integrating related content into their classroom or school.
2. Linwood Monroe Arts Plus prepared an application and received a grant for approximately \$468 to fund a field trip to Oliver Kelley Farm. 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 Rebekah Doyle, Grants Management Coordinator; Bryan Bass, Principal, Linwood Monroe Arts Plus; Lisa Sayles-Adams, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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

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

DATE: February 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 encourage low-income and other underserved students to participate in advanced placement and international baccalaureate STEM programs.
2. Saint Paul Public Schools Office of Teaching and Learning has prepared an application for funds to increase participation and success of students of color in STEM IB courses at Highland Park Senior High School. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$104,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted by Winston Tucker, Principal, Highland Park Senior High School; Jackie Statum Allen, Assistant Director, Strategic Planning, Policy and Development; Hans Ott, Assistant Superintendent, Teaching and Learning; Dr. Theresa Battle, Assistant Superintendent, High School Programs; 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 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.

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

DATE: February 20, 2018

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Employment and Economic Development

A. PERTINENT FACTS:

1. The Minnesota Department of Employment and Economic Development is currently accepting grant applications for projects that provide services under career pathway models through its Pathways to Prosperity adult workforce competitive grant program.
2. Saint Paul Public Schools Adult Basic Education program has prepared an application for funds to build a pilot partnership program with Marsden Services to train EL adults for careers in building maintenance. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$447,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted by Lynn Gallandat, Director, Community Education; Jackie Statum Allen, Assistant Director, Strategic Planning, Policy and Development; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: February 20, 2018

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

A. PERTINENT FACTS:

1. The Minnesota Department of Health's Asthma Friendly Schools Mini-Grant Program is currently accepting grant applications for projects that support schools in becoming more asthma friendly.
2. Multiple Saint Paul Public Schools school nurses, with support from the SPPS Grants Team and Student Health and Wellness will prepare applications for funds to implement a variety of school-based projects to become more asthma friendly schools. Saint Paul Public Schools will serve as fiscal agent for the projects. Each grant is for approximately \$1,500.
3. These projects will meet the District strategic plan goal of achievement.
4. This item is submitted by Mary Yackley, Student Health and Wellness; Gail Ghere, Office of Specialized Services; Kate Wilcox-Harris, Chief Academic Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: February 20, 2018

TOPIC: Request for Permission to Submit a Grant to the National Endowment for the Arts

A. PERTINENT FACTS:

1. The National Endowment for the Arts is currently accepting grant applications for projects that engage and empower students through an excellent arts education.
2. Saint Paul Public Schools Office of Teaching and Learning has prepared an application for funds to train elementary arts specialists and classroom teachers on folk arts integration. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$100,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted by Jackie Statum Allen, Assistant Director, Strategic Planning, Policy and Development; Hans Ott, Assistant Superintendent, Teaching and Learning; and Dr. Kate Wilcox Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: February 20, 2018

TOPIC: Request for Permission to Accept a Grant from the National Society of High School Scholars

A. PERTINENT FACTS:

1. The National Society of High School Scholars offers grants to teachers in International Baccalaureate programs. Funds may be used for supplies, materials, field trips or other resources to enhance the delivery of International Baccalaureate courses.
2. Harding Senior High School prepared an application and received a grant for approximately \$500 to purchase DSLR cameras for their IB Film Program. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Doug Revsbeck, Principal; Theresa Battle, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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

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

DATE: February 20, 2018

TOPIC: Request for Permission to Accept Multiple Grants from the Target Foundation

A. PERTINENT FACTS:

1. The Target Foundation accepts applications every autumn for projects that take learning opportunities outside the classroom.
2. Multiple Saint Paul Public Schools prepared applications and have been awarded funds to support field trips. Saint Paul Public Schools will serve as fiscal agent for the projects. Each grant is for approximately \$700.
3. These projects will meet the District strategic plan goal of achievement.
4. This item is submitted by Rebekah Doyle, Grants management Coordinator; Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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.

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

DATE: February 20, 2018

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

A. PERTINENT FACTS:

1. The Twin Cities Opera Guild offers Opera Outreach Grants to help finance musical productions staged by students who work on their own sets, costumes, and perform as members of the orchestra and cast.
2. Capitol Hill Gifted and Talented Magnet prepared an application and received a grant for approximately \$500 to support the production of Disney's High School Musical. 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; Patrick Bryan, Principal; Lisa Sayles-Adams, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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

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

DATE: February 20, 2018

TOPIC: Request for Permission to Submit Grant Applications to Wells Fargo

A. PERTINENT FACTS:

1. Wells Fargo is currently accepting grant applications for projects that to assist communities by supporting non-profit organizations that improve economic development, human services, educational, artistic, cultural, civic and environmental programs. Priority is given to programs and organizations whose chief purpose is to benefit low- and moderate-income individuals and families.
2. Saint Paul Public Schools have prepared multiple applications for funds to support small projects at their schools. Saint Paul Public Schools will serve as fiscal agent for the projects. Each grant is for approximately \$1,000.
3. This project will meet the District strategic plan goals of Achievement.
4. This item is submitted by Jackie Allen, Asst. Director Strategic Planning & Policy; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: February 20, 2018

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

A. PERTINENT FACTS:

1. The Saint Paul Public School's Student Health and Wellness Program requests permission to enter into an agreement to partner with Helen Keller International (HKI), for school-based vision services throughout Saint Paul Public Schools.
2. There will be no monetary exchange between Helen Keller International (HKI) and the District.
3. Helen Keller International (HKI) will provide vision screening and eye examinations at identified schools and grade levels with passive parent/guardian consent. Students who fail screening will be offered same day examinations without dilating the student's pupils. Glasses can be prescribed that day and delivered within 2 weeks.
4. This agreement supports the district strategic plan goal of ACHIEVEMENT.
5. The agreement period is from March 1, 2018, and renew annually until either SPPS or HKI terminate this Agreement.
6. This item is submitted 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 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.

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

DATE: February 20, 2018

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

A. PERTINENT FACTS:

1. Sprint Spectrum L.P. desires to establish a cell tower Lease Agreement with the District at the following locations:

Farnsworth Aerospace PREK-4	1290 Arcade St.
L'Etoile Du Nord Upper Campus	1760 Ames Place
2. The administration is agreeable to the cell tower Lease Agreements with Sprint Spectrum L.P.
3. Terms and conditions of the Lease Agreement include the following:
 - a. The lease term will be (10) years commencing January 1, 2018 and terminating December 31, 2027 with one (1) – five (5) year extension.
 - b. Annual rent for the first year will be Two Thousand Four Hundred Sixteen Dollars (\$2,416.00) for each lease with a 4% increase annually. Revenue will be applied to debt service.
4. The District was assisted in this project by Minnesota Partnerships, LLC.
5. This project will meet the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the 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.

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

DATE: February 20, 2018

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

A. PERTINENT FACTS:

1. Saint Paul Public Schools (SPPS) and Saint Paul Promise Neighborhood have collaborated on several beneficial projects since 2010.
2. Memorandum of Understanding (MOU) shall be for a four-year period
3. The purpose of this MOU is to continue joint collaboration with Saint Paul Promise Neighborhood at the following schools: Jackson Preparatory Magnet, Benjamin E. Mays, and Maxfield Elementary.
4. Saint Paul Public Schools (SPPS) seeks to provide its students with a comprehensive SPPN-SPPS transition plan from Pre-K through high school, and into college/career. SPPS will support SPPN in aligning personalized learning, core instruction, school-day and out-of-school time learning, as well as family wrap-around supports that are consistent with the culturally infused focus of SPPN.
5. This MOU will meet the District's strategic plan goal of achievement.
6. This item is submitted by Lisa Sayles-Adams, Assistant Superintendent, Division of Schools.

B. RECOMMENDATION:

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.

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

DATE: February 20, 2018

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

A. PERTINENT FACTS:

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

Vendor	Description	Amount	State Contract ID Or Bid Number
Bredemus Hardware	Building Hardware	\$150,000	Extension of Bid #A211172

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

B. RECOMMENDATION:

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

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

DATE: February 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 December 1, 2017 – December 31, 2017.

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

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.

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

DATE: February 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 Ghery, Ph.D, Interim Director, Office of Specialized Services.

B. RECOMMENDATION:

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.

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

DATE: February 20, 2018

TOPIC: Settlement of Partially Insured Claim (C.E.)

A. PERTINENT FACTS:

1. On January 10, 2017, the School District was served a lawsuit regarding an employment matter which was partially insured.
2. The matter can be settled for a payment of \$20,000 by the District.
3. This settlement supports the District's target area goal of alignment.
4. This item is submitted by Laurin Cathey, Executive Director of Human Resources; Nancy L. Cameron, General Counsel; and Dr. Joe Gothard, Superintendent.

B. RECOMMENDATION:

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

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

DATE: February 20, 2018

TOPIC: Purchase of Former Crosswinds School, 600 Weir Drive, Woodbury, Minnesota

A. PERTINENT FACTS:

1. In 2015, Saint Paul Public Schools completed our Facilities Master Plan (FMP) effort. The FMP identified a critical challenge in providing the sufficient quantity and quality of learning space for middle school (grades 6-8) students across the district.
2. As a result, the Board of Education has approved the construction of a new middle school, slated to start construction in 2021. Functionally speaking, Crosswinds was originally designed as a middle school for 600 students, which is almost precisely the difference between our current capacity and projected enrollment in grades 6-8 across the District in the next 5 years.
3. Saint Paul Public Schools was a founding member of the East Metro Integration District ("EMID") that conceived of and constructed this school, and we have significant knowledge of and history with this site. As our initial FMP planning process overlapped with the dissolution of EMID, Saint Paul Public Schools has actively and publicly discussed acquiring the Crosswinds building as a means to obviate the need for a newly constructed building to support our students.
4. In April of 2017 we utilized our FMP Governance Committee, a broad 65+ person cross section of the stakeholders of Saint Paul Public Schools including students, teachers, parents, and community / business partners, to explicitly guide the organization in determining if the acquisition of Crosswinds was strategically the right thing to do. It will provide a strong academic learning environment for our middle school students with ample acreage of 36.69 acres and a school building of 121,000 square feet.
5. District administration has negotiated a purchase agreement, subject to Board of Education approval, to purchase the former Crosswinds School, 600 Weir Drive at a purchase price of \$15,300,000. The purchase will be funded by a reimbursement upon issuance of Certificates of Participation authorized by the Commissioner of Education.
6. This item meets the District's goals of achievement, alignment, and sustainability.
7. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer, and Joe Gothard, Superintendent

B. RECOMMENDATION:

That 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.

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

DATE: February 20, 2018

TOPIC: Discharge of J.W.

A. PERTINENT FACTS:

1. J.W. is employed by the School District as a probationary teacher.
2. The Superintendent has recommended that J.W. be discharged from School District employment for the statutory cause of conduct unbecoming a teacher.
3. This item is submitted by Lisa Sayles-Adams, Assistant Superintendent, and by Joe Gothard, Superintendent.

B. RECOMMENDATION:

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.

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

DATE: February 20, 2018

TOPIC: 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. PERTINENT FACTS:

1. SPPS provides child care to adolescent parenting students enrolled at AGAPE and Harding. The YMCA of the Greater Twin Cities provides staff to care for infants, toddlers, and sometimes preschoolers during the school day. Student Health and Wellness holds the Department of Human Services child care licenses. Transportation is provided for moms and their children in SPPS vehicles equipped with seat belts for car seats.
2. Adolescent pregnancy and parenting continues to be on the decline. Enrollment at the Harding Child Development Center, currently located in the Hub @ Harding, has decreased over the past several years resulting in SPPS adjusting our payment to the YMCA to guarantee for a set number of spots when enrollment is low. Enrollment has not met the set target in 2017-18.
3. This project will meet the District strategic plan goal of achievement, alignment, and sustainability.
 - The space at Harding is licensed for 36 children and works well as a child care for 14-20 infants and toddlers. Licensed child care is limited on the East Side for both SPPS students who are parents, seeking to finish high school, and birth to 3-year-olds receiving Early Childhood Special Education services. By opening up SPPS space at Hub @ Harding to a licensed child care provider, SPPS supports our students, families, and staff by continuing to provide access to quality child care while removing SPPS from maintaining the licensure and other obligations that are not the expertise of the school district.
 - The RFP will outline:
 - a. SPPS will provide space, maintenance, and case management to SPPS families enrolled in Harding Child Development Center to assure the students have reimbursement funds for child care.
 - b. Transportation would continue to be provided for SPPS pregnant and parenting students and their children enrolled at Harding Child Development Center.
 - c. The licensed child care provider would obtain insurance and Department of Human Services child care license.
4. This item is submitted by Mary Yackley, Supervisor, Student Health and Wellness, and Gail Ghery, Ph.D, Interim Director, Office of Specialized Services.

B. RECOMMENDATION:

That the Board of Education 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.

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

DATE: February 20, 2018

TOPIC: Request for Bid: MacBooks

A. PERTINENT FACTS:

1. Saint Paul Public Schools seeks to sell the District inventory of approximately 3,500 – 4,500 MacBook's in one lot at the end of the school year 2018 – 2019.
2. District ownership of leased devices is established by:
 - a. Purchasing 2,335 MacBook's for the fair market value; schedules 3 and 4 on the current MacBook lease. The term of these devices ends July 31, 2018.
 - b. The remaining devices non-leased 1,165 – 2,165 will be collected from various departments as part of a hand-in of older devices that were never retired.
3. Combining these device schedules into one lot for sale provides:
 - a. Support for personalized learning through technology, replacing all MacBook's to ensure all systems stay under warranty, standardize equipment model of all applicable recipients and a common operating system.
 - b. Savings and efficiency in the labor and cost of packing and shipping MacBook's at the end of the lease.
 - c. A common lease term for all MacBook's on the next lease.
4. This project will meet the District Strategic Plan goals by aligning resource allocation to the district priority of providing personalized learning through technology.
5. This item is submitted by Hans Ott, Assistant Superintendent, Office of Teaching and Learning and Idrissa Davis, Deputy Chief, Technology Services.

B. RECOMMENDATION:

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.

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

DATE: February 20, 2018

TOPIC: Bid No. A213591-A Como Park Senior High Addition and Renovation

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Finish Carpentry at Como Senior High School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Schreiber Mullaney Construction	\$199,907.00

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

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

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

B. RECOMMENDATION:

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

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

DATE: February 20, 2017

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

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for renovation at Homecroft School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u> <u>Plus Alternate No.1</u>
Frerichs Construction.	\$1,348,520.00
Morcon Construction Co Inc.....	\$1,425,800.00
Schreiber Mullaney Construction.	\$1,431,890.00
A & L Construction	\$1,435,000.00
AP Midwest LLC (dba Adolfson & Peterson Const).....	\$1,537,000.00
Maertens-Brenny Construction Co.....	\$1,622,000.00

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

B. RECOMMENDATION:

That the Board of Education authorize the award of Bid No. [~~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.

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

DATE: February 20, 2017

TOPIC: Bid No. A213646-A Homecroft School Renovation for Jie Ming Mandarin Immersion Academy

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for renovation at Homecroft School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u> <u>Plus Alternate No.1</u>
Frerichs Construction.	\$1,348,520.00
Morcon Construction Co Inc.....	\$1,425,800.00
Schreiber Mullaney Construction.	\$1,431,890.00
A & L Construction	\$1,435,000.00
AP Midwest LLC (dba Adolfson & Peterson Const).....	\$1,537,000.00
Maertens-Brenny Construction Co.....	\$1,622,000.00

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

B. RECOMMENDATION:

That the Board of Education authorize the award of Bid No. A213646-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.

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

DATE: February 20, 2018

TOPIC: Rondo Chiller Replacement

A. PERTINENT FACTS:

1. This bid provides equipment for two chiller replacements at Rondo.
2. The following bid was received per the terms and conditions of National IPA contract #R150505-MN-16669.

	<u>Lump Sum Base Bid</u>
SVL Service Corporation.....	\$140,274.00
3. The bid was reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from Long-Term Facility Maintenance.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

**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.

FEBRUARY 20, 2018

5:30 pm

6:05 pm

REGULAR MEETING OF THE BOARD OF EDUCATION

Open Meeting to Hear Public Comment

Board of Education Meeting

FEBRUARY 22, 2018

4:30 pm

SPECIAL MEETING OF THE BOARD OF EDUCATION

Draft strategic plan outcomes and draft strategic priority areas

MARCH 6, 2018

4:30 pm

COMMITTEE OF THE BOARD MEETING

MARCH 20, 2018

5:30 pm

6:05 pm

REGULAR MEETING OF THE BOARD OF EDUCATION

Open Meeting to Hear Public Comment

Board of Education Meeting

FUTURE BOARD OF EDUCATION MEETINGS

Committee of the Board

April 10

May 8

June 12

July 17

Board of Education

April 24

May 22

June 12 (Special: Non-Renewals) and June 19

July 17

OTHER EVENTS BOARD MEMBERS ARE SCHEDULED TO ATTEND

February 27, 2018

St. Paul Delegation Legislative Meeting | State Office Building | 5:00pm

March 6-9, 2018

Gordon Parks 10th Anniversary Week