



Saint Paul Public Schools

Regular Meeting

Tuesday, January 30, 2018 6:05 PM

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

BOARD OF EDUCATION



Zuki Ellis
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Steven Marchese
Vice Chair



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Clerk



Jon Schumacher
Treasurer



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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

January 30, 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. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- V. APPROVAL OF THE MINUTES**
 - A. Minutes of the Regular Meeting of the Board of Education of December 19, 2017 6
 - B. Minutes of the Annual Meeting of January 9, 2018 22
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- VIII. 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.

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XI. BOARD OF EDUCATION	
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C. Board of Education Reports/Communications

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110

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

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

1. Motion to Cancel the February 6, 2018 Committee of the Board Meeting
and Reschedule to February 13, 2018

XIII. ADJOURNMENT

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

December 19, 2017

I. CALL TO ORDER

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

II. ROLL CALL

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

Absent: Mr. Vue (pre-planned family vacation)

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Mr. Schumacher moved approval of the Order of the Main Agenda as published with one change – to move the Policy Update to immediately follow the Superintendent's Report. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31136 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

Bobbie Johnson, principal at Hamline Elementary and Jie Ming Mandarin Immersion Academy, for her work in the success of Jie Ming.

Principal Johnson started at Jie Ming in 2011 as a program coordinator with 20 kindergarten students and today has grown the school to about 234 students. She designed the curriculum and recruited the teachers and students. It is the most diverse Mandarin immersion school out of seven Mandarin Immersion schools in the Twin Cities. However, Jie Ming has had 100% proficiency on the MCA Math for two consecutive years making it the number one elementary school in SPPS, number three among 842 elementary schools in the state of Minnesota in 2016 and number six in 2017 as measured by both the MCA Math and Reading scores. Jie Ming has also met the State of Minnesota's goal of reducing the achievement gap by 50 percent in both math and reading in 2017.

BF 31137 Acknowledgement of Good Work Provided by Outstanding District Schools

Open World Learning Community was recognized at the EL (formerly Expeditionary Learning) Education National Conference in Chicago, Illinois. Five other EL Schools were also recognized as "Credentialed" EL Education Schools. Of the 165 schools in the EL Education Network, Open World Learning Community is one of 33 schools recognized as a top performing EL Education School. EL Education originated in 1991 as a result of a national request for proposals from the New American Schools Development Corporation, which sought "break the mold" school designs.

BF 31138

Acknowledgement of Good Work Provided by SPPS Students

Keleenah Yang, a 12th grader at Como Park Senior High School and **Chia Thao**, a 12th grader at Highland Park Senior High School, for placing in the top 20 in the "Why Character Matters" essay competition with BestPrep.

Thomson Reuters sponsors the essay contest, in conjunction with the BestPrep Educational Forum. The Forum is a biennial event launched in 2008 to explore topics of current relevance for business and education. This year's essay prompt challenges students to take a deeper look into the role of character development in their education. The top 20 student winners and their respective teachers attended a celebration reception with the Educational Forum keynote speaker Alan Page at the event on October 24, 2017.

BestPrep is a statewide nonprofit organization with a mission to prepare students with business, career and financial literacy skills through hands-on experiences that inspire success in work and life.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Mr. Schumacher moved approval of the Order of the Consent Agenda with the exception of Items C1 -- DNS and DHCP Replacement and D1 -- MacBook Fair Market Lease Purchase Agreement, which were pulled for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of November 14, 2017
- A. Minutes of the Special Meeting of the Board of Education of December 5, 2017

MOTION: Mr. Schumacher moved approval of the Minutes of the Regular Meeting of the Board of Education of November 14, 2017 as published and the Minutes of the Special Meeting of the Board of Education of December 5, 2017 as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

Mr. Vue	Absent
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of December 5, 2017

At the Committee of the Board Meeting on December 5th, Superintendent Gothard started the meeting with a brief update on his visits to schools, and common themes that are shared throughout the District. An expansive review will occur at the January Board of Education meeting.

SEAB provided an update on their largest current project – organizing student engagement organizations within schools. They are drawing inspiration from pre-existing structures, such as the student mentoring project at Johnson. This program has brought positive change to the school, and they aim to share the same positive experiences at other secondary and middle schools, while also expanding to elementary schools.

Board Members and the Superintendent then provided brief recaps on the Council of the Great City Schools Conference held in October in Cleveland, Ohio. Overall, it was a great experience to provide a national context for the work we do here in SPPS, and an opportunity for cross-pollination with other districts in the country. A SEAB alum, Misha Prasalov and coordinator, Shaun Walsh, provided an inspirational and memorable presentation on the importance of student voice at the conference as well.

An overview on human resources transactions was also presented, which was an opportunity for Board Members to do a deeper dive into the monthly report. This presentation sparked questions from the Board, including further explanation on administrative leave, accusations against employees, conversations before terminations, process for a lapsed teacher license, the role of seniority within the District, as well as the quantitative data behind job titles and responsibilities.

A report on literacy and the results of the FAST assessment were introduced. FAST is a screener that allows teachers to plan and to monitor the results of the literacy framework within their classrooms. Results, learnings and next steps for FAST and the data were also presented. The Board then requested more information on the capabilities of FAST, and it was explained that it is primarily focused on literacy, but will be expanded to a math-focus as well. The social-emotional capabilities of the program need to be updated before that functionality will be implemented. The Board also discussed the assessment of fundamental skills for school readiness, with the SPPS Discovering Our World curriculum that is rooted in social-emotional developments, as well as student voice on choice, PBIS frameworks, and other materials.

An update on the Personalized Learning through Technology was provided. The goal of personalized learning is to transform teaching and learning at SPPS to be student-centered, customizable, and technology-enriched to meet the diverse needs of all students. Positive impacts of personalized learning within the District, as well as with our community partners, were shared and demonstrated. Discussion on this topic involved the development of resources by dual immersion staff, as well as the capabilities of videos within the classroom. It also created a conversation on using PLTT resources to support parent involvement in the home for supporting basic school readiness skills for students. Personalized learning allows us to gain a comprehensive view of our students. Our kids are 21st century learners and looking through the lens of learning, all skills are wrapped around a child, including social-emotional and academics.

Finally, the Board examined the MSBA resolutions brought forth by the MSBA delegate assembly regarding the special education cross-subsidy that was discussed at the November Committee of the Board meeting. Proposed revisions included adding dollars per student to the resolutions, as well as the direct impact for SPPS specifically. Points on litigation, advocacy on this issue, and the need for this information to be shared with the community were also brought forth. The resolutions will be included as part of the agenda at both the December 2017 and January 2018 Board of Education meetings before being presented at the state and federal legislature in February.

MOTION: Ms. Ellis moved the Board accept the report on the December 5, 2017 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. Superintendent's Update

Dr. Gothard provided a brief recap and overview on observational activity so far. This presentation will include a high-level overview, with a more expansive report at a future meeting in the first quarter of 2018.

The goal within the past six months has been to become familiar with our stakeholders. It has been a great way to learn more about SPPS, as well as the community. It has helped to strengthen relationships, as well as to hear ways we are succeeding as a district, as well as the areas upon which we can strengthen. Every single parents wants their child to succeed, and it is exciting to work together to support that mission and dream.

Listen

- Visited 55 schools
- Held 12 Listen and Learn Sessions
- Community groups and task forces
- Onboarding with staff, departments, teams, and individuals

Learn

- Facilities Master Plan - more than bricks and mortar
- Partnerships – people want to help
- Audits – reviews of reports that look at how we can do things differently

Lead – finding new ways to do things

- Professional development
- Labor negotiations
- Early learning
- Examination of organizational structures that support student success
- Focus on building a strong senior leadership team

Lead: Strategy Development Process

The strategic plan is underway and there will be periodic updates. The below is a very small section of a high-level look at the plan. The Greenway Strategy Group will be assisting with this work.

- Analysis | December - January
 - Tasks include:
 - Environmental scan
 - Engagement with additional key informants
 - Community input survey
 - Present findings to district leaders, Cabinet, and Board
- Strategic Development | February - June
 - Tasks include:
 - Development and presentation of draft strategy components
 - Community input sessions
 - Present final long term outcomes and strategic themes

- Present initiatives to Board
- Action Planning | June - December
 - Tasks include:
 - Initiative Action Teams plan Phase 1 initiatives
 - Launch full strategic plan to Board and Community
 - Develop outcomes scorecard and implementation monitoring system

Lead: New Processes in Place

- Budgeting – making decisions sooner to provide schools and earlier start to 2018-19 hiring
- Reorganized Board and Superintendent collaboration

Amazing things happen every day in each school. Our students are happy, our teachers are happy, and people in our buildings are happy. We have many volunteers in our building. Many of retired staff come back to work in our schools and buildings.

SPPS is positioned well to move into the next phase. The strategic planning process is important to provide a focus before making big changes, and an in-depth report will be presented in the first quarter of 2018. Superintendent Gothard thanked everyone for their hard work during his transition and work in making SPPS function to the best of our abilities.

QUESTIONS/DISCUSSION: None

B. Enrollment Report

Stacey Gray Akyea, Director of Research, Evaluation, & Assessment provided an overview on the Enrollment Report for 2017-2018.

Enrollment for the 2017-2018SY is 37,128, which is an increase of 88 students from the 2016-2017SY. SPPS enrollment is 549 above projections.

The concepts of enrollment for the purpose of reporting were then reviewed.

- **State-Funded Enrollment:** the number of students for which SPPS received general education revenue; most commonly discussed; impacts budget and planning
 - **2017-2018SY state-funded enrollment is 37,128 students**
 - The state-funded enrollment trends were then presented, with the trends of enrollment starting in the 2008-2009SY.
 - The SPPS enrollment by grade was also presented for the 2017-2018SY for grades ECSE to 12.
- **Projected Enrollment:** the calculated estimate of how many students we will have in the district and at each school; methods-based; procedural; used as a basis for budget; very sensitive to system changes
 - **2017-2018SY projected enrollment was 36,309 K-12 students**
 - The SPPS projections have been consistent across time with a range of -2.1% to 1.5%.
 - The trend of projected enrollment was then presented for 2008-2009SY to 2017-2018SY.
 - The projected to state-funded trend comparison with grades K, 6, and 9 was also presented, as well as overall.
 - SPPS state funded enrollment (no PK) is 36,858 (549 students above the projected enrollment of 36,309)
- **Total Enrollment:** the number of students served without regard to general education revenue.
 - **2017-2018SY total enrollment is 38,396 students in PK-12.**

The overall trends of enrollment were then presented. There were declines from 2008-1009SY to 2011-2012SY, with fluctuation between 2012-2013SY and 2014-2015SY. There was a decrease from 2015-2016. With the 2017-2018SY enrollment increase, this could be an anomaly or the beginning of a different pattern. Overall enrollment factors include the number

of births, natural increase/decrease, and enrollment out of the district. The Birth to Kindergarten based on Saint Paul Resident Live Birth rate for September 1 to December 31, and January 1 to August 31 was presented, with the highest rates 2005-2008. The natural increase/decrease trend report was also discussed, with the number of students entering kindergarten versus the number of students graduating the 12th grade. There were three years of increases over 300, followed by three years of increases less than 300. The trends for Enrollment Out of District were also presented showing that SPPS out of district enrollment has an increasing pattern that is not mitigated by the number of students enrolling in SPPS from out of the district, with the largest loss in charter schools.

The trend in grade levels was also shown. They manifest over time creating waves with students continuing in the district. In Kindergarten, the highest wave was in 2013-2014 and 2012-2013, however births are returning to their pre-2013 patterns, which will decrease the “kindergarten pool.” The trends for Grade 6 and Grade 9, where there are common transitions, were also displayed.

Trends in programming were also indicated, with S-Term increasing from 9,637 in SY2017 to 9,731 in SY2018. Trend in race for SPPS students were also shown with 79% students of color; all schools have racial diversity. Percentages of students receiving special education services has declines for the past three years, with all schools having students receiving special education services. English language learners compose a large part of SPPS enrollment. If the SPPS EL population was a district, it would be the 8th largest district in the state.

Overall, trends to watch are declining overall enrollment, uneven cohorts in grade levels, pathways continuation from grades 8 to 9 increasing, and continual racial/ethnic, linguistic, and service-type diversity of student population across the district. The potential impacts of each of these trends were also shown and discussed.

QUESTIONS/DISCUSSION:

- In developing the projections used for budgeting, was there a decision to be more conservative or to emphasize the trends? Answer: The projections process is methods based and procedural. The important note is that projections are historical, and our methodology is based on the “cohort survival rate”, which is based on the way enrollment has behaved in the past. Projections from last year were fed into the projections for the 17-18SY.
- With Truth and Crosswinds closing, were those figured into the projections? Answer: Our projections are based on the pool of students, and we cannot deviate from that final number. We cannot project societal context, which is why our projections are sensitive to policy decisions. We cannot project if another school or charter school closed, however we are happy to see if there was an impact to our enrollment. There are other intentional efforts with partnerships for students enrolled in the district. The closing of Truth Academy cannot be included in our projections; if our partnerships around enrollment did help at K or 9th grade enrollment numbers, it is figured into the next year's projections.
- Do we disaggregate our SLIFE students, and can we tell if there has been an impact yet from the national actions on our new immigrants? The ELL population is growing. Do we have that broken out to understand if that has had an impact on us yet? Answer: We do disaggregate and report to the Department of Education our number of SLIFE students. We cannot project our SLIFE students. We do see changes and trends and relate them to our student groups in regard to state or national policies, in particular to MLL or immigrant groups moving to the area.
- When will you know about the impact from the most recent immigration policy? Answer: We will not know until those policies are implemented; right now many of them have guidance, but the policy itself is not implemented. If the policy is passed, and we start to see changes in the state, region, and city, then we will see those changes in the District. Waves in the society in regard to immigration patterns do change the behaviors

of families. Sometimes we may not have the most accurate data from our families due to the tone of the policies at the time.

- In thinking about the decline of 5th and 6th graders, is the trend for that being the age group or capacity related? Answer: From the data, it is not related to capacity. The trends show the increasing decline. They don't necessarily show the association with the decline.
- When looking at students in special education and the decline, does that correlate to the change in policies in how we identify our students in special education and what does that look like? Answer: Yes, programmatic decisions directly impact the percentage of students. We have considered the decrease in students that receive special education as a good thing; we have thought our percentages were high in the past. Even though the percentages are decreasing, and we are happy with that decrease, the scale of how we support students with special needs is across the District instead of isolated in areas.
- When we look at those students in open enrolling or leaving the District, do we categorize those students into groups such as special education, or ELL? Answer: REA has not done a full analysis in the past, but do respond to particular questions, so we do know somewhat of the reasons for students not enrolling in SPPS. We can get some student characteristic who are leaving, so we do know race, grade level, and school.
- We are funding services for students with special education services in other schools. How do we track them, and where do they fall in the enrollment numbers? Answer: They are enrolled in the district, they are in the student information system, our MARRS file, and they would have a school code. In terms of the enrollment, they may be included in different areas based on the school code. They would fall into total enrollment or state funded enrollment.
- REA and Special Education can look into the number of students who are enrolled in other schools, but receiving services from Saint Paul Public Schools, such as special education service.
- In the changes in the size from the 6th grade or the 9th grade, is there a way to see the grade level of the proportion of students changing over time to get a sense if we are seeing a consistent drop at transition points? That would be interesting information for the future.

C. Human Resource Transactions

MOTION: Mr. Schumacher moved approval of the HR Transactions for the period November 1, 2017 through November 30, 2017. Ms. Vanderwert seconded the motion.

The motion was approved with the following roll call vote:

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

IX. **CONSENT AGENDA**

MOTION: Mr. Schumacher moved approval of all items within the Consent Agenda with the exception of Items C1 -- DNS and DHCP Replacement and D1 -- MacBook Fair Market Lease Purchase Agreement, which were pulled for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 31139 Gift Acceptance from Friends of Groveland PTO

That the Board of Education authorize the Superintendent (designee) to allow Groveland Park Elementary School to accept this gift from the Friends of Groveland PTO.

BF 31140 Highland Park Senior High School Gift Acceptance of \$43,477.64

That the Board of Education authorize the Superintendent (designee) to accept the donation of \$43,477.64 for the construction of the new HIWAY Federal Credit Union at Highland Park Senior High School and the Superintendent (designee) send a letter of appreciation to HIWAY Federal Credit Union.

B. Grants

BF 31141 Request for Permission to Submit a Grant to 3M Gives

That the Board of Education authorize the Superintendent (designee) to submit a grant to 3M Gives for funds plan a series of volunteer training videos; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31142 Request for Permission to Accept a Grant from Altrusa International Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from Altrusa International Foundation to purchase new books in SPPS; and to implement the project as specified in the award documents.

BF 31143 Request for Permission to Accept a Subgrant from the City of Saint Paul

That the Board of Education authorize the Superintendent (designee) to accept funds from the City of Saint Paul for a contamination cleanup project at 1050 Kent Street North in SPPS; and to implement the project as specified in the award documents.

BF 31144 Request for Permission to Submit a Grant to the Construction Careers Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Construction Careers Foundation for funds to support the continued implementation of the Construction Careers Pathway at Central High School and the Welding Careers Pathway at Humboldt Secondary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31145 Request for Permission to Accept Three Grants from the H.B. Fuller Company Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from the H.B. Fuller Company Foundation to support STEM education at Washington Technology

Magnet School and Linwood Monroe Arts Plus; and to implement the projects as specified in the award documents.

BF 31146 Request for Permission to Submit a Grant to the McNeely Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the McNeely Foundation for funds to pilot a Braided Journeys summer transition program for American Indian 8th graders; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31147 Request for Permission to Submit a Grant Application to Minnesota Department of Agriculture

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Agriculture for funds to purchase salad bar equipment and fruit display stands; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31148 Request for Permission to Accept Two Grants from the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to accept funds from Minnesota Department of Education to pay for licensed agricultural education teachers in SPPS, and to implement the project as specified in the award documents.

BF 31149 Request for Permission to Accept a Grant from the Minnesota Historical Society

That the Board of Education authorize the Superintendent (designee) to accept a grant from Minnesota Historical Society to support history learning at Washington Technology Magnet School, and to implement the project as specified in the award documents.

BF 31150 Request for Permission to Accept a Grant from Rockport and Schuler Shoes

That the Board of Education authorize the Superintendent (designee) to accept funds from Rockport and Schuler Shoes to purchase equipment for their Chemistry Lab; and to implement the project as specified in the award documents.

BF 31151 Request for Permission to Accept a Grant from the Saint Paul Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from The Saint Paul Foundation to meet the emergency needs of school students, and to implement the projects as specified in the award documents.

BF 31152 Request for Permission to Submit a Grant to the US Dept. of Agriculture – Farm to Schools Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the US Department of Agriculture for funds to pilot a school garden curriculum and community partnership model; to accept funds, if awarded; and to implement the project as specified in the award documents.

- C. Contracts – pulled for separate consideration
- D. Agreements – pulled for separate consideration
- E. Administrative Items

BF 31153 Settlement of Uninsured Claim

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

BF 31154 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 January 3, 2018, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31155 Monthly Operating Authority

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

(a) General Account	#683363-685080	\$55,330,218.98
	#0002726-0002766	
	#7002507-7002558	
	#0001819-0001908	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$12,821,487.89</u>
		<u>\$68,151,706.87</u>

Included in the above disbursements are 2 payrolls in the amount of \$37,487,546.86 and overtime of \$204,627.68 or 0.55% of payroll.

(d) Collateral Changes

Released:

None

Additions:

None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending March 31, 2018.

F. Bids - None

G. Change Orders - None

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31156 DNS and DHCP Replacement

A Board Member reiterated that this system is a necessary purchase to do our work, which is in the world of technology. To clarify, the system that we had is outdated and we need to buy something better? Answer: Correct, the current system is about 9-10 years old. It also managed our internal communications

for our network. It should have been replaced a while ago. We have moved to find a more suitable solution for it.

The Deputy Director of Technology Services, Idrissa Davis, then went on to note that with the budget cuts, we have a smaller staff. One of the solutions to support our staff is to ensure we have push-button, turn-key solutions. This solution will allow us greater management of the current systems, and makes our jobs easier, while providing stability. A lot of it is to ensure the ability to provide core services and 99.99% uptime goal for all systems.

MOTION: Mr. Brodrick moved the Board of authorize administration to approve the proposal from Insight, for the purchase of replacing DNS and DHCP system in the amount not to exceed \$200,000. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

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

BF 31157

MacBook Fair Market Lease Purchase Agreement

It was noted that this issue was discussed at a previous Committee of the Board meeting with questions, and it is now coming before the Board for final approval.

The Deputy Director of Technology Services explained that the lease on the MacBook laptops is coming to an end, and like the previous action on the iPads, and one of the recommendations is to buy-out those devices, and then go to a bid process, sell those devices, and use the proceeds to pay off additional lease expenses. Hopefully we will have additional funds to put towards the PLTT.

These computers are being used for teachers and District instructional staff. We are trying to remove some of the inequities found through the last lease, and to get these devices into the hands of more staff members.

He went on to note that he asked the question, "Can our instructional staff get through with just iPads?" Input from the staff at schools was then compiled. The MacBook is part of the workflow in their day-to-day practice. They also do a lot of work on the MacBook in preparation for instructional work through the iPads. At this point, it would hurt productively and interrupt their workflow if the MacBooks were removed.

- Is every teacher in SPPS going to get a new laptop? Answer: Pretty close.

This money will come out of PLTT referendum to "revolutionize the way we deliver education to students in the 21st century."

MOTION: Mr. Brodrick moved the Board of Education to authorize the Superintendent to sign the attached MacBook Fair Market Lease Purchase Agreement. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS

A. Pay18 Levy Presentation and Certification

BF 31158

Action on the Pay18 Levy

The purpose of the presentation was to present the Pay18 levy proposal to the Board of Education for final certification.

The Chief Financial Officer stated school levy authority is established in law. School budgets are a combination of State, Federal and local funding, including the voter approved referendum. The Pay18 school levy funds the 2018-19 school year. Levies are approximately 20% of the SPPS budget. Districts receive payments after the May and October tax collections from the County. The Levy can only move down after October 1.

The Pay18 Levy Calendar was then reviewed. The Board of Education will vote to certify the Pay18 Levy at the December 19th Board of Education Meeting, and SPPS will certify the Pay18 Levy to Ramsey County on December 31st.

Proposed Pay 18 Levy

<u>Levy Category</u>	<u>Certified Pay17 Levy</u>	<u>Proposed Pay18 Levy</u>	<u>Difference</u>
Operating	\$47,134,881	\$50,250,404	\$3,115,523
Pension/OPEB/Contractual	37,545,435	38,930,211	1,384,775
Facilities	59,983,176	62,657,568	2,674,392
<u>Community Service</u>	<u>3,406,163</u>	<u>3,626,763</u>	<u>220,600</u>
<u>Total All Levy Categories</u>	<u>\$148,069,656</u>	<u>\$155,464,946</u>	<u>\$7,395,290</u>
Percent Change			4.99%

The CFO then reviewed the estimated annual property tax impact from 2017 to 2018 assuming a 7.7% (home) and 17.5% (commercial/industrial) increase in market value, for residential and commercial/industrial.

MOTION: Mr. Schumacher moved the Board of Education to approve the recommendation to certify the Pay18 levy in the amount of \$155,464,946.24. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

B. Board Policy Updates

BF 31159

THIRD READING: Board Policy 508.00 - Students with Individualized Education Plans (IEPs)

QUESTIONS/DISCUSSION:

- The Board commended the work of Assistant Director Jackie Allen and the work of the committee, as well as the involvement of the parents. This is a vastly approved document, and a really important opportunity for us to speak to the value we place on education for our students in the program.

MOTION: Mr. Schumacher moved the Board approve the updates to Policy 508.00 - Students with Individualized Education Plans (IEPs). The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

BF 31160 THIRD READING: Board Policy 533.00 - Wellness

QUESTIONS/DISCUSSION: None

MOTION: Mr. Schumacher moved the Board approve the updates to Policy 533.00 - Wellness. The motion was seconded by Mr. Brodrick.

The motion was approved with the following roll call vote:

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

BF 31161 THIRD READING: Board Policy 510.00 – Graduation

In the discussions around this policy in the past, there was concern if too much responsibility was being placed on the graduation coordinators in the reviewing of adornments. To that, we have received the feedback from graduation coordinators and principals. Feedback and responses were reviewed. To address this concern about principals and coordinators being places in difficult situations, the procedure is being updated to include additional support for the schools. It is suggested that graduation coordinators work with students to approve the identity adornments; if there is an appeal by a student, that is then escalated to a principal. If the graduation coordinator and principal do not feel comfortable making it decision, it can then go before the District-Wide Graduation Committee for further support. If it needs to be taken to another level, the Assistant Superintendent is willing to make a final decision. The supports are in place in order to ensure school personnel feels supported.

QUESTIONS/DISCUSSION:

- SEAB members noted that this is important to SEAB, and they have personal experience and knowledge with this policy. They feel this is something that will really help students understand each others cultures and feel comfortable in expressing their identities at this important step in their life. They feel strongly that this is a positive change and are excited for it.
- A Board Member noted that he appreciates the changes that addressed his concerns. He then read a short statement, and noted that while the spirit of his concerns were addressed, he did want to note that he is not particularly in favor of this policy change.

MOTION: Mr. Schumacher moved the Board approve the updates to Policy 510.00 – Graduation. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

Mr. Vue	Absent
Ms. Vanderwert	Yes
Mr. Schumacher	Yes
Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes
Mr. Brodrick	Abstain

C. MSBA Resolutions

BF 31162 MSBA Resolutions Regarding the Special Education Cross-Subsidy at the Upcoming Legislative Session

The Legislative Liaison spoke on the state and federal resolutions from MSBA, which were previously discussed at a previous Committee of the Board meeting. Director Ellis' involvement in these resolutions at the MSBA Delegate Assembly was acknowledged and commended. The special education cross subsidy formula for students across the state has become one of the most pressing issues for districts across Minnesota. The costs are becoming prohibitive because the formula is not keeping up with it. The federal government and state formula are not cutting it. The special education unfunded formula by 2021 is estimated at \$806 million, which is the amount that districts are spending from their general fund to provide the mandated services and due process. The two resolutions are to call on Congress to meet its obligation for funding, and the second calls on the state legislature and the Department of Education to come up with a task force to take a serious look at the special education formula, and look at all aspects to make a recommendation to eliminate the cross-subsidy over a 3-4 year period.

QUESTIONS/DISCUSSION:

- The fiscal solvency and services provided to students should not be pitted against one another. The state has an obligation under the law to fully fund special education; that is an obligation that is clear and it is impacting our kids, both those who need the services and served by our district as a whole. Bargaining units may also advocate for these resolutions.

MOTION: Mr. Brodrick moved the Board of Education to approve the resolutions of the Minnesota School Board Association regarding the special education cross-subsidy at the upcoming state and federal legislative sessions. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

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

XI. NEW BUSINESS - None

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Director Brodrick requested General Counsel to provide the Board background information and clarity on the District's policy for celebrations and holidays.

B. Items for Future Agendas

C. Board of Education Reports/Communications

XIII. FUTURE MEETING SCHEDULE

MOTION: Mr. Schumacher moved the Board to approve the cancellation of the July 17, 2018 Committee of the Board meeting and reschedule it to August 14, 2018, as well as to approve the 2018-2019SY regular Board of Education and Committee of the Board meeting dates and times. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

MOTION: Mr. Schumacher moved the Board to approve the 4:30 start time of the Committee of the Board Meetings for the 2018-2019SY. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

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

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

- January 9, 2018 | Annual Meeting
- January 23
- February 20
- 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)

- December 5
- January 9, 2018
- February 6
- March 6
- April 10
- May 8
- June 12
- July 17

XIV. ADJOURNMENT

The Chair moved the meeting adjourn, and Director Ellis seconded the motion. It passed by acclaim.

The meeting adjourned at 8:27 p.m.

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

Prepared and submitted by

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

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE ANNUAL MEETING OF THE BOARD OF EDUCATION
January 9, 2018

I. CALL TO ORDER

The meeting was called to order at 6:46 p.m.

II. ROLL CALL

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

IV. APPROVAL OF THE ORDER OF THE AGENDA

MOTION: It was moved by Mr. Schumacher, seconded by Mr. Marchese, that the order of the agenda be approved.

Motion was approved with the roll call vote as follows:

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

V. ELECTION OF OFFICERS

1. Chair of the Board of Education

The serving Chair opened nominations for the office of Chair of the Board of Education.

MOTION: Director Foster nominated Zuki Ellis for the office of the Chair. Director Marchese seconded the nomination.

Further nominations were called for, there being none the vote was called.

Motion was approved with the roll call vote as follows:

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

2. Vice Chair of the Board of Education

The new Board Chair, opened nominations for the office of Vice Chair of the Board of Education.

MOTION: Director Brodrick nominated Steven Marchese for the office of Vice Chair. Director Schumacher seconded the nomination.

Further nominations were called for, there being none, nominations were closed.

Motion was approved with the roll call vote as follows:

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

3. Clerk of the Board of Education

The Chair then opened nominations for the office of Clerk of the Board of Education.

MOTION: Director Ellis nominated Jeanelle Foster for the office of Clerk of the Board of Education. Director Marchese seconded the nomination.

Further nominations were called for, there being none, nominations were closed.

Motion was approved with the roll call vote as follows:

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

4. Treasurer of the Board of Education

The Chair opened nominations for the office of Treasurer of the Board of Education.

MOTION: Director Marchese nominated Jon Schumacher for the office of Treasurer of the Board of Education. Director Foster seconded the nomination.

Further nominations were called for, there being none, nominations were closed.

Motion was approved with the roll call vote as follows:

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

The Board of Education officer positions for 2016 are:

- Chair – Zuki Ellis
- Vice Chair – Steven Marchese
- Clerk – Jeanelle Foster
- Treasurer – Jon Schumacher

VI. RESOLUTIONS

BF 31163 Appointment of Assistant Treasurer

MOTION: Ms. Ellis moved that the Board of Education approve the resolution naming Marie Schrul, Chief Financial Officer, as the Assistant Treasurer of Independent School District No. 625 for the year 2018. Motion seconded by Mr. Brodrick.

Motion was approved with the roll call vote as follows:

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

BF 31164 **Appointment of Assistant Clerk**

MOTION: Ms. Ellis moved, seconded by Ms. Foster that the Board of Education approve the resolution naming Sarah Dahlke as Assistant Clerk of Independent School District No. 625 for the year 2018.

Motion was approved with the roll call vote as follows:

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

BF 31165 **Resolution Naming Depository Accounts**

MOTION: Ms. Ellis moved, seconded by Mr. Marchese that the Board of Education approve the resolution naming the banks that are to serve as depositories of school district funds for the year 2018.

Motion was approved with the roll call vote as follows:

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

BF 31166 **Resolution Naming Banks as Custodians for Safekeeping of Collateral**

MOTION: Ms. Ellis moved that the Board of Education approve the resolution naming the banks that are to be used as custodians for safekeeping of pledged security for school district deposits. Motion seconded by Mr. Schumacher.

Motion was approved with the roll call vote as follows:

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

BF 31167 **Resolution Authorizing Investments of School District Funds**

MOTION: Ms. Ellis moved, seconded by Ms. Foster, that the Board of Education approve the resolution that herewith authorizes the Assistant Treasurer to invest surplus funds of the school district from time to time, as provided in Minnesota Statutes and the School Board Investment Policy.

Motion was approved with the roll call vote as follows:

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

BF 31168 **Resolution Naming Brokerage Accounts**

MOTION: Ms. Ellis moved, seconded by Mr. Marchese, that the Board of Education approve the resolution naming the brokerage firms that are to handle the purchase and sale of securities and other property.

Motion was approved with the roll call vote as follows:

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

BF 31169 **Resolution Authorizing Entry into Joint Purchasing Agreements**

MOTION: Ms. Ellis moved the Board of Education authorize the administration to continue current joint cooperative purchase agreements and to enter into other various Joint Cooperative Purchasing Agreements as deemed necessary. Mr. Schumacher seconded the motion.

Motion was approved with the roll call vote as follows:

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

BF 31170 **Resolution Naming the Official Newspaper**

MOTION: Ms. Ellis moved that the Board of Education approve the resolution naming the Saint Paul Legal Ledger as the official newspaper of the School District. Ms. Vanderwert seconded motion.

Motion was approved with the roll call vote as follows:

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

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

BF 31171 **Resolution to Adopt and Confirm All Policies Contained in Board Policy Manual**

MOTION: **Ms. Ellis moved, seconded by Mr. Schumacher, that the Board of Education approve the attached resolution confirming and adopting all policies contained in the Board Policy Manual.**

Motion was approved with the roll call vote as follows:

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

VI. BOARD OF EDUCATION MEETINGS

- A. Schedule a Closed Board of Education Meeting, January 17, 2018 for the purpose of negotiation updates, and a Special Board of Education Meeting, January 23, 2018 for the purpose of external committees, organizations, and partnerships.

MOTION: **Ms. Ellis moved the Board of Education of Independent School District No. 625, Saint Paul Public Schools, schedule a special closed Board of Education meeting to be held on January 17, 2018, commencing at 7:30 a.m. in Conference Room 5A at 360 Colborne Street, at which time the Board shall consider labor negotiation as is provided for by Minnesota Statutes Section 13D.03, as well as a Special Meeting on January 23, 2018, commencing at 4:30 p.m in Conference Room 5A of at 360 Colborne Street, at which time the Board shall consider external committees, organizations, and partnerships. The motion was seconded by Mr. Marchese.**

Motion was approved with the roll call vote as follows:

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

VII. ADJOURNMENT

MOTION: **Ms. Ellis moved the meeting adjourn; motion seconded by Ms. Foster. It passed by acclaim.**

The meeting adjourned at 6:59 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
Board of Education

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
January 9, 2018**

PRESENT: Board of Education: Z. Ellis, J. Schumacher, S. Marchese, J. Brodrick, M. Vanderwert, J. Foster, M. Xiong (arrived at 4:41)

SEAB: E. Rypa, A. Jibicho

Staff: Superintendent Gothard, C. Baker, N. Cameron, M. McBride, H. Kilgore, M. Hoerth, T. Battle, A. Collins, R. Currier, M. Gilbert, J. Turner, E. Agbamu, K. Wilcox-Harris, L. Cathey, L. Sayles-Adams, J. Engen, M. Schrul, M. Dols Klingel, G. Ghery, T. Berres, S. Walsh, S. Dahlke

SEAB Members: A. Muumin, Z. Vue, T. Henry, S. Henry, A. Steiner-Manning, R. Schulz, T. Htoo, D. Hall, M. Omar, M. Raymond, A. Hoffman

Other: T. Lonetree, J. Nathan, J. Nathan, A. Neilson, J. Heigle, J. Kopp, J. Williams

I. CALL TO ORDER

The meeting was called to order at 4:30 p.m.

II. AGENDA

A. Superintendent's Update

Superintendent Gothard started the meeting with a welcome to new board member, Marny Xiong. There will be a farewell ceremony for Chue Vue following the Committee of the Board Meeting.

A Listen & Learn session was held at Highland Park Middle and Senior High, where about 70 students shared their vision for not only their school, but also SPPS. Their speaking points involved extracurricular activities, sports, among other issues and experiences they encounter each day. Our students are incredible in their commitments and their pursuit of excellence, and they need support to continue. It was overall a great meeting with goals to accomplish and how to move forward while keeping the focus on the needs of our students.

He also provided a recap on the Inauguration Ceremony for Melvin Carter, Mayor of Saint Paul, who is a graduate of SPPS. It was held at Central High School and was a successful event. It was great to watch the community engage in meaningful ways, and to come together to celebrate our new mayor and our city. He also thanked everyone who helped in the event.

Superintendent Gothard also provided clarity to questions asked on the Enrollment Report presented at the December 19th Board of Education Meeting. When we analyze state funded enrollment, we showed an increase of 88 students from 16-17 to preliminary 17-18. This number is important because it is certified to the state for revenue. Our number of students was more than 500 more than our projections, meaning that we are tracking to receive more than what was approved for the budget in June, and will be revised at an upcoming meeting. These are important numbers in terms of revenue from the state in both actual and plans. When PreK and early special education students are removed, the result is a -202 students. Typically we have not used that number in reporting. There are two reports – one is K-12 only, and the other would include other factors. It's important we use the number to state for revenue, as well as looking at other indicators of where the district is meeting those factors. There are different indicators within the district. These trends are important for planning and ensuring we communicate clearly

with our community in terms of budget, planning, and revenue, but also where we have room to grow.

B. SEAB Presentation – “Expanded Student Voice”

SEAB Members presented research and findings from their project, “A District-Wide Structure for Authentic Student Voice” to propose an expanded model of authentic student voice for Saint Paul Public Schools, and to ensure the concerns of students are heard by creating a new structure of student engagement.

- Project Research Models
 - Building survey to all SPPS principals
 - 22/54 building leaders responded
 - 7 Expert Interviews
 - 11 Focus Groups with 200 students (elementary through secondary)
- SEAB Values
 - Inclusivity, Authenticity, Collaboration, Shared Power, and Consistent Structure
- A video on SEAB’s vision to revolutionize the way we work together was shown.
- SEAB’s impacts to date include changes in discourse, practice, and policy.
- Intended Impacts of an Expanded Structure
 - In focus groups, students predicted that the impacts of authentic student partnerships in all schools would include:
 - More leadership opportunities
 - Stronger sense of community
 - More role models
 - Safer, more welcoming environment
- Student focus groups and expert interviews both agreed that components of student voice are inclusiveness, shared power, engagement, safe spaces, and being authentic.
 - Inclusive: amplify all voices; all are invited; free of judgement, diversity
 - Shared Power: students know their truth; everyone’s expertise is at the table; everyone is a powerful problem solver
 - Engaging: everyone is a leader and mentor of one another; work is meaningful and fun
 - Safe space: a space to speak your truth, multiple truths are seen and valued; respect towards one another
 - Authentic: consistent; there is follow through on the part of staff; everyone is a leader good communication
- Expanded Structure: Building leaders said they need:
 - Staff, Time, Resources (training and support), Flexibility, and Consistency
 - 50% - Building leaders who have an existing structure or group
 - 27% - Working on it
 - 14% - Interested
 - 9% - May not be interested
- Visuals of SPPS Students Voice Structure Today compared to the Proposed Structure of Student Voice were presented.
- Structural Goals and Resources Needed
 - Increase student voice (consistency)
 - Shared values, staff time, training supports and funding to support
 - Mechanism for students to meet during school
 - Increase District-Wide Connectedness
 - Dedicated staff time
 - District-wide “Summer Summit”
 - Increase Communication
 - Dedicated staff time
 - Website
- Ideas on Embedding Student Voice
 - Component of strategic plan

- Seen as a key aspect of SPPS' equity work
- Included in School Improvement Plans
- Ideas from others

QUESTIONS/DISCUSSION:

- In dealing with different age groups, one of the initial thoughts around elementary schools. What is the best way to work with students of that age and to help them think about this? From your experience, would there be a lot of preparation for conversations with those students, and what are your reflections on expanding their voice? Answer: From the focus groups, we think students are very engaged and already have a voice, but it's not being heard, or loud enough, or amplified enough. With elementary students, we need to work with them to determine what they are looking for in their schools (examples: more time to interact with friends, or learning outside of classroom). Overall, if they have the idea that their voice will be heard, they may have more motivation to act upon their voice.
- In terms of structure, how do we create supports in terms of the elementary context? Student councils and structures are traditional in secondary grades. Are there or have you read about structures that might be conducive to those kinds of approaches? Answer: There are similar structures in Chicago Public Schools that mirror SEAB's vision. That would need to be further researched, however it is successful in those schools. Structures will need to be flexible and tailored. We want to work individually with building leaders and shape structure to their school so it will work best for their students. Maxfield and Chelsea Heights are working on it this year, with other schools to follow. Embedding authentic student voice in schools is important because there is a difference in a student going to school because it's a requirement, and a student who actually wants to go to school because there is a sense of community and that they belong.
- How do you hope to see the daily interactions between groups? Answer: It will rely on individual schools. We would like to look to groups like SEAB and Dare To Be Real to look to the higher-ups in their schools for ways to changes. Building leaders can also bring their ideas to SEAB, and then to the Board of Education. Facilitators will need to work closely together to accomplish this.
- From the focus groups or surveys, were there specific obstacles that people mentioned that impeded the ability for active student voice to happen? Answer: In some groups, the teacher was present in the room, which may have had an impact. Students are engaged in talking about student voice, but a teacher may be one of the problems in why their voice is not being heard. One way to overcome this is to build better connections with students and teachers. It also ties back to sharing power. In a student group, there is generally a staff member there to support that group. A structure with no hierarchy is important in these groups, as well as to have a good relation with staff to share that power.
- One of the important factors involves safe spaces. In the spaces during the focus groups, how many adults were present, and how many students were present? What was the dynamic? Answer: In some focus groups with student leadership groups, only the staff leader was present. At other focus groups in middle schools, there were no adults besides a SEAB facilitator, which helped to make those students feel more comfortable and be more authentic.

C. 2017 Audit Report

The Chief Financial Officer introduced representatives from the accounting firm, MMKR to present the final results of the FY2017 audit report.

- Three reports were shared with the Board:
 - Annual Financial Statement
 - Special Purpose Report
 - Management Report

- The role of the auditors was reviewed. The financial statements are the responsibility of the District, with the auditors issuing their opinion on the statements. Auditors also test the internal controls and compliance of the District with the Financial Statement Audit and the Minnesota State laws and regulations.
- Audit results:
 - MMKR issued an unmodified, or clean, opinion on the basic financial statements.
 - For the internal control and compliance reports, there were four comments to note.
- The General Education Aid basic formula allowed, which is the largest funding source for the District from the State of Minnesota, was reviewed. For 2018, there was a 2.0% increase.
- The state-wide unrestricted operating fund balance as a percentage of operating expenditures for SPPS versus state-wide was reviewed, with SPPS at 14.2% for FY2017. For FY2016, SPPS was at 13.0% compared to 20.7% as the state-wide average.
- The cash and investments, unrestricted fund balance, and annual expenditures of the General Fund were also presented, as well as the financial statement.
 - In 2010-2012, there have since been changes in cash flow due to how the state was metering state aid payments to school districts. At one point, they were at a 60/40 pay schedule, where the district would receive 60% in the year it was earned, and then 40% the next year. It didn't have an impact on fund balance, but did have an impact on cash flow at those times.
- The fund balance percentages were presented. Some nuances have changed in terms of the general fund, in particular the Long Term Facilities Maintenance Fund, which was previously a separate fund, but has now been largely rolled into the General Fund. For FY2017, the unassigned fund balance as a percentage of expenditures was 5.7%, which was very close to the projection of 5.8% previously presented to the Board in updates, and keeping within the 5% policy.
- The Adjusted Daily Membership and pupil units served were shown and discussed, with the percentage change in ADM and pupil units served.
 - In 2015, the legislature made a change to how they were weighting pupil units in an effort to ease the difficulties in the reporting of Minnesota school finance. School districts did not have a reduction in funding, there had to alter the formula allowance. The basic formula was adjusted to account for those pupil units. It is a reflection that is seen across all districts because of the legislative reductions, and not a reflection of SPPS.
- The other governmental funds for food service special revenue and community service special revenue funds were presented. The Food Service Special Revenue Fund financial position has improved significantly. The Community Service Special Revenue fund also saw an increase.
- A district-wide statement of net position was also presented, with the total net change in position from 2016 to 2017 being \$(45,892,000).

QUESTIONS/DISCUSSION:

- Where is the happy place in terms of those numbers for special revenue funds? How do you measure the sense of security in those numbers? Answer: The rule of thumb when looking at operating funds, GFOA or ASFO will look at 5% to 10% as a general rule of thumb, or 1-2 months, which will give 8% to 17% as percentages. With the food service and special revenue funds, they also have differences in caps. The food service special revenue fund has a cap of 3 months of operations using a 9-month measurement period. It becomes concerning when the percentage is at the 33% range, because then federal funding may be reduced. MDE also recognizes that we may be accumulating resources for a one-time cap for purchases. In the past, we have also invested in cafeteria equipment.
- In looking at the \$5,711,000 for the Food Service Special Revenue Fund, how do you think about what to invest based on that number? Answer: We look at past trends and what we have been comfortable at in terms of revenue, and we also look at projections for next year

and fund balances. As we go into the next fiscal year, we also look at costs and ending fund balances, and to see the impact negotiations will have on those balances. In terms of the Community Service Special Revenue Fund, light rail affected Community Ed. for some time; it is now coming back from the hit taken a few years ago. Overall, we look at trends of students and population.

- It was also noted that within Community Service Special Revenue Fund, it is further broken down by programs. At a 25% fund balance, it starts to draw red flag. There was once cap at 25%, which is not currently in place, but if it would become a cap again, that may be one place they would look based on history.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 5:19 p.m. The motion passed by acclaim.

Respectfully submitted,

Sarah Dahlke
Assistant Clerk

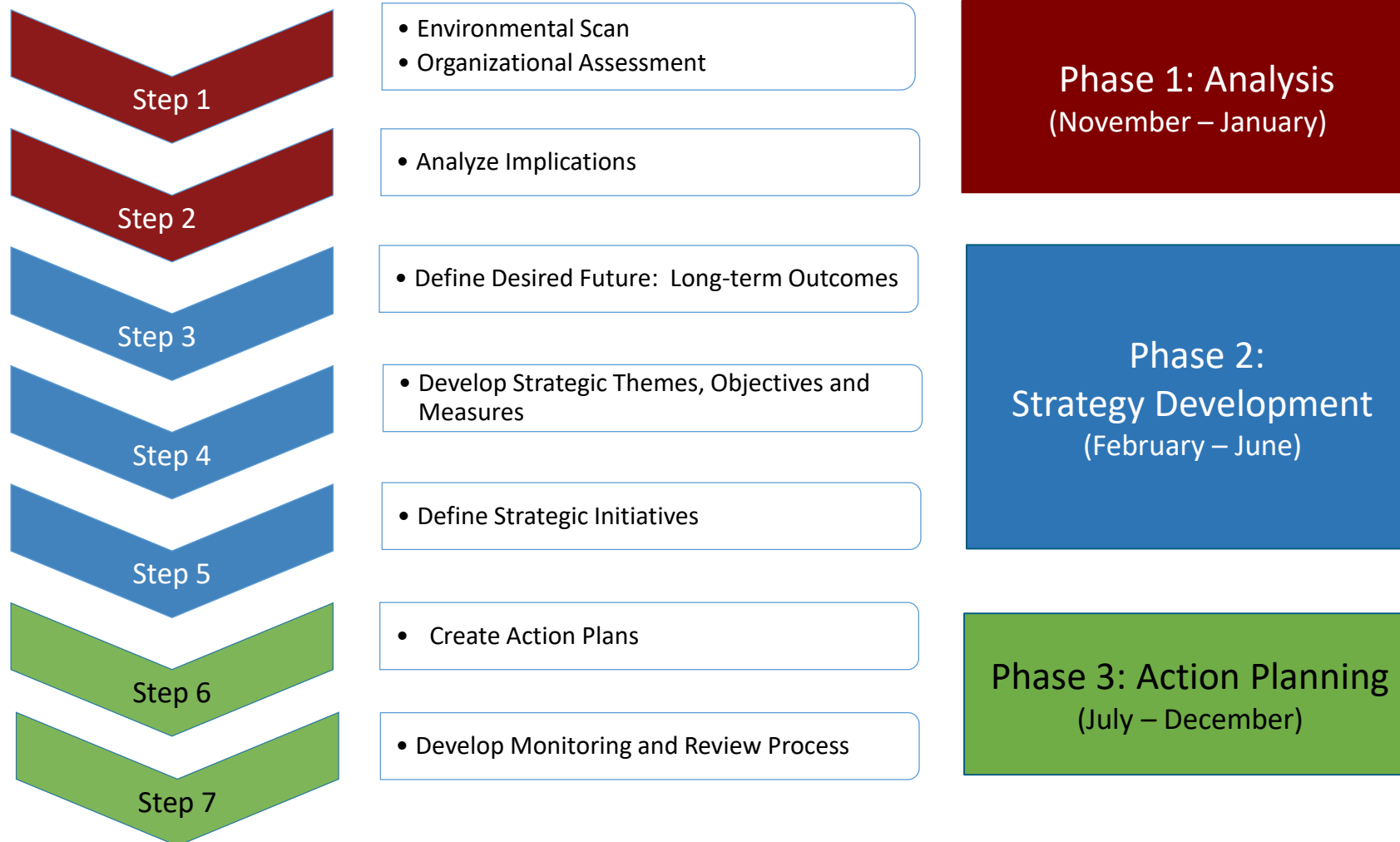
Update on Strategic Plan Development



Jackie Statum Allen – Assistant Director, Strategic Planning and Policy

Regular Board of Education Meeting
January 30, 2018

Strategy Development Process Overview



Updates on Phase 1: Analysis

- Greenway Strategy Group (GSG) conducted an environmental scan
 - They reviewed district data
 - They met with key informants
 - A survey was conducted with SPPS community
- GSG will present synthesized findings

**Phase 1:
Analysis**
(November – January)

Looking Ahead – Phase 2

- 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 COB meeting on 2/13
- SPPS will engage community in a comprehensive tour to seek input on the long-term outcomes and strategic themes

**Phase 2:
Strategy
Development**
(February – June)

Questions?

For more information visit: www.spps.org/strategicplan

SCHOOL START TIMES 2019-20

Implementation Planning Update



Jackie Statum Allen – Assistant Director, Strategic Planning and Policy

Regular Board of Education Meeting
January 30, 2018

Purpose

The purpose of this presentation is to provide an update on planning underway for the school start times change in September 2019



Start times change for 2019-20 school year

- SPPS is preparing to restructure school start times beginning September 2019
- Board voted for the restructure in October 2017
- Change allows for more secondary schools to start later



Committees Working on Implementation

- 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



Childcare Subcommittee



- Members of the committee include:
 - Representatives from SPPS Discovery Club, Extended Day Learning, and Family Engagement
 - Saint Paul Parks and Recreation
 - Sprockets Saint Paul
 - 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



Safety Subcommittee



- Members of the committee include:
 - Representatives from SPPS Transportation and Facilities
 - Saint Paul Police Department
 - Saint Paul Public Works
 - 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



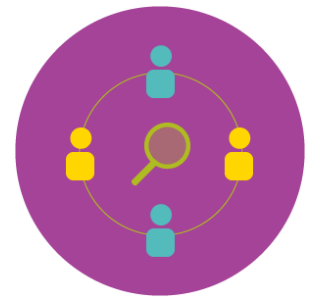
Athletics Subcommittee



- Members of the committee include:
 - Representatives from SPPS Athletics and Facilities
 - Saint Paul Parks and Recreation



District Committee for Implementation



- Advising the work of the subcommittees
- Providing a comprehensive support system for changing school start times

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- Members of the committee include:
 - Leads from each of the subcommittees
 - Office of Communications
 - Office of Family Engagement
 - Assistant Superintendents



Timing and Next Steps

Activities	Timing
Updates to the Board and online	Ongoing
District Committee meetings	Nov 2017 – Sept 2019
Planning with internal and external stakeholders	Nov 2017 – Sept 2019
Subcommittees develop recommendations	Nov 2017 – March 2018
Subcommittees develop implementation guidance	April 2018 – July 2018
School start times finalized and announced	Oct 2018
School-based engagement to determine site-specific options and support	Oct 2018 – Sept 2019
Ongoing district support and communications for families	Oct 2018 – Sept 2019
New school start times begin	Sept 2019



Questions?

For more information visit: www.spps.org/starttimes





Early College

Board of Education Presentation
January 30, 2018



“I will have 67 college credits when I graduate from AGAPE -- I’ll receive my AA degree before my high school diploma. This spring I’m taking the Certified Nursing Assistant (CNA) class at St. Paul College because I want to go to medical school.”

-Kathy, Class of 2017, AGAPE High School



One year later...





“I did PSEO for two years, full-time, as a high school junior and senior; and it really helped me prepare, to know how to study, to know what to expect from college.

My future plan now is to go to law school and become an immigration lawyer.”

-Kathy, University of Minnesota Junior
and 2017 AGAPE High School graduate



Early College in SPPS



Mission: Empowering each SPPS student by expanding opportunities and eliminating barriers for career and college success.

Vision: A strategic, PreK-16 system-wide alignment designed to expand college credit-earning opportunities and career pathways for high school students by increasing supports that will better prepare our scholars for achieving post-secondary success in college and/or career.



Benefits to Early College



- Early College focuses on increasing access and opportunity to earn college credit in High School for all students
- Early College includes improved support and preparation for traditionally underrepresented students in college credit-earning opportunities
- Success in Early College courses leads to increased belief in one's potential to succeed in post-secondary or training after high school
- Early College courses offer students preparation for the rigor of a college course and may eliminate the need for remedial courses in college
- Opportunities for students to earn free college credit while in high school, can lead to significant financial savings
- Students can explore careers, earn industry certifications in preparation for a future career



Early College Programs by School

56

	AP	Career Pathways	CLEP	Concurrent Enrollment <i>Fond du Lac Tribal and Community College</i>	Concurrent Enrollment <i>Saint Paul College</i>	College in the Schools <i>University of Minnesota</i>	IB	PSEO	Project Lead the Way
AGAPE	•	•	•		•	•		•	
Central	•	•	•			•	•	•	
Como Park	•	•	•			•		•	
Creative Arts	•	•	•		•	•		•	
Gateway to College			•		•			•	
Gordon Parks	•	•	•					•	
Harding		•	•	•	•	•	•	•	•
Highland		•	•			•	•	•	•
Humboldt	•	•	•			•		•	
Johnson	•	•	•		•	•		•	•
LEAP		•	•					•	•
Open World	•	•	•			•		•	
Washington	•	•	•		•	•		•	•

Advanced Placement (AP)

Song Lee

Senior, Como Park Senior High School



Advanced Placement



Advanced Placement (AP) offers college-level courses, taught by certified *AP* teachers, to high school students. Students take an end of course *AP* exam, where based on their score can earn free, transferable college credits or course placement.

58

Advantages of *AP*

- Allows students, with “passing scores”, to place out of introductory college courses and/or earn college credit; “passing scores” are widely accepted by most private and public schools
- School districts retain state and federal funding
- Taught at high school by certified AP teachers
- AP courses offer students preparation for the rigor of a college course
- “Non-passing” test scores not part of college transcript





Aye is taking classes through Saint Paul College to receive a nursing assistant certificate.

"I like learning the skills. We have 58 skills we need to learn before we can get our certificate, skills like bed making, denture care, dressing patients.

I'm not 100 percent sure what I will do in the future. I might be a nurse because I want to go back to my country and help my people. My first goal is to be an interpreter - so I could do both. After getting my nursing assistant certificate, I'll work two to three years to save money and then go to Saint Paul College."

- Aye, Senior, LEAP High School



Career and Technical Education

Career and Technical Education (CTE) in SPPS includes Career Pathway Academy (CPA), Career Pathways, and Project Lead the Way (PLTW), and articulated college credit in individual CTE courses,

Career Pathways are a series of courses that provide high school students the opportunity to explore careers in a hands-on learning environment. Classes are augmented by workplace visits, internship opportunities, and paid work experiences for students. *Career Pathways* in Saint Paul Public Schools include:

Aerospace and Engineering at Johnson High School

Business/Finance at Como Park Senior High School

Construction at Central High School

Information Technology at Humboldt High School

Saint Paul High School Automotive Center

Welding at Humboldt High School



Career Pathways Academy (CPA)

Chao Xiong

Senior, Harding High School



Career Pathways Academy

Career Pathways Academy (CPA) provides 10th - 12th grade students the opportunity to take free, college courses at Saint Paul College. Transportation to and from Saint Paul College is provided to students. Courses include: Business, Computer Repair, Computer Fundamentals, Nursing Assistant, and Web Design.

22

Advantages of *Career Pathways Academy*

- 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 students at all SPPS High Schools.
- Prepares students for high wage, high demand careers



Academy of Finance (AOF)

Mario Sanchez

Senior, Como Park Senior High School



Career and Technical Education in SPPS

Academy of Finance at Como Park

Academy of Information Technology at Humboldt



The *Academy of Finance* at Como Park High School and *Academy of IT* at Humboldt High School increase college and career readiness through learning opportunities, internships, mentorships, and work experiences in the fields of IT and Finance.

64

Advantages of *Career Academies*

- Students can earn up to 16 articulated and concurrent college credits at Saint Paul College
- *AOF* students can earn a Business Certificate from Saint Paul College
- Students are part of a smaller learning community through all 4-years of high school
- Classes occur at high school; school districts retain state and federal funding
- Prepares students for high wage, high demand careers
- Currently funded by Federal YCC grant (ongoing funding must be pursued)



Construction Pathway

Millenium Amha

Junior, Central High School

Devon White

Senior, Central High School



Career and Technical Education in SPPS

Construction Pathway at Central High School

Welding Pathway at Humboldt High School

The *Construction Pathway* at Central High School and *Welding Pathway* at Humboldt High School increase college and career readiness through hands-on learning opportunities, internships, mentorships, and work experiences. New pathways under development are:

Agriculture Science at Highland Park

Medical Pathway at Humboldt High School

Advantages of Career Pathways

- Students can earn free, articulated Saint Paul College credit
- Each *Pathway* provides industry certification
- Classes occur at high school; school districts retain state and federal funding
- Students are part of a smaller learning community
- Prepares students for high wage, high demand careers
- Currently funded by United Way grant (ongoing funding must be pursued)

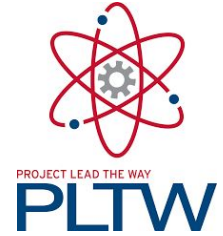
Project Lead the Way (PLTW)

Scott Schaffer

Teacher, Johnson High School



Project Lead the Way



Project Lead the Way (PLTW) offers courses where students learn about engineering before starting their post-secondary education or career.

PLTW end of course exams may lead to free college credit or preferred admittance at a limited number of institutions, credit or preferred admittance is determined by the individual post-secondary institution.

Advantages of *PLTW*

- High rigor courses that offers students opportunity to take college-level courses
- “Non-passing” test scores not part of college transcript
- Taught at high school by certified PLTW teachers
- School districts retain state and federal funding



College-Level Examination Program



College-Level Examination Program (CLEP) provides students the opportunity to earn free college credit by earning a “passing score” on a 90-minute exam. *CLEP* exams are offered in 33 areas in subjects ranging from math to languages and allow students, with passing scores, to place out of introductory level college courses.

69

Advantages of *CLEP*

- MNSCU schools are required to give college credit for “passing scores”
- Teachers do not need to be credentialed to prepare students for exam
- SPPS has two approved CLEP Testing Centers
- “Non-passing” test scores not part of college transcript



Concurrent Enrollment / Saint Paul College



Concurrent Enrollment allows eligible Saint Paul Public Schools students the opportunity to take free Saint Paul College and Fond du Lac Tribal and Community College courses on their high school campus. Students who take *Concurrent Enrollment* courses earn both high school and college credit in their courses.

70

Advantages of *Concurrent Enrollment*

- Students can earn free, transcribed credit with partner institutions
- Classes occur at high school; school districts retain state and federal funding
- Courses are taught by SPPS Teachers who are approved by partner institution
- Credits can transfer, pending transfer credit policies (guaranteed transfer within MnSCU schools)
- Flat fee of \$3,000 for per teacher who teaches *Concurrent Enrollment* courses, a portion of this fee is reimbursed





“My College in the Schools (CIS) classes are very difficult, but they are also doable. Because I am able to to challenge myself now, hopefully in the future it won’t be as hard. CIS really pushes you out of your comfort zone to learn as much as you can.”

- Tina, Senior, Harding High School



Concurrent Enrollment / College in the Schools



CIS (College in the Schools) allows students to take free college level courses and earn free college credit at the University of Minnesota through Concurrent Enrollment. Students who take *CIS* classes earn both high school and college credit in their courses.

Advantages of *CIS*

- Students can earn free, transcribed University of Minnesota credit
- School districts retain state and federal funding, taught at high school
- Credits can transfer, pending transfer credit policies
- Courses are taught by SPPS Teachers who are approved by the UMN



Concurrent Enrollment Courses Offered in SPPS

73

- | | |
|--|---|
| <ul style="list-style-type: none">• Anatomy and Physiology• Art Appreciation• Basic & Applied Statistics• Beginning Modern Chinese I• Biology• Biology II• Business Communications• Challenge of Democracy• Chemistry• Child Development• Chinese 3, Chinese 4, Chinese 5• College Algebra through Modeling• College Writing & Critical Reading• Composition 1• Energy, Environment, & Society | <ul style="list-style-type: none">• Environmental Science• Exploring the Teaching Profession• Government• Intro to African American Studies• Intro to Business• Intro to College Physics• Intro to Literature/Poetry/Drama/Narrative• Latin 4• Macroeconomics• Nutrition• Physics by Inquiry• Psychology• US History• Writing and Research Skills• Writing Studio |
|--|---|



Gateway to College

**Kamarah Short and
Justin Marschinke**

Students, Gateway to College





Gateway to College

Gateway to College provides students who have dropped out of high school or who are off-track to graduate an opportunity to earn their high school diploma while concurrently beginning their college experience. *Gateway to College* students spend their entire day at Saint Paul College where they take high school courses taught by SPPS teachers and college courses taught by Saint Paul College faculty.

75

Advantages of *Gateway to College*

- Students earn their high school diploma while earning free Saint Paul College credit
- *Gateway to College* provides students with thoughtful supports beyond academics
- Students scoring below college ready can access developmental college courses
- Students do not pay for tuition, fees, required books or supplies for courses
- Learning environment is on a college campus



International Baccalaureate (IB)

Nongnut Thao

International Baccalaureate Diploma Candidate
Senior, Highland Park Senior High School



International Baccalaureate (IB)



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 exam score. Students can also earn an IB Diploma by taking end of course exams paired with presentations and projects.

77

Advantages of *IB*

- IB courses offer students preparation for the rigor of a college course
- “Non-passing” test scores not part of college transcript
- Taught at high school by certified *IB* teachers
- School districts retain state and federal funding





“I chose PSEO (Post Secondary Enrollment Options) because I get to take college courses at any college that is part of the PSEO program. I’ve always sought challenge in school, so PSEO is a good fit for me. I’m planning to go to college, so being able to get free college credits is important to me. I don’t know where I want to go to college yet — but I chose Saint Paul College (for PSEO) because their credits will transfer.”

- Zeke, Junior, Creative Arts High School



Post-Secondary Enrollment Options (PSEO)



PSEO allows eligible 10th through 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.

79

Advantages of *PSEO*

- Students earn free, transferable college credit while in high school
- Provides students opportunity to experience college while in high school
- *PSEO* students do not pay for tuition, fees, required books or supplies for courses



Early College Programs by School

	AP	Career Pathways	CLEP	Concurrent Enrollment <i>Fond du Lac Tribal and Community College</i>	Concurrent Enrollment <i>Saint Paul College</i>	College in the Schools <i>University of Minnesota</i>	IB	PSEO	Project Lead the Way
AGAPE	•	•	•		•	•		•	
Central	•	•	•			•	•	•	
Como Park	•	•	•			•		•	
Creative Arts	•	•	•		•	•		•	
Gateway to College			•		•			•	
Gordon Parks	•	•	•					•	
Harding		•	•	•	•	•	•	•	•
Highland		•	•			•	•	•	•
Humboldt	•	•	•			•		•	
Johnson	•	•	•		•	•		•	•
LEAP		•	•					•	•
Open World	•	•	•			•		•	
Washington	•	•	•		•	•		•	•



Thank You to the Saint Paul Public Schools Board of Education for their support of Early College in SPPS. With continued work and support, we hope to expand the opportunities to earn college credit to all SPPS High School students.

Opportunities for Growth of Early College:

- Dedicated and sustained funding for Career Pathways.
- Increase support, through courses such as AVID, to ensure students are ready for high rigor courses.
- Increased marketing of SPPS Early College opportunities to students, parents, families, district staff and the greater community.
- Continue to work with Minnesota State and Minnesota Department of Education to create increased opportunities for credentialing of high school teachers.
- Support the development of career and college readiness education for elementary and middle school students.



HUMAN RESOURCE TRANSACTIONS
December 1, 2017 through December 31, 2017
January 30, 2018

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Barnicle, A. A.	Classroom Teacher	01/03/2018	\$38.42	Murray Middle School
Douglas, M. J.	Classroom Teacher	01/16/2018	\$26.64	Creative Arts Secondary
Hayden, J. D.	Classroom Teacher	01/03/2018	\$26.64	Murray Middle School
Miller, M. M.	Classroom Teacher	12/11/2017	\$26.64	Jie Ming Mandarin Immr
Tice, S. R.	Classroom Teacher	01/03/2018	\$34.62	Como Park Senior High
Mazone, D. C.	School/Community Professional	01/03/2018	\$24.88	Riverview School of Excellence
Johnson, B. J.	Education Assistant	01/03/2018	\$17.24	Creative Arts Secondary
Junemann, L. E.	Education Assistant	12/13/2017	\$15.61	American Indian Magnet
Nins, K. R.	Education Assistant	11/22/2017	\$19.11	Journey's Secondary
Osman, A. F.	Education Assistant	12/13/2017	\$21.59	Chelsea Heights
Bellovich, Z. R.	Teaching Assistant	01/03/2018	\$12.21	Benjamin Mays/Museum
Benton, S. A.	Teaching Assistant	12/18/2017	\$12.83	Ramsey Middle School
Buatala, C. P.	Teaching Assistant	12/18/2017	\$12.21	Como Park Elementary
Coston-Jackson, T. D.	Teaching Assistant	12/18/2017	\$13.83	Central Senior High
Gaylord, S. M.	Teaching Assistant	12/05/2017	\$14.07	Randolph Heights
Harris, A.	Teaching Assistant	12/09/2017	\$13.83	Como Park Senior High
Hite, J. B.	Teaching Assistant	12/14/2017	\$14.07	Randolph Heights
Hodgins-Jones, C. R.	Teaching Assistant	12/11/2017	\$12.87	Benjamin Mays/Museum
Hoidal, B. M.	Teaching Assistant	12/11/2017	\$15.76	Daytons Bluff Achievement
Isaq, M. A.	Teaching Assistant	01/03/2018	\$14.76	Capitol Hill Magnet
Jasicki, J. A.	Teaching Assistant	12/11/2017	\$14.07	Highwood Hills
Joyce-Lynch, J. H.	Teaching Assistant	12/11/2017	\$14.07	Mississippi Creative Arts
King, T. T.	Teaching Assistant	01/03/2018	\$12.21	Hamline Elementary
Nguyen, K. T.	Teaching Assistant	12/05/2017	\$13.32	Benjamin Mays/Museum
Royse, K. J.	Teaching Assistant	11/25/2017	\$14.07	American Indian Magnet
Shaw-Martin, M. D.	Teaching Assistant	12/04/2017	\$13.83	Johnson Senior High

HUMAN RESOURCE TRANSACTIONS
December 1, 2017 through December 31, 2017
January 30, 2018

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Shelton, M.	Teaching Assistant	01/03/2018	\$14.00	Nokomis Montessori North
Tsui, K.	Teaching Assistant	01/16/2018	\$14.00	Farnsworth Aerospace Lwr
Hammond, R. G.	Custodian	01/02/2018	\$25.45	Como Service Center
Higgins, J. D.	Custodian	01/02/2018	\$25.45	Como Service Center
Schmitt, R. T.	Custodian	01/06/2018	\$25.45	Como Service Center
Alvarez, R.	Nutrition Services	01/18/2018	\$11.89	Wellstone Elementary
Harut, A.	Nutrition Services	01/04/2018	\$11.66	Harding Senior High
Hernandez, S.	Nutrition Services	01/18/2018	\$11.89	Highwood Hills
Jeanson, R. L.	Nutrition Services	01/04/2018	\$11.66	International Academy LEAP
Lee, C. A.	Nutrition Services	01/04/2018	\$11.66	Hazel Park Preparatory
Maow, A. M.	Nutrition Services	01/04/2018	\$11.66	Highland Park Elementary
Ranum, E. A.	Nutrition Services	01/18/2018	\$11.89	Como Park Elementary
Samatar, A. M.	Nutrition Services	01/18/2018	\$11.89	Farnsworth Aerospace Upr
Thomas, K. D.	Nutrition Services	01/04/2018	\$11.66	JJ Hill Montessori
Webb, M. S.	Nutrition Services	01/18/2018	\$11.89	Hamline Elementary
Kennedy, M. J.	Painter	01/02/2018	\$32.99	Como Service Center
Mystrom, T. J.	Painter	01/02/2018	\$32.99	Como Service Center
Yang-Lor, S. M.	Professional Employee	12/18/2017	\$21.99	Colborne Admin Offices

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Dillon, B. F.	School/Community Professional From: Teaching Assistant	12/14/2017	\$23.89	Benjamin Mays/Museum
Eshult, T. E.	School/Community Professional From: Teaching Assistant	01/03/2018	\$20.61	JJ Hill Montessori
Hargadine, M.	School/Community Professional Career Progression	12/14/2017	\$33.57	Farnsworth Aerospace Lwr
Sandquist, K. A.	School/Community Professional From: Clerical	11/25/2017	\$19.91	Harding Senior High

HUMAN RESOURCE TRANSACTIONS
December 1, 2017 through December 31, 2017
January 30, 2018

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Johnson, J.	Education Assistant From: Teaching Assistant	01/03/2018	\$18.19	Battle Creek Middle School
Murray, K. R.	Education Assistant From: Teaching Assistant	01/03/2018	\$23.45	Creative Arts Secondary
Thompson, W. D.	Teaching Assistant Career Progression	12/09/2017	\$20.57	Como Park Elementary
Lor, M.	Clerical Career Progression	12/04/2017	\$20.57	1780 W. 7th Street
Schmitz, P. J.	Custodian Career Progression	12/22/2017	\$26.32	Humboldt Secondary

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Holmes, M. D.	Classroom Teacher	12/19/2017	\$29.68	Capitol Hill Magnet
Tang, C.	Classroom Teacher	01/03/2018	\$26.64	Central Senior High
Roberts, A. T.	Classroom Teacher	12/05/2017	\$27.57	Maxfield Elementary

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Chermack, S. J.	Classroom Teacher	11/27/2017	Groveland Park Elementary
Erickson, J. L.	Classroom Teacher	12/06/2017	Washington Tech Sec
Kolles, A. J.	Classroom Teacher	12/05/2017	Obama Service Learning
Lockhart, E. W.	Classroom Teacher	12/05/2017	Harding Senior High
Nelson, N. J.	Classroom Teacher	12/06/2017	Highland Park Middle
Romero, N.	Classroom Teacher	12/20/2017	Harding Senior High
Ryd, J. L.	Classroom Teacher	11/07/2017	St. Paul Music Academy
Scheinoha, A. M.	Classroom Teacher	12/15/2017	Frost Lake Elementary
Steinman, S. A.	Classroom Teacher	12/08/2017	Wellstone Elementary
Thomsen, B. M.	Classroom Teacher	12/18/2017	Highwood Hills
Fornes-Bates, B. V.	Classroom Teacher	12/05/2017	Humboldt Secondary
Germundson, M. L.	Classroom Teacher	11/27/2017	Johnson Senior High
Klay, R. H.	Classroom Teacher	11/20/2017	Linwood Monroe Arts Up
Jonassen, J. L.	Superintendency	12/07/2017	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
December 1, 2017 through December 31, 2017
January 30, 2018

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Espinoza, J. L.	School/Community Professional	11/25/2017	RiverEast Elem/Secondary
Agwu, U. R.	Education Assistant	01/03/2018	Homecroft Early Learning
Booth, K.	Education Assistant	12/02/2017	Central Senior High
Favila, M. M.	Education Assistant	11/30/2017	Colborne Admin Offices
Lee, M. N.	Education Assistant	12/11/2017	Johnson Achievement Elem
Flores Hernandez, G.	Teaching Assistant	11/27/2017	Johnson Achievement Elem
Johnson, E. D.	Teaching Assistant	12/15/2017	Hazel Park Preparatory
Kramer, P. W.	Teaching Assistant	11/14/2017	Nokomis Montessori North
Lee, X.	Teaching Assistant	12/06/2017	Phalen Lake Hmong Studies
Nu, N.	Teaching Assistant	01/03/2018	Jackson Preparatory Elem
Sheyba, S. M.	Teaching Assistant	12/05/2017	Galtier Elementary
Mullaney, M. D.	Clerical	12/19/2017	Colborne Admin Offices
Wollensak, M. M.	Clerical	12/27/2017	Colborne Admin Offices
Frazier, C. A.	Custodian	11/29/2017	Rondo Education Center
Chavez, K. L.	Nutrition Services	11/28/2017	Highwood Hills
Hagos, H. G.	Nutrition Services	11/29/2017	Johnson Senior High
Kraskey, D. M.	Nutrition Services	11/28/2017	Harding Senior High

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., J. F.	Classroom Teacher	12/20/2017

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Chambers, S. E.	Classroom Teacher	12/18/2017	\$28.90	Johnson Achievement Elem
Cruse, L.	Classroom Teacher	12/18/2017	\$50.78	Boys Totem Town
Carroll, T.	Education Assistant	01/03/2018	\$24.89	RiverEast Elem/Secondary
Dunbar, M. C.	Teaching Assistant	12/06/2017	\$15.76	Farnsworth Aerospace Up
Harper, S. M.	Teaching Assistant	12/14/2017	\$15.19	Battle Creek Middle School

HUMAN RESOURCE TRANSACTIONS
December 1, 2017 through December 31, 2017
January 30, 2018

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hausker, L. A.	Teaching Assistant	12/08/2017	\$20.57	Expo for Excellence
Htoo, S.	Teaching Assistant	12/18/2017	\$14.45	Como Park Senior High
Garcia, J.	Nutrition Services	01/04/2018	\$11.66	Rondo Education Center

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Clardy, M. F.	Classroom Teacher	12/18/2017	Cherokee Heights Elem
Ebert, K. R.	Classroom Teacher	12/11/2017	271 Belvidere Bldg
Haugen, C.	Classroom Teacher	11/13/2017	Humboldt Secondary
Jithendranathan, S.	Classroom Teacher	12/18/2017	Central Senior High
Klocke-Salminen, K.	Classroom Teacher	12/01/2017	Johnson Senior High
Lor, X.	Classroom Teacher	12/11/2017	Crossroads Montessori
Meyers, K.	Classroom Teacher	12/06/2017	Linwood Monroe Arts Up
Strauss, N. J.	Classroom Teacher	12/11/2017	Highland Park Senior
Sutherland, E. R.	Classroom Teacher	12/11/2017	Battle Creek Middle School
Thunder Hawk, F. J.	Classroom Teacher	12/04/2017	American Indian Magnet
Tretter, A. J.	Classroom Teacher	12/12/2017	American Indian Magnet
Warde, K. V.	Classroom Teacher	12/07/2017	L'Etoile du Nord Upper
Campbell, E. M.	Classroom Teacher	11/27/2017	Expo for Excellence
Thompson, B. J.	Classroom Teacher	12/04/2017	Bruce F Vento Elementary
Brandt, E.	Classroom Teacher	11/27/2017	Battle Creek Middle School
Rounds, T. L.	Classroom Teacher	12/07/2017	Washington Tech Sec
Germundson, M. L.	Classroom Teacher	12/14/2017	Johnson Senior High
Barnes, S.	Education Assistant	11/28/2017	Journey's Secondary
Favila, M. M.	Education Assistant	12/13/2017	Colborne Admin Offices
Flores Hernandez, G.	Teaching Assistant	12/11/2017	Johnson Achievement Elem
Friedrich, A. G.	Teaching Assistant	12/20/2017	L'Etoile du Nord Upper
Hitchens, K. M.	Teaching Assistant	12/11/2017	Galtier Elementary
Kramer, P. W.	Teaching Assistant	12/13/2017	Nokomis Montessori North

HUMAN RESOURCE TRANSACTIONS
December 1, 2017 through December 31, 2017
January 30, 2018

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Sandbeck, S.	Teaching Assistant	12/04/2017	Humboldt Secondary
Theodis, B. L.	Teaching Assistant	12/19/2017	Eastern Heights Elementary
Williams, J. M.	Custodian	12/18/2017	Colborne Admin Offices
Bergeron, B. S.	Nutrition Services	11/27/2017	Parkway Montessori
Dressely, K. M.	Supervisory	12/04/2017	1780 W 7th Street

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Mattila, O. L.	Teaching Assistant	11/25/2017	\$13.32	Humboldt Secondary

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
H., I. B.	Classroom Teacher	12/22/2017
C., K. M.	Teaching Assistant	11/23/2017
C., L. D.	Nutrition Services	12/13/2017
S., A. D.	Nutrition Services	12/05/2017

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Immerman, L. M.	Custodian	12/08/2017	Washington Tech Sec
Southworth, G. A.	Nutrition Services	11/29/2017	Ramsey Middle School

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Kohorst, K.	Classroom Teacher	12/21/2017	Bridge View
Stretar, M. E.	Classroom Teacher	12/22/2017	Ramsey Middle School
Bigelow, J.	Classroom Teacher	01/02/2018	St. Paul Music Academy
Thomsen, B. M.	Classroom Teacher	01/03/2018	Highwood Hills
Nelson, D. E.	Classroom Teacher	01/06/2018	Harding Senior High
Moseng, J. E.	Education Assistant	12/01/2017	1780 W 7th Street
Baker, T. J.	Teaching Assistant	12/22/2017	Johnson Achievement Elem
Berney, B. B.	Teaching Assistant	09/02/2017	Farnsworth Aerospace Lwr
Moua, L. T.	Teaching Assistant	12/02/2017	Harding Senior High
Royse, K. J.	Teaching Assistant	11/30/2017	American Indian Magnet
Schuster, J. F.	Teaching Assistant	12/09/2017	Eastern Heights Elementary

HUMAN RESOURCE TRANSACTIONS
December 1, 2017 through December 31, 2017
January 30, 2018

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Sevelius, J. M.	Classroom Teacher	11/27/2017	Crossroads Montessori
Payton, M.	Custodian	01/03/2018	Colborne Admin Offices
Nagendrappa, C. D.	Professional Employee	12/30/2017	Como Service Center
Jansen, L. J.	Supervisory	11/02/2017	Como Service Center

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
C., E. N.	Teaching Assistant	12/01/2017
L., S. L.	Teaching Assistant	12/06/2017
N., P.	Teaching Assistant	11/25/2017
A., C. D.	Nutrition Services	12/21/2017
D., K. L.	Nutrition Services	12/12/2017
M., P. S.	Nutrition Services	12/09/2017

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
L., M.	Custodian	12/02/2017

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bergstrom, E.	Classroom Teacher	12/16/2017	Highland Park Middle
Yang, G. E.	Classroom Teacher	12/08/2017	Washington Tech Sec

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

DATE: January 30, 2018

TOPIC: Gift Acceptance from an Anonymous Donor for Riverview West Side School of Excellence

A. PERTINENT FACTS:

1. A gift of \$5,000.00 was received at Riverview West Side School of Excellence on December 20, 2017.
2. The gift was received from an anonymous donor.
3. The money will be used for educational programming.
4. This gift will meet the District strategic plan goals of achievement and sustainability.
4. This item is submitted by Nancy Paez, Principal, Riverview West Side School of Excellence; and Dr. Efe Agbamu, Assistant Superintendent, PreK-5 Schools.

B. RECOMMENDATION:

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.

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

DATE: January 30, 2018

TOPIC: Gift Acceptance from Ecolab Foundation

A. PERTINENT FACTS:

1. A gift of \$5,000.00 was received at Riverview West Side School of Excellence on December 5, 2017.
2. The gift was received from the Ecolab Foundation.
3. The money will be used for educational programming.
4. This gift will meet the District strategic plan goals of achievement and sustainability.
4. This item is submitted by Nancy Paez, Principal, Riverview West Side School of Excellence; and Dr. Efe Agbamu, Assistant Superintendent, PreK-5 Schools.

B. RECOMMENDATION:

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.

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

DATE: January 30, 2018

TOPIC: Gift Acceptance from Ecolab for Principal Fund at Cherokee Heights

A. PERTINENT FACTS:

1. A gift of \$5,000 was received at Cherokee Heights Elementary School from Ecolab.
2. The gift will be used to advance and support educational programming for Cherokee Heights. It will be deposited into fund: 19-428-291-000-5096-U001.
2. It will also be used to support teacher professional development.
3. This project will meet the District strategic plan goals of Achievement and Sustainability.
4. This item is submitted by Melisa Rivera, Principal of Cherokee Heights Elementary; and Andrew Collins, Assistant Superintendent.

B. RECOMMENDATION:

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.

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

DATE: January 30, 2018

TOPIC: Acceptance of Gift from LMAP PTA

A. PERTINENT FACTS:

1. \$10000 was gifted to Linwood Monroe Arts Plus for the 2017-18 school year to be added to 19-528-291-000-5096-0000.
2. LMAP will use funds to pay guest artists for school residencies throughout the year.
3. This project will meet the District strategic goal of ACHIEVEMENT.
4. This item is submitted by Bryan E. Bass, Principal of Linwood Monroe Arts Plus; and Lisa Sayles-Adams, Assistant Superintendent.

B. RECOMMENDATION:

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

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

DATE: January 30, 2018

TOPIC: Acceptance of a Gift from Peacemaker Minnesota

A. PERTINENT FACTS:

1. \$7110 was awarded to Linwood Monroe Arts Plus for the 2017-18 school year to be added to 19-510-291-000-5096-0000.
2. LMAP will be a partner school with Peacemaker Minnesota in the goal for school to be a safe place where students can learn and develop positive relational skills.
3. This project will meet the District strategic goal of Achievement.
4. This item is submitted by Bryan E. Bass, Principal of Linwood Monroe Arts Plus; and Lisa Sayles-Adams, Assistant Superintendent.

B. RECOMMENDATION:

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

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

DATE: January 30, 2018

TOPIC: Acceptance of Gift from St. Anthony Park School Association

A. PERTINENT FACTS:

1. St. Anthony Park to accept a gift of \$26,000 from The St. Anthony Park School Association.
2. This gift will meet the District strategic plan goals of sustainability.
3. This item is submitted by Karen Duke, Principal of St. Anthony Park Elementary; Andrew Collins, Assistant Superintendent.

B. RECOMMENDATION:

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.

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

DATE: January 30, 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 establish an Innovation Research Zone to extend the cutoff age for EL students receiving free public school services from age 21 to age 22.
2. Saint Paul Public Schools Office of Multilingual Learning, Department of School Counseling, LEAP High School and Gateway to College Program have prepared an application to request flexibility in Minnesota Statute 120A.20, Subd. 1 Age limitations; pupil. Saint Paul Public Schools will serve as fiscal agent for the project. This grant does not have a monetary value but would allow the district to continue generating per pupil funding for EL students until age 22. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted by Adam Kunz, Program Manager, Gateway to College; Rose Santos, Principal, LEAP High School; Jackie Statum Allen, Planning, Policy & Development; Darren Ginther, School Counseling; Dr. Yeu Vang, Multilingual 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 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.

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

DATE: January 30, 2018

TOPIC: Request for Permission to Accept a Grant from the Minnesota Historical Society

A. PERTINENT FACTS:

1. The Minnesota Historical Society (MNHS) has awarded Saint Paul Public Schools a Minnesota Historical and Cultural Heritage Grant to fund the project *Context Study of Historic Saint Paul Public Schools (SPPS), 1890-1978*.
2. Saint Paul Public Schools will use these funds to develop a context study for the period 1890–1978, during which 63 currently used schools were built, as a first step leading to creation of a Preservation Management Plan. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$60,000. Program Staff researched this grant opportunity.
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Tom Parent, Director of Facilities; Jackie Turner, Chief Operations Officer; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That 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.

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

DATE: January 30, 2018

TOPIC: Request for Permission to Accept ProStart Grants from Hospitality
Minnesota Education Foundation

A. PERTINENT FACTS:

1. Hospitality Minnesota Education Foundation accepts applications for funds to purchase Foundations of Restaurant Management and Culinary Arts curriculum materials, a ProStart Program. Five SPPS high schools offer ProStart classes.
2. The following five Saint Paul Public Schools have each received a grant for approximately \$2,500 to purchase curriculum materials: Central High School, Como Park High School, Harding High School, Johnson Senior High School, and Washington Technology Magnet. Program staff at the individual schools 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; Principals Mary Mackbee, Theresa Neal, Doug Revsbeck, Michael Thompson, and Mike McCollor; 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 Hospitality Minnesota Education Foundation; and to implement the projects as specified in the award documents.

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

DATE: January 30, 2018

TOPIC: MOU Between SPPS and the Amherst Wilder Foundation

A. PERTINENT FACTS:

1. The purpose of this MOU is to continue the joint initiative to provide Achievement Plus education reform initiatives and activities at the following elementary schools: Dayton's Bluff, John A. Johnson, and Saint Paul Music Academy.
2. Achievement Plus creates hubs for the community where the schools, service providers, and families work together to ensure that every child in an Achievement Plus School is able to access the social services and basic needs supports that will foster learning and growing well.
3. This project will meet the District strategic plan goal/goals of:
 - ACHIEVEMENT
 - ALIGNMENT
 - SUSTAINABILITY
4. SPPS shall contribute the following to the initiative for each of the three fiscal years: 2019, 2020, and 2021:
 - FY 2019: \$250,000.00
 - FY 2020: \$253,500.00
 - FY 2021: \$259,000.00The funding source is the general fund, budget number: 01-005-642-000-6305-0000.

At the beginning of each academic year, the Amherst Wilder Foundation will contribute the following to the initiative for each of the three fiscal years: 2019, 2020, and 2021:

 - FY 2019: \$125,000.00
 - FY 2020: \$128,500.00
 - FY 2021: \$134,000.00
5. This item is submitted by Andrew Collins, Assistant Superintendent, Division of Schools.

B. RECOMMENDATION:

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.

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

DATE: January 30, 2018

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

A. PERTINENT FACTS:

1. This contract will create a new post-secondary partnership with North Hennepin Community College.
2. North Hennepin will provide a four (4) credit course available to high school students meeting MnTC Goal Areas five (5) Hist/Soc/Behv Sci and nine (9) Ethical/Civic Resp.
3. The course is not listed as PSEO due to load restrictions. This course would be 4 credits on top of a full load of High School classes. The reason is that there is very limited seat time, some online readings prior to the 5 day research tour, and the bulk of the class is the 5 day trip.
4. Funding to cover travel expenses, including meals, lodging, and transportation will be covered by North Hennepin. Funding for credits will be covered by the Office for College and Career Readiness, \$2,700 (\$900/student x 3 students). Budget number: 01-005-715-000-6394-0000
5. This project will meet the District strategic plan goal/goals of Achievement and Alignment:
 - a. Achievement: Personalized Learning: "Establish personalized learning as a key strategy to accelerate student achievement"
 - b. Achievement: Ready for College and Career: "Increase the opportunities for students to earn post-secondary credit"
 - c. Alignment: "Create and expand cultural, language, and specialized programs"
6. This item is submitted by John Bobolink, Supervisor, American Indian Education Program; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: January 30, 2018

TOPIC: Children's Defense Fund Freedom Schools

A. PERTINENT FACTS:

1. The Children's Defense Fund (CDF) is the national sponsor of the Saint Paul Public Schools' Freedom Schools Program for Summer Term (S-Term).
2. The CDF Freedom Schools program provides summer and after-school enrichment that helps children fall in love with reading, increases their self-esteem, and generates more positive attitudes toward learning. Children are taught using a model curriculum that supports children and families around five essential components: high quality academic enrichment; parent and family involvement; civic engagement and social action; intergenerational leadership development; and nutrition, health and mental health.
3. This project will meet the District strategic plan goal of achievement as it will be providing our ALC eligible students participating in CDF Freedom Schools Summer Term (S-Term) with the Freedom Schools curriculum and instruction designed to ensure each participating child is equipped with the necessary skills to succeed in life. The professional development, curriculum, and instruction pursuant to the CDF Freedom Schools program boosts student motivation to read, generates a more positive attitude toward learning, and connects the needs of children and families to the resources of their communities.
4. This item is submitted by Elizabeth Putnam; Assistant Director, Department of Alternative Education and Kathleen Wilcox-Harris; Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: January 30, 2018

TOPIC: Request to Sign Articulation Agreement with Saint Paul College

A. PERTINENT FACTS:

1. Saint Paul Public Schools offers Career and Technical Education courses which students can receive articulated college credit(s). Students that earn a B- or better will be recorded on a MnSCU college/university transcript indicating that credit is given.
2. This Articulation Agreement is between Saint Paul Public Schools and St. Paul College for 1 credit in Medical Terminology.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Kathy Kittel, CTE Supervisor; Daniel Mesick, POSA Department of Post Secondary Partnerships; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: January 30, 2018

TOPIC: Permission to Enter into Lease Purchase Agreement with Apple for MacBooks

A. PERTINENT FACTS:

1. Permission to enter into a sole source lease purchase agreement with Apple, Inc. for MacBooks. The agreement will also include factory setup (asset tagging), professional development, AppleCare+ (technical and warranty support), Licenses for MacBook management, and various adapters and cables. These agreements will amend the Master Lease Purchase Agreement dated April 27, 2017.
2. Schedule No. 2 is a four-year lease purchase agreement for MacBook's; first payment will be due August 15, 2018. The total cost is \$3,932,700.24 over the life of the lease.
3. Funding for the lease will come out of the Personalized Learning Referendum dollars.
4. Apple, Inc. is considered a sole source, with leases that offers the unique characteristics of serial number registration and the telephonic support for students, parents and SPPS staff.
5. This lease agreement meets the District Strategic Plan goals by aligning resource allocation to the district priority of providing personalized learning through technology.
6. This item is submitted by Hans Ott, Assistant Superintendent, Office of Teaching and Learning; Idrissa Davis, Deputy Chief of Technology Services; Jackie Turner, Chief Operations Officer and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: January 30, 2018

TOPIC: Crossroads Elementary Flexible Learning Year Application

A. PERTINENT FACTS:

1. The Minnesota Department of Education (MDE) requires completion of the Flexible Learning Year (FLY) Application every 3 years to continue programming.
2. Crossroads Elementary Science and Montessori schools will remain on a year-round calendar and must submit the FLY application to MDE, with Board approval, by February 1, 2018.
3. This project will meet the District strategic plan goal of Achievement.
4. This item is submitted by Celeste Carty, Principal, Crossroads Elementary Science and Montessori Schools; Andrew Collins, Elementary Assistant Superintendent, and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education sign (see page 12 of application) and authorize the Superintendent (designee) to sign with approval (see page 12 of application) the completion and submission of the Flexible Learning Year (FLY) Application allowing for the continuation of the year-round calendar programming at Crossroads Elementary.

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

DATE: January 30, 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 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.

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

DATE: January 30, 2018

TOPIC: Petition Request for Rezoning of Property at 900 Albion Avenue, Saint Paul, MN

A. PERTINENT FACTS:

1. The J.A. Wedum Foundation is seeking consent from adjoining property owners to rezone the property located at 900 Albion Avenue, Saint Paul, MN from an R4 zoning district to a T3 zoning district.
2. The consent to rezone the property at 900 Albion Avenue is requesting district Board representative signature on Petitions for two (2) ISD 625 properties: 900 Albion Avenue and the adjacent property at 1780 7th Street West.
3. Board representative signature for consent will be in accordance with BOE policy 802.02.
4. The following reference materials are attached:
 - a. Consent of Adjoining Property Owners to Rezone property located at 900 Albion Avenue; Petition for primary address: 900 Albion Avenue
 - b. Consent of Adjoining Property Owners to Rezone property located at 900 Albion Avenue; Petition for adjacent address: 1780 7th Street West
 - c. BOE policy 802.02: Petitions for Consent for Rezoning
 - d. City of Saint Paul Summary of Uses Allowed in Saint Paul Zoning Districts, 2013
 - e. MN Code of Ordinances (pp. 13-42 of 86)
5. This item meets the District Strategic Plan goals by supporting the property development efforts of The J.A. Wedum Foundation, thus providing continued support in property disposition.
6. This item is presented by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: January 30, 2018

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

A. PERTINENT FACTS:

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

Vendor	Description	Amount	State Contract ID Or Bid Number
Alpha Video	Instructional Audio Visual Equipment	\$700,000	U of M contract #U140.2
Insight	Network Switches	\$115,500	C-1046(5)

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: January 30, 2018

TOPIC: Petition Request for Private Property at 1672 Grand Avenue

A. PERTINENT FACTS:

1. In accordance with City of Saint Paul Legislative Code 409.06(n), the District has received a Petition for Consent for an Intoxicating Liquor Establishment for the 1672 Grand LLC – dba Grand Catch located at 1672 Grand Avenue located across from Ramsey Middle School.
2. 1672 Grand LLC is applying for an on-sale liquor license to serve hard liquor. They currently have a license to serve beer and wine.
3. The proposed location of the license is within three hundred (300) feet of Ramsey Middle School.
4. 1672 Grand LLC needs the School District's consent to 1672 Grand LLC's petition/application request for an intoxicating liquor license at the proposed location.
5. School District staff have determined that its consent will have no adverse effects on the Ramsey Middle School.
6. This item is presented by Tom Parent, Director of Facilities; Teresa Vibar, Ramsey Middle School Principal; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATIONS:

That the Board of Education:

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.

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

DATE: January 30, 2018

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

A. PERTINENT FACTS:

1. There are students in the district who are not in compliance with M.S. 123.70 Health Standards for Immunizations. The students' parents/guardians have been informed of needed immunizations, provided a copy of the law, and given information about community immunization clinics. A contact is made to verify the parents/guardians know that the child is non-compliant, understand the law, and are aware of the possible exemptions to the law. All parents/guardians have had a minimum of 30 days to comply with the law after they are informed that their child is non-compliant.
2. A list of the students is under separate cover.
3. This project will meet the District target area goals by ensuring high academic achievement for all students.
4. Requested by Mary Yackley, Supervisor, Student Health and Wellness, and Gail Ghere, Ph.D, Interim Director, Office of Specialized Services.

B. RECOMMENDATION:

That the Board of Education excludes the named students from school effective February 8, 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: January 30, 2018

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

A. PERTINENT FACTS:

1. This change order provides all labor, material, equipment and services necessary for the following items:
 - a. Construction Change Directive 6.1: Changes to exterior curtainwall, glazing, temporary walls
 - b. Construction Change Directive 6.2: Changes to wall types
 - c. Construction Change Directive 6.3: Changes to exterior finishes
 - d. Construction Change Directive 6.4: Changes to interior finishes & systems
2. Change Order #04 represents a 6.25% change from the original Contract Sum. The total amount of changes to the construction project to date is 8.06%.
3. The Change Order does not modify the Contract Time or completion date of the project.
4. All information in this Change Order has been reviewed and approved by Miller Dunwiddie Architecture, the Architect of Record for the project.
5. Funding will be provided from Capital Bonds & 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 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.

**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.

JANUARY 30, 2018

4:00 pm

CLOSED BOARD MEETING

Negotiations

JANUARY 30, 2018

5:30 pm

6:05 pm

REGULAR MEETING OF THE BOARD OF EDUCATION

Open Meeting to Hear Public Comment

Board of Education Meeting

JANUARY 30, 2018

Following Board of Education Meeting

CLOSED BOARD MEETING

Acquisition of the Former Crosswinds School Property

FEBRUARY 1, 2018

4:30 pm

CLOSED BOARD MEETING

Superintendent's Evaluation

FEBRUARY 13, 2018

4:30 pm

COMMITTEE OF THE BOARD MEETING

2018-2019 Budget Guidelines

FY2019 General Fund Budget Update

SPPS/SPFT District Integration Committee Update

Strategic Planning Update

Work Session: External Partnerships and School Assignments

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

FUTURE BOARD OF EDUCATION MEETINGS

Committee of the Board

March 6

April 10

May 8

June 12

July 17

Board of Education

March 20

April 24

May 22

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

July 17

OTHER EVENTS BOARD MEMBERS ARE SCHEDULED TO ATTEND

January 30, 2018

Breakfast with the Mayors

University of St. Thomas | 7:30-9:00am

February 2, 2018

AMSD Legislative Preview

TIES Conference Center | 7:30-10:00am

February 9, 2018

Jie Ming & Highland Park Middle and Senior High Chinese New Year Celebrations

Highland Park Senior High | 6:00-9:00pm

March 6-9, 2018

Gordon Parks 10th Anniversary Week