



Saint Paul Public Schools

Regular Meeting

Tuesday, November 14, 2017 6:05 PM

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

BOARD OF EDUCATION



Jon Schumacher
Chair



Zuki Ellis
Vice Chair



Mary Vanderwert
Clerk



Steven Marchese
Treasurer



John Brodrick
Director



Jeanelle Foster
Director



Chue Vue
Director



ADMINISTRATION
Dr. Joe Gothard
Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Zuki Ellis, 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

November 14, 2017
6:05 PM

A G E N D A

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II. ROLL CALL

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

DATE: November 14, 2017

TOPIC: Recognition of Contributors to Project REACH, In Recognition of *National Hunger and Homeless Awareness Week, November 11-19, 2017*

A. PERTINENT FACTS:

1. Approximately 2000 students are identified as experiencing homelessness in our schools each year. Many of our students sleep in cars, bus stops, or on the light rail. Project REACH works with students and families to help meet their needs from housing and shelter resources to transportation to their school of origin, and academic tutoring in our shelters. Project REACH supplies each student with backpacks and school supplies so they are ready to learn in school. Families have other needs as well, like the need for cleaning supplies, hygiene items, gas cards and books that many take for granted. Each year Project REACH holds a blanket and coat drive, to help our families during the cold winters. The needs of our students and families far outweigh our resources; therefore, we rely on the goodwill of our donors to help supplement these resources for our families and students.
2. In recognition of *National Hunger and Homeless Awareness Week*, we want to sincerely thank our donors for their generosity and kindness in donating to Project REACH and our students. On behalf of all of us in Project REACH, thank you to the following organizations and individuals that have donated to Saint Paul families.

Representatives	Organization	Donation
Gail Ghery and Siblings	St. Paul Public Schools	50 Blankets
Taylor Coffin	Land O Lakes	70 Blankets
Katie Vaudriel and Students	Humboldt High Schools	\$400
Laura Testor	St. Paul Labor Studies and Resource Center	School Supplies
Leslie Adams		Supplies
Hamline Church		\$1,000
Bill Dillon		Cleaning Supplies
Tina Jones	Highway Federal Credit Union	School Supplies
Sunrise Bank		Money
Pam Wiehe, Martha Hobbs Rice	Arlington Hills Lutheran Church	Snacks every month
Vera Proctor	FOCUS MN	Snacks every month Shoes, and holiday gifts
Alan Stedman	Foresters Financial	Volunteer Time
Diane Brings		Gas Cards and money
Sherry Martin	Met Council	Holiday gifts, Winter coats and Food
Kate McMullen	Horace Mann	Blankets
Jayne Ropella	St Paul Division of Elementary Principals	Money
And I thank you to many Saint Paul Public School employees that made individual donations of money and other items to benefit our families and students. THANK YOU ALL!		

3. This item is submitted by Anne McNerney, Supervisor, Project REACH; Cheryl Carlstrom, Director, Title I Federal Programs; Kate Wilcox-Harris, Chief Academic Officer

B: RECOMMENDATION:

The Board of Education recognizes the contributions of these individuals their organizations and thanks them for their generosity and giving for the children and families of St. Paul Public Schools.

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

DATE: November 14, 2017

TOPIC: Recipient of the 2017 Charles Hopson Racial Equity Principal Award

A. PERTINENT FACTS:

1. Pacific Educational Group selected Christine Vang, principal at Como Elementary, as the recipient of the 2017 Charles Hopson Racial Equity Principal Award. Ms. Vang was honored in October at the 2017 National Summit for Courageous Conversation in Detroit, Michigan.
2. This item is submitted by Jackie Turner, Chief Operations Officer

B. RECOMMENDATION:

The recommendation is that the Board of Education recognizes Christine Vang for the national honor that she received.

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

DATE: November 14, 2017

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

A. PERTINENT FACTS:

1. **Ramsey Middle School** – The girls' volleyball team was city champion. Alecia Ekegren is the coach. The team roster consists of:

Devyn Betts
Satya Blons
Tianna Boyd
Eloise Brandt
Amelia Choinski
Paige Daleiden
Christa Feldbrugge
Madelyn Griggs-LeRoux
Violet Hackbarth

Tianna Holzmer
Elanor Kundel
Catherine Leach
Maeve Murphy
Mariana Petric
Vida Randall
Cecelia Rowell
Margaret Rowell
Isabella Sande

Ariel Ta
Abigail Treka
Francesca Tyndall
Jada Young
Merchela Sabah
Sandra Tougnon
Zoe Mirick
Merketta Burrell
Sophia Rivera
Enijah Wilson

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

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

DATE: November 14, 2017

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

A. PERTINENT FACTS:

1. **Ramsey Middle School** – The girls' soccer team was city champion. Anna Schultz is the coach. The team roster consists of:

Summer Anartz	Frances Martin
Ava Brinsfield	Mary Phillips
Kendell Clark	Lauren Restad
Maggie Dobbins	Sophia Rivera
Eden Dodge	Grace Robertson
Ada Guetschow	Lucy Schweiss
Kamila Gutierrez	Ebba Svensson
Adeline Halverson	Elizabeth Timm
Sophia Klepp	Lucy Wacker
Hser Kee La	Sadie Wallace
Gao Seng Lee	Luella Wegleitner
Maeve Lindsay	Zoe Williamson
Peral Lyons	Kimberly Zamora
Ruby Lyons	Mathilde Zimmerman-Bence

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

DATE: November 14, 2017

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

A. PERTINENT FACTS:

1. **Washington Middle School** – The boys' soccer team was city champion. Alex Cervantes is the coach. The team roster consists of:

Kevin Avilez Sanchez,
Snow Ball
Ha Hay Bee Dee
David Estrella Castillo
Kyaw Gay
Toe Lui Hsar
August Htoo
Camel Htoo
Kaw Hser Htoo
Soe Ba Htoo
Thin Doh Htoo
Pa Paw Lay
Sa Kwa Min
Rojan Monger
Eh Hser Moo
Hei Blut Moo
Ku Moo
Chit Plen
Way Thee Soe
August Wah
Eh Klu Wah

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

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SAINT PAUL PUBLIC SCHOOLS**

DATE: November 14, 2017

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

A. PERTINENT FACTS:

1. **Murray Middle School** – The flag football team was city champion. Brian Pearson is the coach. The team roster consists of:

Jesus Balderrama	Stone Frasl	Isaiah Lyles
Jude Breen	Otto Ganzer	Christian Riqueline
Asante Byakweli	Sam Holm	Kaelyb Sears
Erion Cromwell-Collins	Johntae Hudson	Jaelen Thomas
Ian Culver	Elijah Jackson	Timothy Vann
Dre'Vonnte Dunkins	Richard Kennedy	Brandon Vue
George Ealle	Jonathon Kieser	Kaeden Warnberg-Lemm
Nichloas Everson	Dobry Kruszka	
Keanu Floszmann		

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

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

DATE: November 14, 2017

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

A. PERTINENT FACTS:

1. **Central Senior High School** – The boys' cross-country team was city champion and had three State Qualifiers. Mike Renueau is the coach. The team consists of:

Kalid Ali
Darius Brown
Jack Dzik
Kade Hagen
Eli McCormick
Michael Smith

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

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

DATE: November 14, 2017

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

A. PERTINENT FACTS:

1. **Central Senior High School** – The girls' cross country athlete – Sophia Rabins was a State Qualifier. Mike Reneau is the coach.
2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

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

DATE: November 14, 2017

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

A. PERTINENT FACTS:

1. **Central Senior High School** – The girls' swimming team was city champion. Blake Bendix is the coach. The team consists of:

Amel, Maya	Johnson, Mackenzie	Rivera, Cali
Bassett, Anna	Karlen, Aliza	Rivera, Leah
Black, Sonja	Khalid, Leila	Sarmiento, Giovana
Choinski, Hailey	King, Ingrid	Saveraid, Hanna
Dunkel, Annika	LeClair, Samantha	Sektnan, Luca
Dykes, Marina	Leohner, Jayden	Steele, Kaylee
Ehresmann, Lillian	Lewis, Amelia	Weimholt, Anna
Feilmeyer, Claudia	Malmon-Andrews, Ellie	Weislow, Sydney
Franzen, Lillian	Meekin, Flannery	Wlaschin, Dama
Frost, Isabella	Moberg, Grace	Zion Gjerdinger
Haugen, Beria	Modelli, Maya	Zou, Jennifer
Hinze, Sierra	Myers, Frances	
Hite, Emily	Nelson, Grace	
Hite, Sally	Norpel, Victoria	
Ingersoll, Sophie	Oakes, Maddy	
Isaacson, Ella	Oxenham, Alena	
Isaacson, Emma	Peterson, Lucy	
Isaacson, Marit	Power, Rhetta	

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

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

DATE: November 14, 2017

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

A. PERTINENT FACTS:

1. **Central Senior High School** – The girls' soccer team was city champion. Anthony Jacobs is the coach. The team consists of:

Sarah Arnet
Abigail Celandier
Sunniva Dunagan
Sophie Fried
Mei Hecht
Amelia Moseman
Loretta Wacek

Katherine Ashley
Frances Cerkenik
Anna Erickson
Mae Guetschow
Charis Lee
Hannah Smith
Lydia Wilkie

Eleanor Casement
Zhanna Dunagan
Sophie Flaminio
Sally Hand
Abigail Moseman
Irene Sullivan

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

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

DATE: November 14, 2017

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

A. PERTINENT FACTS:

1. **Harding High School** – The girls' tennis team was city champion. Koua Yang is the coach. The team roster consists of:

Pamela Fue
Ester Htoo
Jumy Miko
Amany Reynolds
Gaosheng Thao
Kang Thao
Yee Thao
Lilian Vang
Nina Vang
Xee Vue
Alyssa Xiong
Kelly Yang

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

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

DATE: November 14, 2017

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

A. PERTINENT FACTS:

1. **Harding High School** – The boys' soccer team was a State Qualifier. Mukwa Ogitchida is the coach. The team roster consists of:

Nurdin Ahmed
Aung Aye
Raymon Baez
Jesus Chavez Zacarias
Kou Her
Christopher Herrington
Siyad Kusow
Keng Lee
Hudeyfi Mohamed
Ibrahim Mohamed
Sharmake Mohamed
Yar Shay
Aung Soe
Lay Soe
Tha Soe
Sekou Swaray
Kler Taw
Susavang Thao
La Wah
Chameng Xiong
Kalvin Xiong
Toua Ze Xiong

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

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

DATE: November 14, 2017

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

A. PERTINENT FACTS:

1. **Highland Park Senior High School** – The girls' cross-country team was city champion and had three State Qualifiers. Brad Moening is the coach. The team consists of:

Celeste Alden
Silja Earl-Tornainen
Caroline Harding
Delia Johnson
Lauren Mendoza
Audrey Miller
Molly Moening
Eleanor Osmond
Anna Schmidt

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

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

DATE: November 14, 2017

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

A. PERTINENT FACTS:

1. **Highland Park Senior High School** – The boys' cross-country team had two State Qualifiers, Sid Gross and Conor Gregg Escalante. Brad Moening is the coach.
2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

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

DATE: November 14, 2017

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

A. PERTINENT FACTS:

1. **Highland Park High School** – The boys' soccer team was city champions. Alex Zadini is the coach. The team consists of:

Alvarado, Jesus
Amann, Nick
Dekaba, Nate
Elias, Edwin
Gasho, Noah
Geremew, Hunde
Gutu, Abdi
Hagos, Nateneal
Hayden, Thomas
Henderson, Riley
Jetter, Aaron
Kazukewicz, Brenden
Lazarich, William
Mamo, Ismaeal
Olson, Bereket
Simon, Godsfavour
Tawah, Joseph
Vellenga, Brendan
Xiong, Matthew
Yee Yick, Noah

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

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

DATE: November 14, 2017

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

A. PERTINENT FACTS:

1. **Highland Park High School** – The girls' volleyball team was city champions. Kathleen Kramer is the coach. The team consists of:

Eva Bacskai
Ellie Egbert
Alandra Hickman
Megan Kavanagh
Emma Manderfield
Annicka Mattick
Michaela McGough
Emma McGrew
Maddie Reis
Rachel Savage
Chloe Smith
Maddie Teipel
Jilly Wortman

2. This item will meet the District target area goals of accelerating the path to excellence.
3. This item is submitted by Laura Ranum, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

B. RECOMMENDATION:

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

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

October 17, 2017

I. CALL TO ORDER

The meeting was called to order at 6:08 p.m.

II. ROLL CALL

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

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 31084 Acknowledgement of Good Work Provided by Outstanding District Employees

Jill Johnson, a manufacturing and engineering teacher at Johnson Senior High, was named the Association for Career and Technical Education's (ACTE) 2017 Region III Teacher of the Year. The award recognizes the finest career and technical teachers at the secondary school level who demonstrate innovation in the classroom, commitment to their students and dedication to improving Career and Technical Education in their school and community. This item is submitted by Jackie Turner, Chief Operations Officer

BF 31085 Acknowledgement of Good Work Provided by Outstanding District Schools

St. Anthony Park Elementary School has been named one of the best in the nation by the U.S. Department of Education. St. Anthony Park was named a National Blue Ribbon School for 2017, one of the highest honors a public or private school can receive in the United States. The program honors public and private elementary, middle and high schools where students achieve extraordinarily high learning standards or are making notable improvements in closing the achievement gap. St. Anthony Park is one of only eight schools in Minnesota recognized by U.S. Secretary of Education Betsy DeVos. Nationwide, 342 schools received this honor. This item is

submitted by Jackie Turner, Chief Operations Officer.

BF 31086

Acknowledgement of Apple Distinguished Schools recognition for Frost Lake Elementary School and Washington Technology Magnet School

Frost Lake Elementary School and **Washington Technology Magnet** have been selected as Apple Distinguished Schools for 2017–2019. Apple Distinguished Schools are centers of innovation, leadership, and educational excellence that use technology to inspire creativity, collaboration, and critical thinking. They showcase innovative uses of technology in learning, teaching, and the school environment and have documented results of academic accomplishment. At Frost Lake technology integration is a means to change the climate, culture, and mindset of the school in order to maximize achievement and minimize racially predictable gaps. Students collaborate using Seesaw, Schoology, and other technology to give and receive feedback on their work. Work focuses on using creation apps, like Keynote or Book Creator, to help students access content and show what they have learned in ways that make sense to each student. Teachers at Washington use technology in every content area, from eBooks in literacy to graphing programs in math to music creation software to design software in Engineering. The school's goal is that all classrooms are student-centered, customizable and technology enriched in order to address the diverse needs of all students. This honor recognizes the work of these two schools in implementing the 1:1 iPad learning environment provided through the Saint Paul Public Schools referendum and certifies them as sites for other programs to visit. This item is submitted by Hans Ott, Assistant Superintendent for Teaching and Learning.

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 C2 -- Strategy Consultant to Assist in Development of District Strategic Plan, G1 -- Change Order #1 for Adams Addition & Renovation, and G2 -- Change Order #3 for Adams Addition & Renovation which were pulled for separate consideration. The motion was seconded by Ms. Vanderwert.**

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of September 19, 2017

MOTION: **Mr. Schumacher moved approval of the Minutes of the Regular Meeting of the Board of Education of September 19, 2017 as published. The motion was seconded by Ms. Foster.**

The motion was approved with the following roll call vote:

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

Mr. Schumacher
Mr. Marchese

Yes
Yes

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of October 3, 2017

At the Committee of the Board Meeting on October 3rd, Superintendent Gothard started the meeting with a brief update on the District Wide Administrator's Meeting, as well as the RFPs for the strategic plan that have been received and will be vetted by staff. Then, SEAB Members reviewed the role of SEAB within the District, and their current project progress. This year, they are working on 4 projects – 2 of which are already completed. They include the suggestions for renaming Ramsey Middle School, increasing diversity in advanced classes, and increasing student voice in elementary and middle schools. The Board looks forward to connecting with SEAB on district issues and projects.

Three policies were brought forth for revision. The first two policies, one regarding students with IEPs and the other, regarding wellness, were accepted as proposed. The last policy concerning identity adornments to be worn at graduation sparked conversations within the Board. They discussed the effects of the revision to the graduation policy to principals, staff, families, and most importantly, the students. Concern was noted that this revision may distract from the standard traditions and school spirit that is woven into the solemnity of graduation ceremonies. Others noted that the focus of graduation should be the students, and if they want to implement this change in a respectful and valuable way for each to show their uniqueness, then it should be the direction of the District to support this change.

The next topic of the meeting was a review of SPPS investments by Wells Fargo and US Bank. High level summaries were presented, as well as specific information on funds. Both the OPEB Trust Investment Report and the Short Term Investment reports showed strong numbers.

An update on school start times was provided, with the recommended motion for the October 17th Board of Education meeting. The Board and staff examined the plan for safety measures and a communication strategy for these changes to be implemented by the district, as well as the reasoning on the timing, planning, and alignment with the new strategic plan.

Finally, the SPPS Administrative Response to the Latino Consent Decree Parent Advisory Council was presented with a plan of action to the parents and families. The Board proposed the idea to “grow your own” in the district’s plan to strengthen this program and results by creating post-secondary and career pathways for current students. They were informed about outreach programs for families in the community, which led to the LCD PAC and Board-proposed idea of trained parent ambassadors. Staff also elaborated on the role of the district in helping families to meet the required criteria in order to contribute to the LCD program.

MOTION: **Ms. Ellis moved the Board accept the report on the October 3, 2017 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Mr. Schumacher.**

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

Before reviewing the agenda items, Superintendent Gothard gave a brief update on MEA, parent-teacher conferences, and thanking the staff, students, and families for their help and support to move forward. He noted the use of data in schools on daily basis to determine students' needs and making adjustments to help them receive the support they need. The precision and teamwork around the needs of our students and their great work in helping to achieve success. He also mentioned the great school spirit that occurs in this time of the year with celebrations, sports, and activities. Finally, Listening and Learning is happening all the time, both formally and informally, in the schools and in the community. He thanked everyone for their engagement.

A. School Start Times

Superintendent Gothard started the topic with an overview and history for this change. When he started in July 2017, he realized there was an expectation to change school start times as it aligns with research on sleep habits of our adolescent students. He will accept this charge and lead staff to continue to finalize a plan. He reviewed the December 2016 motion and the timing for the plan from that meeting, along with the reasoning for the revised timing and plan presented at tonight's meeting.

BF 31087 Restructuring School Start Times

A. SPPS Plan for Restructuring School Start Times

a. The plan includes:

- i. Elementary schools that currently start at 8:30am will move to Tier 1: 7:30am start time; end time will be 2:00pm
- ii. All secondary schools will move to Tier 2: 8:30am start time; end time will be 3:00pm
- iii. Elementary schools that currently start at 9:30pm will not change; end time will be 4:00pm

b. The cost change implications are neutral if Washington no longer has an extra hour; there will be a cost increase of approximately \$2 million if Washington keeps the extra hour

c. Timing to implement this change will be in the 2019-2020 school year to align with the next strategic plan

B. Key challenges and responses for possible solutions were presented regarding childcare, early morning bus times, and athletics.

C. Proposed motion:

- a. In December 2016, the SPPS Board of Education directed administration to prepare a plan to change school start times for the 2018-19 school year. The SPPS Board adopts the administration's recommendation to change school start times, including moving secondary schools to a later start time. This is done with the understanding there may be exceptions needed to align with changes under the district's next strategic plan. The Board also accepts that implementation of this plan will begin in the 2019-20 school year. This will allow ample time for SPPS to inform and support families and staff, as well as work with community partners, through the transition. Administration will finalize the list of schools with their respective start times by October 2018 through the strategic planning process.

QUESTIONS/DISCUSSION:

- There is a lot of data about the benefits to secondary students for later school start times. Could you share more information on the data for earlier school start times for elementary students? Answer: There is a large body of research on the impacts of school start times for adolescents, but not the same body of research on elementary students. One possibility for this is the research of sleep science on issues for adolescents and young adults is very specific for that time period and age.

There is research that shows that is not the case for younger students and older adults. One can assume that is less initiative or reason for conducting those studies on younger students. With recommendations from the American Pediatrics Association and Sleep Foundation, we have learned a key component for young students is to establish routines. Consistency is key for families as they transition their younger students to an earlier start time and routines will need to be followed.

- To follow-up on the consistency and routine, do we have data to support how families adjust to routines in similar communities with high poverty numbers and ethnic diversity? Answer: We do not have that data, so we cannot say one way or another if we will be giving families challenges or obstacles; there is not one way or another to address those hardships.
- In conversations, the concern of safety in the morning is a strong one. Do we know how many students are walking to school by themselves, with a sibling, or with a parent? Do we know how many will be impacted? Answer: There is no data on walkers specifically, but there is data on transportation overall. There are approximately 3304 students not on buses, so a combination of walkers and rides from families.
- To follow-up on childcare expenses, given that about 75% of students are eligible for free and reduced lunch, what will happen to those families that are not able to afford those care options like Discovery Club? Answer: Discovery Club is a fee-based program, and the additional time for that service could be up to \$2000 per family. However, programs like Rec Check are free. We would need to have creative innovative programs to backfill that gap. We know we will not be able to promise solutions for all families' childcare needs. We will need to ensure there are more options than currently available and those current options will be ready to adjust to those changes.
- Do we know what the potential loss will be for the district if families choose to leave to go to private or charter schools? Answer: We are not able to estimate the number of families that would actually leave the district, or the number of families that may join the district for the restricted start times. There are two dozen charter and non-public schools in the area that offer start times around 8:00am.
- How many students will be affected by this? Answer: There will be about 14,000 students in elementary that will move to a 7:30am start time; 17,000 students at the secondary level will move to an 8:30am start times, including the 1,200 students at Johnson who are already at the new time.
- Based on the pilot program at Johnson for a later start time, is there any data on attendance or achievement changes during this time so far that they have been at the 8:30am start time? Answer: There is currently no data on achievement; research states that there wouldn't necessarily be a change in achievement based on an 8:30am start time – it would need to be even later at 9:30 or 10:30am to see those results in achievement. Instead this later start time would have more social and mental benefits for the students. They do report feeling less tired and using less caffeine to stay awake. Anecdotally, in the first year of implementation at the pilot program, schools were calmer, and a lot of that was due to the fact that students were well-rested and able to make better decisions. As a data point, there was a 15-point to 20-point decrease in those students who reported they felt tired in the first class in the fall of the pilot program, versus the spring when the change had not occurred yet.
- Was there an effect on attendance and tardiness? Answer: We can provide that data with a comparison of attendance numbers.
- The Board also noted the partnership with Metro Transit. It would be helpful to recount on the progression and updates of those conversations. Answer: Since Fall 2015, when the pilot program at Johnson was launched, and even earlier since Fall 2013, we have had conversations with Metro Transit and their partnership with SPPS. We were excited about the pilot program at Johnson, and it launched and was successful. The pilot was expanded to Creative Arts in 2016. Recently, Metro Transit has had financial challenges, and they are unable to expand the partnership. For each high schools that partners with Metro Transit, there would need to be 15-20 additional buses dedicated to serving that school; there will be 1,000-2,000 students trying to get to the same place at the same time. They do not have the capacity on those existing buses. Currently, they do not have the buses, the garage space, nor the operating dollars for the drivers. It is an inefficient strategy for their business, because there is no other demand for those additional buses in the city – only in our schools. We have been in conversations and collaborations with the city and the county to support transportation bills at the legislature. In 2017, there was a bill specifically for SPPS to expand the partnership, but there was a fiscal note of \$23 million attached, and it did not pass. We will continue

to work with Metro Transit and try to expand the partnerships, but all indicators say it is not likely in the near future given their financial situation.

- The Board then followed-up with the question of using their existing capacity, with a change for some of our high schools. There was a discussion about some proportions of schools using Metro Transit buses. Where are those discussions? Answer: Those options were discussed. One of the options proposed was to allow a proportion of the schools to ride Metro Transit, perhaps the upperclassmen, because it would be a smaller number of students needing to get to the same place at the same time. That would not be advantageous to SPPS because we would still be purchasing bus passes for those upperclassmen, while the yellow school buses would still need to go out to pick up the other students at those same bus stops. There would not be a cost benefit to this option.
- The Board expanded on this subject. They do think it is important to consider that we have Metro Transit bus lines with frequent stops to certain areas. Why not use those existing bus lines for students who live close to a bus stop, and only run the yellow buses for students who are not able to walk to a Metro Transit bus line? We could then reallocate the busing resources to increase the Metro Transit partnership. They encourage staff to think of creative ways to partner with Metro Transit to increase our ability to meet the need of our students, even if it is incremental. Answer: We have looked at those scenarios. For all the changes, we are using existing bus stops; additional bus stops have not been added for SPPS. The challenge is the capacity with a large number of students on any specific bus route to get to the same place at the same time. There would still be a need for more buses, since there will still be other commuters on those bus routes. Through working with the Transportation Department, we have a more attractive option would be to have options for those students who live farther away and their need for busing; that would be an easier change to make. Another challenge is equity because it is not just a ride to school, it's the opportunity for freedom of flexibility and those students with a bus pass are able to use it in the evening and weekend as well. It would only be a portion of those students that have that benefit and it is based on their home location. The cost implications of Metro Transit bus passes for secondary students were also presented, as well the number of buses currently serving Washington Tech and the effect on transportation if that school stays at the current start time. There are 900 bus runs in the morning. It's also important to note that Metro Transit is only available to high school students, not middle school students.
- The Board requested more information on the three-tier model and the use of city buses. Answer: Currently, with the three-tier system, there are 300 buses with 900 individual pieces. Johnson is out of the puzzle right now. The question of school times is a topic across the nation, and how to best utilize transportation resources and timing.
- What would be the barriers of moving to a different model? What would a two-tier model look like, and why or why not? Answer: Currently, we contract with 300 buses that do 3 runs, for a total of 900 runs. The tiers would adjust accordingly. If it was a one-tier model, there would be 900 buses with 900 drivers; a two-tier model would require 450 buses. That is the difficulty in squeezing down the times.
- Other districts across the nation have struggled with this. Are there other possibilities? Have we exhausted every other potential possibility to regroup the tier system? Answer: We continuously look to be more efficient; in the last 4 years, we have taken off 43 buses. We are constantly looking at numbers and to our computerized routing system to run as efficiently as possible, and under the current parameters. To add to that, the start times committee looked at 26 scenarios, and there were always reasons why those ideas were less efficient, costlier, and not serving our families in the best way possible as our current three-tier system.
- Could we look at different time starts for those three-tiers? Sometimes a 15-minute change can make a difference – for example a 7:45, 8:45, and 9:45 start time. There are complicated transportation systems, but even with the current motion and three-tier system, we still have the opportunity to look at things like changing the start times by 15 minutes, could we make a difference for different aspects? Answer: We have looked at those options. A 9:30 start time is already pretty late, and a 9:45 start time may be more problematic for elementary schools than the 7:30 time; surveys have not been conducted surveys on that topic yet.

- The Board went on to say that we could use the planning time for clarity on the subject of start time options. There may be other options for families, and we need to look at those permutations and look at the process with the superintendent. If this motion passes, the timing will allow for that.
- The Board then asked the Superintendent if he felt confident that this resolution will allow the time and support needed to address these challenges in the most effective way. Answer: If we look at the challenges that were presented, it does allow for timing and support. Schedules are not short-term plans; schedules are already made for next year, and this resolution will allow for a timely way to help us in the future, and our collaboration with our partners in the community. It does give us time to have discussions, and make recommendations and decisions. There are other issues, such as start times for Washington, that will need more time for discussion. There is more clarity to generate, and this resolution allows us that time to have those discussions and to have them in a strategic way to **create structure, to support and to sustain**. We want to ensure we can stand behind this plan with confidence and in order to build a culture around achievement for all students.
 - The Board followed-up on this question. In thinking in terms of the creation of the strategic plan, if the proposal is passed to set the start times change for secondary schools in motion, will that influence the flexibility as the new strategic plan is created? Are we passing a part of the new strategic plan before we have the entire plan? Answer: The impetus is behind the research on the effects of school start times for students and one that was set as a priority. The flexibility will need to come through the strategic planning process and what it will look like for schools. We will work with staff on options for the District, and those are the planning inputs to seriously consider. It is structure, support, and sustain. We cannot create a model we cannot afford, and we do have limited parameters in how we can do this.
 - A Board member noted that he wants to ensure there is time and flexibility to create a new strategic plan. He cannot help but think school start times will be an automatic influence on what we want to do because it will be a restraint. The plan should be to have the strategic plan first, and the start times decision second – is that erroneous? Answer: Those views are respected. Given the resolution and having that be a fixed parameter in the plan, it is part of the guiding principle in what we value. The plan could have the cloud of school start times looming above, but administration and staff knows that there are also so many other things on which to focus within that plan.
- Any change will have a high value of responsibility on administration to be focused, proactive, and creative in the way it handles the adaption of the system. In understanding how the project will be able to be managed by the staff, so members of the community will have a level of confidence and their concerns will be addressed in a thoughtful and proactive way. Part of the benefit of a new superintendent as the district leader is the capacity to bring a different perspective to lead the team and the community forward. Do you see that as a challenge that you feel comfortable to lead as we proceed? Answer: It is one of many challenges as we look to a five-year plan for the district, and how we want our children to be excellent, and our staff to be supportive in creating excellence. I am comfortable with the decision being made tonight to move forward. It's important to define the look of the next five years and have those parameters in place to plan.
- A Board Member stated that he agreed this proposal may be “putting the cart before the horse” in terms of the next strategic plan. This Board has agreed to own the next strategic plan and how to move forward. We have recently talked about how to be student achievement focused, and currently there is little data related to achievement for later start times for secondary students. Given the variables with the district on families, students, and capacity, we may not know the impact of start times on the elementary students. Are you saying you are comfortable, before we start the strategic planning discussion, to move school start times, and how do we move from there? Will this constrain the strategic planning process and the effects on student achievement? Answer: There are a few things – one is that we cannot rely on a single story to impact families, schools, or community. With all of the different opinions and stories, there is not a clear consensus yet from the people and places that this plan pertains to. Having gone through many strategic plans, there is not a time where school start times has been the heart of the plan. The plan could include eliminating barriers for families and students, and that's where start times would come into play. We are confident that we can

achieve that from the charge in December 2016. We will partner with families to build on students achieving excellence.

- You are comfortable moving schools start times to a later time for secondary schools? This issue has been inherited, but it will depend on the support from the superintendent. Answer: Our team has brought this proposal through careful thought and dialogue.
- Of students that have left the district, what is the percentage of elementary students that are making choices outside of the district? Answer: It was looked at a year ago, there was a greater increase elementary students, particularly in kindergarten, that were leaving the district. The data showed students in secondary grades were staying.
- Is the achievement impact positive or negative for earlier start times for elementary students? Answer: We are not aware of any research on that topic.
- We know elementary students need more sleep than adolescents. We also want to ensure adolescents had adequate sleep, and there is plenty of data that shows the impacts on inadequate sleep for them. What are the impacts for elementary students if they do not receive enough sleep? Answer: We are not aware of any studies; however, we do have more anecdotal research. When young children are tired and have a difficult time making decisions and focusing.
 - There is a study that says children have more issues and act out more if they do not have adequate sleep – is that correct? Answer: Yes – that sounds correct in that poor decisions lead to challenging behavior. Principals in Minneapolis say the 7:45am start time is advantageous for elementary schools since younger children naturally wake earlier; they are more focused early in the day, and become tired in the afternoon. Early hours are better hours for younger students. At a 7:30am start time, they are unlikely to need to transition from a child care center or relative's house to school, where school will be the first start to the day and best for the student.
- We talked about continuing to work with partners – how is that being communicated to families and the community? As things progress, it would be nice to communicate that information as we receive it. We need to be purposeful about how this is being communicated. Answer: Similar to other large initiatives in that we will communicate often and in several different ways. **Frequent communication** to families that we hear them, we understand their challenges, and this is how we're going to address them and move forward.
- A Board Member also noted the point on communication to families on tips for safety. Families are already concerned that their student will need to be out earlier than they'd like, and to say we're going to communicate tips for safety are not genuine. There is a larger discussion that needs to happen about how it feels for families, not just as a system within the district. It is insensitive to just have it as a bullet.

MOTION: Mr. Schumacher moved that the Board of Education adopt the motion set forth as follows: In December 2016, the SPPS Board of Education directed administration to prepare a plan to change school start times for the 2018-19 school year. The SPPS Board adopts the administration's recommendation to change school start times, including moving secondary schools to a later start time. This is done with the understanding there may be exceptions needed to align with changes under the district's next strategic plan. The Board also accepts that implementation of this plan will begin in the 2019-20 school year. This will allow ample time for SPPS to inform and support families and staff, as well as work with community partners, through the transition. Administration will finalize the list of schools with their respective start times by October 2018 through the strategic planning process. Mr. Marchese seconded the motion.

INDIVIDUAL COMMENTS FROM BOARD MEMBERS

It was noted on the order for individual comments. Names were drawn for order prior to the meeting by the Chair. The order of voting continually rotates each meeting.

Director Vanderwert noted that she will be voting yes. She believes the research is overwhelming for student health and safety; it will allow students to be alive, awake, and enthusiastic, and be better at school.

She went on to note her observations at a high school the first week of school, and the students were only walking and doing the motions of being in schools, while mentally, they did not seem present. The research is there, and the experience is there for this change. Change can be difficult, and elementary students will be affected; some more so than others. Regarding childcare, some students are often at the center by 6:30am and then need to transition to school. Some families will be able to go right to school without that transition time. For others, it will be a stretch and will be difficult. We can address those concerns as a community to solve problems, increase childcare opportunities for students and school communities. She will be voting yes for another year to look at the issues and for everyone to feel comfortable with these changes.

Director Vue echoed Director Vanderwert's remarks on the impact to adolescent students and the social and emotional benefits for them. However, he does believe there are unknowns on the impacts to the younger students. He appreciates the steering committee's research on this subject. He did note, however, that if this will be the one of the cornerstones of the new strategic plan, then it would be better for the district to go into the strategic planning process without constraints and limits. The district should instead dive into how to serve our students with the given limitations and efficiencies of the past, think of the new plan, and then prioritize how to move forward. This change will cause disruptions, and before this change is made, we should really be confident that this is what we want and plan what we're going to do. It makes sense for us to not adopt this motion yet, but to go into the strategic planning process without limits. If we want to build achievement around start times, that is great, but we must first do the strategic plan because doing so beforehand is premature due to the decisiveness, complexity of the issue, and the impact on families and the community. He notes that students are resilient and will adjust, but we may be adding an obstacle in what we want them to achieve; we may be cultivating a culture of elementary students not receiving enough sleep. If this is the plan, achievement, equity, and expenses need to be factored into the strategic plan. He noted that he will be voting no with asking to amend the motion. He asks that the implementation not be in the 2019-2020 school year, but leave it open ended for the superintendent to have time to align with the strategic plan which has not been completed yet.

Director Ellis noted that at the December 2016 meeting, she believed more students would be moving to the 8:30am start time, including elementary and secondary students. She worries what we will be doing to the future of the district when only secondary students move to the 8:30am start time. She noted that while there will be a 7:30am option and a 9:30am option, to not have that 8:30am option for elementary, what the impact will be for the district. This is not pitting one group of students against another; it is not saying the well-being of one group is more important than the other. She noted that she still believes that high school students need the best opportunity for adequate sleep. But the concern on timing and not having the 8:30 start time option for elementary will have an impact on the district, and it may be one that is not foreseen yet. She hoped for proposals with some elementary schools at 8:30 and not only high schools. As a district, we need to make sure we have choices for families, and eliminating that time is not good for us. As we're talking about a strategic plan, which is so important to the future, we need to talk about eliminating 8:30 start times for elementary schools and the impacts of that decision. Concerning families, there have been a lot of responses from them; it's a fear of change, but also what it means for them. The District needs to realize the impact will be on our families; this is a large district change that with rippling effects to athletics and after school programs. In talking about how we are going to create those systems and implement those changes, we need to have time to do that. We should not be setting ourselves up for failure; we need to be thoughtful and processed. To say "we are working on" and "we are having conversation on" does not sound like a solid plan. We need a solid plan for our students, our families, and the community. Families want a solid plan for this change on what we are going to do, and how we are going to accomplish that. Currently, it does not feel like a solid plan for this issue.

Director Brodrick complimented the Board and staff for their diligent work on this issue. He noted that it appears the Board is divided on the merits and consequences of the current proposal. He simply stated that his vote remains the same, and he will be voting no on tonight's proposal.

Director Foster noted that students, families, and the community comprise the District. In the spirit of equality for all students, she voted no on the proposal in December 2016; not because she doesn't believe in the research, but that she does not think moving forward with the plan will be equitable for all learners.

and equitable access. Staff has worked hard on this issue, and families have communicated their feelings on this issue. As a Board Member, she wants to ensure all voices are heard. She has seen the impact of change in the organization on the community. Our kids bring to schools what is happening in their home and the community every day. We have families that do not have options for child care or flexible schedules; those are aspects that we constantly need to be monitoring. It's not only families, but also staff that will be affected by this change. This is not about the operating budget or about money; there is a lot of information brought forth by the staff about the capacity of the community, and she is not sure what will change in a year. There is work to do with the mayor and the legislature, but that work takes a long time. In talking about the systems and how the impacts, there is no concrete plan for moving forward. We are asking for the faith of our families. Before we move forward, there needs to be a concrete plan with actions, so that everyone knows the next steps and how to prepare. In terms of communication, how will this be communicated out to families? If this proposal does pass, there is concern on the impact of the strategic plan. We need to think critically and creatively to find solutions for that support all students, all families, and the community. She will be voting no for tonight's motion, because there are voices that have not been heard and have been impacted by the December 2016 decision.

Director Schumacher noted his appreciation and thanks to the Board. Education is based on science and research; we look to experts and best practices from major institutions and organizations on this research. We can hear anecdotal evidence, but with almost 38,000 students, we hear from a small percentage of that number. When we hear from our major institutions, we follow their lead on curriculum, organizational structure, and a host of other subjects. Their research on sleep deprivation on adolescents and the results needs to have an impact on our decision making, and there is compelling evidence. It will be challenging at times, but there will be extra time for mitigation and alignment with the strategic plan. The evidence on the impacts to mental health, behavior, achievement, driving accidents, crime, unplanned pregnancies, is clear. We look to the staff and superintendent and staff if they have confidence in this plan, and the answer has been yes – it can be delivered as part of a strategic plan and prioritize later start times for secondary students. Do we go with how we make all other decisions and a plan that is backed by the confidence of the staff and superintendent? And do we go with removing obstacles for older students that we know will have dramatic impacts on our students lives?

Director Marchese noted that we are waiting for the perfect. In the process of waiting for the perfect, we lose sight of who is impacted every day. Of our high school students, 80% are students of color; 75% receive free and reduced lunch. Every day students go to school with inadequate sleep. The research is very clear. We live in a world where we follow the facts; the facts state that later start times make a difference for adolescent learners in their health and opportunities to be successful. We need to look at this as an opportunity to make a change in a strategic way. Tonight's motion sets in place a way to filter through the strategic planning process with results in a change for secondary start times. We need to look at the thousands of secondary students; we cannot assume they receive adequate sleep because they do have jobs, and do have athletics, and do care for siblings. We need to think strategically across the district. We need to look at the data and the research, and experience. We have an obligation to look at all students through the equity lens and tell them that we are willing to wait, and we don't know when we will get to them or align with the best practices. We need to trust the superintendent and staff to take the research from organizations, families, and the community and base their recommendations on data that we can support. We asked for the research, and listened to it to put the process into motion. We know the District is going into a time of change. In this context of change, we need to hold onto parameters that are important, and need to prioritize the health and well-being of adolescent students.

SEAB Members noted that while it is personal opinion, based on what they have read, observed, and heard, it is complicated to change the school start time system. The complications and challenges should not prevent the change to school start times. It may not be easy to adapt to change, but we eventually manage to adapt when we constantly need to engage and be a part of the change. Later start times will be a benefit to middle schools and high school students. How can we view the challenges as an obstacle when others are adopting change in school start times when we haven't even tried yet?

With the motion moved by Chair Schumacher, and seconded by Director Marchese, the motion then moved to the following roll call vote.

The motion was approved with the following roll call vote:

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

B. SPPS Urban Teacher Residency (SUTR)

- Mission of SUTR
 - create and implement an innovative program that is a pathway for recruiting, preparing, supporting, and retaining effective teachers from underrepresented backgrounds
 - a model for school-university partnerships that enhances the ability of both schools and universities to continually improve upon their cultural competence while eliminating racial disparities
- SUTR is a teacher residency program, where it is clinical-focused, whereas traditional preparation is primarily content-focused.
- SUTR is a 15-month graduate level teacher preparation program, where residents earn a teaching license and a master's degree from the University of St. Thomas. Residents are paid a stipend to participate, and they pay tuition to UST. Residents co-teach for an entire academic school year.
- Residents offered their perspectives and stories on the program and their experience; as well as the impact of the program on their lives.
- SUTR Programming includes intentional coaching and evaluation aligned with SPPS Standards of Effective Teaching, culturally-relevant rigorous coursework grounded in the SPPS Racial Equity policy and work, removal of time and money barriers whenever possible, and intentional Induction Support
 - Support systems for residents include SUTR coordinators, SPPS leaders, instructors, the cohort model, and mentor teachers and university supervisors.
 - Monthly professional development on a variety of topics, and additional support
- Partnerships perspectives included the design to reduce barriers, rigorous selection process, integrated evaluation process, university supervisors and mentor teachers intentionally collaborating to "grow" the residents into teachers for SPPS, quarterly instructor retreats, integration of curriculum to meet the needs of the district, and professional development on racial equity for all stakeholders.
- Cohort statistics were presented.
- Residents also presented their stories and experience on how SUTR prepared them to be an effective teacher, and how they saw themselves as a change agent in SPPS.
- The financial implications were also discussed, including the current program funding, tuition, scholarship opportunities, the stipend, health and dental benefits, financial aid, and qualifiers for federal student loan forgiveness programs.

QUESTIONS/DISCUSSION

- When is the funding done? Answer: The program is partially funded by the state, and it is not definite. The federal grant from NCTR is done at the end of this year. A requirement for the grant is a 3rd year of cohort, and the recruiting has started.

- Do you actively recruit to look for candidates and help through application process? Answer: Yes, there are scheduled information sessions. The application process is different from the traditional application. Sessions are offered to help with the application process; it is a rigorous selection process. Recruiting happens in all ways possible. Residents from Cohort 1 and Cohort 2 are always recruiting because they believe in the program.
- Is this program available to early childhood educators? Answer: There have been requests for early childhood special education services; we are not currently approved by the Board of Teaching to do that. One of the reasons is that in order for this to be financially viable, there needs to be a cohort of 10 to run it; there also needs to be a need in SPPS and openings for at least 10. There have been conversations with Minneapolis to collaborate across the two districts to fill those 10 spots, so it is on the radar, but it is not currently happening. There will, however, be a need for those early childhood educators.
- Because there are fewer credits to be able to graduate, how do you make up for those missing classes? Answer: The Board of Teaching has several ways to be approved for a teaching license. A non-conventional pathway is to have a reduced number of credits, but the same amount of hours of a course. A master's degree requires a minimum of 30 credits, so we wanted to ensure the residents met that minimum.
- Do they get credit for the time spent student teachings? Answer: Yes, they do receive credit for time spent student teaching. St. Thomas has also changed their traditional courses. They review the essential assignments, and which ones can be done in a classroom. One example is an IEP assignment, where the residents are in the classroom doing this real work already. They weigh the practical and real-life experience with the assignment workload.
- In terms of retention, is there data on how long teachers stay teaching after they graduate? Answer: In traditional models, the retention rate is around 50%, but as a result of the residency program, we see about an 85%-90% retention rate in teaching in 3-5 years. There are also grants available to help pay for resident costs. The program is off to a great start with 100% completion rate.
- What are the qualifications for applicants? Answer: Residents do need to have a bachelor's degree, as well as a strong interest in wanting to stay in SPPS and serve our students. That is identified in the interview process. Those with experience in SPPS are prioritized.
- Do we incentivize SUTR residents to stay in SPPS, or are they free to go wherever? Answer: We do ask them to commit to a three-year commitment. We have invested in them, and we ask them to invest in us as well.
- For those that have their masters, are they coming in above other applicants? Answer: Yes, we place them at a higher level on the salary schedule according to the master's degree. They are slightly above the starting salary for those new hires without a master's degree.

A. Human Resource Transactions

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

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Mr. Schumacher moved approval of the Order of the Consent Agenda with the exception of Items C2 -- Strategy Consultant to Assist in Development of District Strategic Plan, G1 -- Change Order #1 for Adams Addition & Renovation, and G2 -- Change Order #3 for Adams

Addition & Renovation which were pulled for separate consideration. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

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

A. Gifts - none

B. Grants

BF 31088 Request for Permission to Submit a Grant to the Bush Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Bush Foundation for funds to support Galtier Community School's Individualized Learning School Design; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31089 Request for Permission to Accept a Grant from the Capitol Region Watershed District

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Capitol Region Watershed District for a cooperative construction agreement to make improvements to the school property and athletic field; and to implement the project as specified in the award documents.

BF 31090 Request for Permission to Submit a Grant Application to the French-American Cultural Exchange (FACE) Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the National Association for College Admission Counseling to fund transportation services for students to visit college campuses; and to implement the project as specified in the award documents.

BF 31091 Request for Permission to Submit a Grant to the H.B. Fuller Company Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the H.B. Fuller Company Foundation for funds to support STEM education at Capitol Hill Gifted and Talented Magnet; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31092 Request for Permission to Accept a Grant from the Midwest Dairy Council

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Midwest Dairy Council to purchase equipment for Nutritional Services; and to implement the project as specified in the award documents.

BF 31093 Request for Permission to Accept a Grant from Minnesota Department of Agriculture's Minnesota Grown Program

That the Board of Education authorize the Superintendent (designee) to accept a grant from Minnesota Department of Agriculture's Minnesota Grown Program to sponsor an Apple Crunch Day event in celebration of Farm to School Month in SPPS; and to implement the project as specified in the award documents.

BF 31094 Request for Permission to Submit a Grant to the Minnesota Zoo School Bus Fund

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Zoo School Bus Fund for funds to provide transportation for a Harding Senior High School field trip to the MN Zoo; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31095 Request for Permission to Submit a Grant Application to the Otto Bremer Trust

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Otto Bremer Trust for funds to expand Innocent Classroom to three additional SPPS schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31096 Request for Permission to Submit Grant Application to The Target Foundation from Capitol Hill Magnet

That the Board of Education authorize the Superintendent (designee) to submit a grant to The Target Foundation for funds to support a field trip for Capitol Hill 5th graders; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31097 Request for Permission to Submit Grant Application to Toshiba America Foundation from Capitol Hill Magnet

That the Board of Education authorize the Superintendent (designee) to submit a grant to Toshiba America Foundation for funds to support STEAM at Capitol Hill; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31098 Request for Permission to Submit a Grant to the Trillium Family Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Trillium Family Foundation for funds to support the Pilot One-on-One Program; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 31099 RFP #A-212562-A | Prime Vendor for Produce

That the Board of Education authorize the award of RFP# A-212562-A to Bix Produce Company as a primary vendor and to Russ Davis Wholesale as the secondary vendor for the furnishing and delivery of produce for the period of January 1, 2018 through August 31, 2018, for the estimated value of \$1,200,000 and \$800,000 respectively.

D. Agreements

BF 31100 Lease Agreement with the Saint Paul Public Library Agency at the Baker Center

That the Board of Education authorize the Superintendent to execute a Lease Agreement between the District and the Saint Paul Public Library to lease space at the Baker Center, 209

West Page Street, Saint Paul, MN 55107 for the term July 1, 2017 through June 30, 2019, with monthly rent of Six Hundred Twenty-Six and 70/100 Dollars (\$626.70) subject to all other terms and conditions of said agreement.

BF 31101 Memorandum of Understanding, Saint Paul Public Schools and Saint Paul Public Library Regarding Library Go

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

BF 31102 Enter into a Partnership with Youth Farm

That the Board of Education authorize the Superintendent (designee) to accept the partnership with Youth Farm.

E. Administrative Items

BF 31103 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 October 26, 2017, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 31104 Monthly Operating Authority

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

(a) General Account	#681178-682242	\$45,163,114.24
	#0002653-0002693	
	#7002440-7002472	
	#0001706-0001760	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$8,509,418.25</u>
		<u>\$53,672,532.49</u>

Included in the above disbursements are 2 payrolls in the amount of \$17,237,511.82 and overtime of \$42,282.66 or 0.25% 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 January 31, 2018.

F. Bids - None

G. Change Orders – Both pulled for separate consideration

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31105

Strategy Consultant to Assist in Development of District Strategic Plan

More information was requested on this item, as well as be valuable for the public to hear about what is planned and envisioned, as well as the fiscal questions. Jackie Allen, Assistant Director of Strategic Planning and Policy, provided more information on this agenda item.

Superintendent Gothard noted that this strategic plan is to truly join the team together to focus on plans for student achievement for the district. It is important for a strategic plan and alignment. There are many things that make this an exciting time for us. The Council of the Great City Schools will provide us with high-level organizational feedback. The consultant selected has experience in aligning the feedback and research to the strategic plan. It is a true opportunity to align every inch of the organization to support this plan.

In terms of envisioning the strategic plan process, it will be developed to set the path for the SPPS community to improve student achievement and improve outcomes for all students. It will be a collaborative process for all stakeholders, including students, school and district staff, families, corporate partners. The development process and timeline will be set in collaboration with the consultant, including the planning for the design, the timing, building strong and inclusive engagement, information gathering, meeting with individuals, and synthesis for the data. Then a plan will be formed for goals, activities, and metrics. Communication will be a crucial part of this plan.

In the selection process, there were proposals from seven consulting forms, where we shared the scope of work and evaluations. The selection team reviewed them and supported that with a score-based rubric. This strategy group obtained the highest score, it had strong references, and they have developed plans in the past for other districts comparable to SPPS.

- Can you talk about the scope of the work of what the consultant will do versus SPPS? Throughout the process, it will be a truly collaborative effort. SPPS will be leading the work, while the consultant will be advising on the work. Internal staff will manage the relationship with the consultant. We will ensure the process works for our community, and we will develop and finalize the strategic initiatives, while facilitating engagement sessions with the community. The primary role of the consultant will be to advise and design based on past experience, while we customize for SPPS. They will build internal capacity and collaborate with staff to develop a plan.
- Will multiple people be working on the consultant side, or how will that work? Answer: With the Greenway Strategy Group, there are about six people we will be working with, but the primary lead will be Martha Greenway. She is very highly recommended, and will be the primary lead, but supported by others who specialize in different aspects of the strategy development.
- One of the important aspects is that there is a strong commitment for active opportunities for families to have the Board and other stakeholders to be able to participate. Does the consultant have experience in that design? Answer: Yes, it was very clear in the RFP process that community engagement was a key aspect and ranked high on the rubric. The strategy group recommended a comprehensive engagement plan with various modes of communication, while working with the Family Engagement Office.
- Regarding the cost of the contract, how was that incorporated into the budget for 2017 or 2018? Answer: That money was included in the transition budget for the Superintendent, which will be utilized for this contract.
- How soon will the Board have access to the report from the Council of the Great City Schools? Answer: Currently, it is very high-level data. We hope to have the first draft by the end of October or early November.

- When can we start with strategic planning process? Who are the participants in the first meetings? Answer: We plan to begin in early November. The first meeting will be a kick-off meeting with concentrated time for the strategic development team to meet and set up the design of the process. Leadership and the Board will also be involved, and at that point, more specific details will be provided.

MOTION: Mr. Marchese moved the Board of Education authorize the Superintendent (or designee) to enter into a contract with Greenway Strategy Group for strategic planning services. The motion was seconded by Ms. Ellis.

The motion was approved with the following roll call vote:

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

BF 31106

Change Order #1 for Adams Addition & Renovation

The Board had general questions on both change orders within the consent agenda. Both G1 and G2 contain information on items that were remedied within projects – could these things have been foreseen? Is there culpability from the previous owner of that site?

Tom Parent, Director of Facilities, provided further explanation on the two change orders.

When there is an unforeseen condition, we ensure we validate that:

- a. it has not already been paid for in the bidding process
- b. it was not reasonably expected by a contractor
- c. controls are in place to ensure we are getting a good value in changes for work

When these changes come about, there is a process for issuing a proposal request which leads to a formalized change order. There are multiple steps to validate the change in construction and to ensure there are controls in place for a good value.

For the change order G1-Change Order #1 for Adams Addition & Renovation, it involved geotechnical work for storm water infiltration systems. We work with the city of Saint Paul and the watershed district to design a system that we are managing the storm water so that we will not overtax the sewer system. These are items that are in process during bidding; in this case we received comment back from the regulatory agency after we had gone to bid.

- Is there any expectation that either we or the bidding company should have had an idea and we could have been forewarned? The other change order item, G2-Change Order #3 for Adams Addition & Renovation, is an example of lessons learned and is part of our validation process. There are questions asked when we receive a change order. A process is in place to anticipate that there may be issues, but not how to quantify it before the bidding process. We have learned from previous experience the further steps that we could do before the bidding process, but it's only once we start to dig that we really know.
- Who is the owner? Answer: The owner is us.
- Is there any way for us to ensure ourselves against these kinds of surprises? Answer: That is something Facilities does every day and takes very seriously as stewards of our buildings. We have the best ability to understand issues we may encounter. Our buildings span 120 years of construction practices. Everything we do in Facilities help us to inoculate the District, but there is no cure-all. Limiting the amount of unforeseen changes is one of the key performance indicators of the department.

MOTION: Mr. Brodrick moved the Board of Education authorize the Superintendent to sign Change Order #1 for the Adams Addition & Renovation for the lump sum of \$187,553.55. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

BF 31107

Change Order #3 for Adams Addition & Renovation

The Board requested more information related to the sentence, "Removal and replacement of contaminated soils uncovered as part of site preparation earthwork. Existing fills were removed from the site per Owner's Environmental Consultant, with quantities logged and monitored by Owner and Owner's Construction Manager as Advisor, and Civil Engineer." This is our property, it's contaminated, and we didn't know about it. Answer: Yes, these are contaminants as we go through we go back and review historic record. One of the struggles in urban cities is that school districts are given the land that is least developable. Frequently, this means we get land that have issues and is true across the district. We knew the site had been built up and there was fill; historically, they used construction debris to build it up. In this instance, there was natural debris and contaminated soil. There was no ability for us to anticipate this contamination.

- Could the contamination at this site be traced back to natural contaminants? Answer: This is man-made. A large percentage of the contaminants are coal ash byproducts. As coal was burned to heat the buildings, the waste was thrown into the field to help build it up.

MOTION: Mr. Brodrick moved the Board of Education authorize the Superintendent to sign Change Order #3 for the Adams Addition & Renovation for the lump sum of \$616,460.00. The motion was seconded by Mr. Schumacher.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS - None

XI. NEW BUSINESS

A. Board Policy Updates

1. FIRST READING: Board Policy 508.00 - Students with Individualized Education Plans (IEPs)

This policy update included a complete rescind and revision of the policy. It was developed in collaboration with Special Education Advisory Council and the Office of Specialized Services. It has been reformatted for improved understanding by adding a purpose

statement, an added definitions section, organized into District, School, and Parent/Guardian sections, and use of plain language throughout.

2. FIRST READING: Board Policy 533.00 - Wellness

The update for this policy included amendments required in order to meet new requirement of the USDA's Healthy and Hunger Free Kids Act. In 2013, the policy was overhauled in an extensive and collaborative process. This revision adds statement for new areas that must be covered. It was developed with SPPS nursing and wellness staff. The summary of amendments includes additional guidance on food and beverages in our schools, updates to the PE and Health education sections, and smaller revisions throughout.

QUESTION/DISCUSSION

- A Board Member noted the possibility of including more updates to the wellness policy, such as mental and oral health. A lot of factors contribute to wellness, and she would like to see more included in the policy update and the strategic plan.

3. FIRST READING: Board Policy 510.00 - Graduation

This policy update involves an amendment to allow identity adornments to be work at graduation ceremonies. It was a SEAB recommendation at their inclusivity presentation at the December 2016 Board of Education meeting. The Board directed a pilot program be established to trail the process. Guidelines were developed with specific details for what is allowed and a process for pre-approval. Humboldt and Creative Arts were selected as pilot sites with great results.

QUESTION/DISCUSSION

- SEAB members noted that they are excited the Board has decided to take the step forward. It has reiterated the importance of diversity within the district and celebrating that diversity. It is important to take the next step and implement this program to all schools this year.
- The Board recognized SEAB members for their excellent work on this proposal and appreciate their commitment to the inclusivity of student voice.
- The Board also noted the discussion at the Committee of the Board meeting, where it was suggested to suggested to reach out to the principals and class advisors for the other schools. Have those people at the other schools been able to discuss this with those at the pilot programs? How much input have we had from staff who will be involved in graduation ceremonies? Answer: In November of 2016, feedback from graduation coordinators was shared with the Board and policy work group last winter. All principals and graduation coordinators have been notified that this was moving to the three-reading process and the procedure that supports the policy was also shared. They were invited to share their concerns and feedback and there were 2 suggestions to include within the policy. Graduation coordinators will also be meeting in November/December, and that will also be an opportunity for their feedback.
- The Board also noted the importance of the pre-approval process. A comprehensive report with feedback from all class advisors and principals and their comfort level of the total procedure would be helpful. The procedure that implements and reinforces this policy is important. The implementation is crucial to the success of this procedure. The Board does ask for a commitment to receive more definitive response from the people working directly with this policy.
- Superintendent Gothard noted that he will work with staff to gather that additional feedback. In looking at the policy, it does give individual schools the opportunity to work with their students to meet the policy requirements, and also honor the students. Communication will be very important to ensure the procedures are in place.
- As noted in the COB Meeting as well, every school has a uniformity in terms of policy, every high school does have a unique culture and a unique personality. Consequently, as this change is adopted in schools, there's hope that those changes will reflect the personality and culture of the school. The

students reflect a difference in culture and personality of each school, as we apply this change we need to ensure we are being respectful of every school and their differences.

- Do we know if SPPS is unique in doing this? Are other comparable districts also doing this? There is excitement to celebrate accomplishment for students, but also display diversity and pride of all students. Answer: Identity adornments and personalization are more common at the college level, but some high schools do allow for personalization. We are unique, specifically, in focusing on cultural identity. We are encouraging identity as opposed to simply decoration.

B. FMP Update

BF 31108 Motion to Adopt the RESOLUTION on the 2017 Five-Year Facilities Maintenance and Capital Implementation Plan, Covering Fiscal Years 2018-2022

The Facilities Maintenance plan is an investment to bring buildings into the 21st century. Projects are underway that will improve the learning environments of 8,750 students. The role of the FMP Governance Committee was reviewed, as well as the process outcomes from the committee and the meetings. Proposed project highlights for the five-year plan include continuation of FY2017 projects, the support of program relocations, make progress on modernizing buildings and learning environments, aligning square footage with building enrollment and program needs. Of the total FMP vision, 37% will be complete by FY2022. For the next 5 years, the proposed facilities investments equals about \$587 million, including new construction, major repair/replacement, abatement, and renovation. Building construction funds and sourcing were reviewed. Adjustments from last year's five-year plan include the re-prioritization of work based on FMP-GC guidance, the balance of cash flow, funding source opportunity, and taxpayer impact, and adding a new 5th year to continue to make long term commitments. The next steps are to start multi-year design and exploration with our communities at American Indian Magnet, Bruce Vento, Frost Lake, and Barack and Michelle Obama schools; implement the next wave of asset preservation projects; and to continue multi-year improvement projects.

QUESTION/DISCUSSION

- How much has been allocated so far of the \$587 million? Answer: Currently, \$234 million has been obligated.
- Are we on track in terms of what we have already spent, but also what we have obligated ourselves to spend, are we on track in moving along in a manner and means to fulfill our vision? Answer: Yes, we are always in a state of evolution. There is a strong commitment as an organization to provide data on a project-by-project basis, and recognizing the impact of change orders. Our commitment to the amount of work we get done, the impact to the taxpayers and the pervasiveness to make our way through the district have been met through this process.
- Director Parent noted that they are always looking for ways to widely share information and for the information to be digestible by the community in order to understand the amount and the importance of the work being done for the FMP. He also reinforced that the funding sources for the FMP are statutorily dedicated to building construction. They do not directly correlate to impacts on the general fund. These are funding sources used since the early 90s for us to be able to maintain our learning environments.
- The levy and referendum relation to property taxes was also discussed. Every year, we try to balance our levy with the debt that is currently expiring. We are constantly looking at the levy every year to ensure it is in the best interest of the taxpayers.
- The Board noted the importance of monitoring the expenditures of the FMP or indirectly, it can influence our ability to generate funds for our general fund. Answer: Yes.
- The evolution from last year's FMP and documents sharing information with a high level summary and what has been changed are being distributed to the community.
- If we need to cut back on project costs due to a change order, how do we prioritize on that? What happens is that we say we can do a specific project, but then we come back and say we no longer can due to the changes. How do we work on that? Answer: The vehicle of the 5-year plan inoculates to a great extent. In past examples, it is largely because projects are taken in isolation. The ability to have a five-year plan allows us to have multi years of budgetary balancing across programs, not only project. There is always the opportunity for if mass change is needed, the governance committee is

the process by which we can understand in that broad context. That is power in ourselves as dealing with the system as a whole in its entirety.

MOTION: Mr. Schumacher moved the Board of Education adopt the Resolution “2017 Five-Year Facilities Maintenance and Capital Implementation Plan, Covering Fiscal Years 2018-2022”. The motion was seconded by Ms. Ellis.

**2017 Five-Year Facilities Maintenance and Capital Implementation Plan,
Covering Fiscal Years 2018-2022**

WHEREAS, on December 15, 2015, the Board of Education (BOE) established a rolling Five-Year Facilities Maintenance and Capital Implementation Plan (hereinafter “Five-Year Plan”) to implement the approved 10-year Facilities Master Plan (FMP) and otherwise meet the strategic facility needs for the District; and

WHEREAS, the BOE has resolved to approve a rolling Five-Year Plan annually; and

WHEREAS, District administration has developed a FY2018-2022 Five-Year Facilities Maintenance and Capital Implementation Plan, with the involvement of a broad cross-section of District stakeholders and the guidance of the FMP Committee; and

WHEREAS, District administration proposes that the BOE approve the FY2018-2022 Five-Year Facilities Maintenance and Capital Implementation Plan, as reflected in Attachment A; and

WHEREAS, the Board of Education will have continued input into the planning and budgeting process to implement specific projects in the FY2018-2022 Five-Year Facilities Maintenance and Capital Implementation Plan;

**NOW, THEREFORE, BE IT RESOLVED that the Board of Education of Independent School District No. 625 herewith:
Commits to and approves the FY2018-2022 Five-Year Facilities Maintenance and Capital Implementation Plan, as reflected in Attachment A, subject to the BOE’s future funding of specific projects.**

The motion was approved with the following roll call vote:

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

C. Resolution Providing for the Competitive Negotiated Sale of \$57,530,000 Certificates of Participation, Series 2017C

BF 31109

**Resolution Providing for the Competitive Negotiated Sale of \$57,530,000
Certificates of Participation, Series 2017C**

A representative from Springstedt presented the resolutions to deal with following items. The resolutions essentially provide direction on the next steps of the process. The first is both issues will be sold through a competitive process and bids will be received by Springstedt until November 14th at 10am. The acceptance of the bid by the district will occur at the November 14th Board of Education meeting, with proceeds from the sale available on December 21st.

This issue for 2017C is for deferred maintenance and repairs across three buildings designated in the Desegregation Plan which was approved by the Minnesota Department of Education in September.

D. Resolution Providing for the Competitive Negotiated Sale of \$17,040,000 General Obligation School Building Refunding Bonds, Series 2017D

BF 31110

Resolution Providing for the Competitive Negotiated Sale of \$17,040,000 General Obligation School Building Refunding Bonds, Series 2017D

The issue is a refunding issue of 2011A bonds; it's a general obligation school building refunding bond. The purpose is for interest cost savings. At this point, we currently estimate savings at just under \$800,000. This is not savings to go into general fund, but savings to the taxpayer. Springstedt will monitor the rates of the sale to ensure there will still be savings.

The District has gone through a rating process for two earlier sales this year, and the rating was AA and AA2. There will be an abbreviated review session, where they will ask for updated financial documents for the district.

Both issues are eligible for Minnesota School District Credit Enhancement Program, which puts the backing of Minnesota's credit behind the sales, and adds guarantee to investors. That will help to receive a lower interest rate.

MOTION: **Mr. Schumacher moved the Board of Education approve the Resolution Providing for the Competitive Negotiated Sale of \$57,530,000 Certificates of Participation, Series 2017C. Mr. Marchese seconded the motion.**

The motion was approved with the following roll call vote:

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

MOTION: **Mr. Schumacher moved the Board of Education approve the Resolution Providing for the Competitive Negotiated Sale of \$17,040,000 General Obligation School Building Refunding Bonds, Series 2017D. Ms. Ellis seconded the motion.**

The motion was approved with the following roll call vote:

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

XII. BOARD OF EDUCATION

A. Information Requests & Responses

B. Items for Future Agendas

C. Board of Education Reports/Communications

- Director Ellis attended a meeting at EXPO Elementary regarding the playground and the plan for its replacement. The discussion involved the process to move forward, the

potential for the community to use additional funds through fundraising, and finding ways to refurbish parts to create a sculpture in honor of the original playground. The history and community significance of the playground was also a point of conversation, as well as the communication for the plan.

- Director Marchese noted the Integration Taskforce, which has been working diligently to collaborate with SPFT. It has been a hardworking, impressive group of people who work together to address concerns of integration, and an analysis of how to continue the work moving forward. It will feed nicely into the strategic planning process. An update on the taskforce should be sent out to Board Members soon. The ultimate goal for the taskforce is to have them report to the Board by the end of the year.
- Chair Schumacher noted that Chief Turner and Director Parent attended a meeting for Linwood Monroe School. Other representatives from different city offices were also in attendance. It was a chance to listen and address the concerns of the community and neighbors. The construction on the school is working towards the goal of serving our children in the best way possible.

XIII. FUTURE MEETING SCHEDULE

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

- November 14
- December 19
- January 9, 2018 | Annual Meeting | 4:30 p.m.
- 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)

- November 8
- December 5
- January 9, 2018 | 5:00 p.m.
- February 6
- March 6
- April 10
- May 8
- June 12
- July 17

XIV. ADJOURNMENT

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

The meeting adjourned at 10:35 p.m.

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

Prepared and submitted by

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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
November 8, 2017**

PRESENT: Board of Education: J. Schumacher, S. Marchese, J. Brodrick, M. Vanderwert, J. Foster, Z. Ellis, C. Vue (arrived at 4:37 p.m.)

Staff: Superintendent Gothard, A. Collins, Y. Vang, H. Ott, I. Davis, N. Cameron, T. Parent, M. Watkins, M. Gilbert, J. Turner, E. Agbamu, K. Wilcox-Harris, C. Baker, T. Battle, L. Cathey, T. Stewart-Downey, J. Statum-Allen, J. Engen, M. Schrul, M. Dols Klingel, M. McBride, K. Randall, C. Mahaney, C. Carlstrom, G. Ghery, S. Dahlke

Other: T. Breker, S. Powers, J. Kopp, J. Verges,

I. CALL TO ORDER

The meeting was called to order at 4:32 p.m.

II. AGENDA

A. Superintendent's Update

Superintendent Gothard congratulated Director Brodrick and Director Foster for their victory in the recent elections. It will be Director Brodrick's 5th term, and Director Foster's first full term as board members. We look forward to continuing our work with them. He also recognized Marny Xiong, who also won in the school board race and will be a new Board Member starting in January; we also look forward to getting to know and working with her. Director Vue will be departing the Board, and will be formally recognized at a future meeting.

Director Schumacher also congratulated the new mayor-elect of Saint Paul, Melvin Carter. We look forward to working with him as well. It is an informed group of people with the understanding of issues as a public school district. It is heartening to see the discussions with them.

B. SEAB Update

Due to the change in timing for the meeting since it conflicted with Election Day, SEAB members weren't able to fit the newly scheduled time into their schedules. Cedrick Baker, Administrator to the Board, provided an update on the latest SEAB project.

SEAB is currently focused on the expansion of student voice in SPPS project. They have requested time to present their findings at an upcoming meeting. A survey was sent to principals, at all age levels, asking about what is currently happening in their buildings, where they hope to go, and what resources they believe they need to increase student voice and partnership. A number of "experts" were interviewed on how they would design an expanded structure and designed a focus group to conduct with SPPS students. The focus group was tested and adjusted recently; SEAB is in the process of scheduling them to be held at school sites. This is an expansion from the initial proposal, and the first phase is to collect information from the student survey.

QUESTIONS/DISCUSSION

- What kinds of questions are they asking in the survey? Answer: They are currently putting it together and have reached out the principals and assistant superintendents

for their thoughts on what would be helpful. We will follow-up on the specific questions on the survey.

C. Final FY Budget Revision

The general fund revisions, including the assigned fund balance re-appropriation, and the Fund 06 to Fund 01 transfer for Facilities LTFM funding were reviewed, as well as the revenue and expenditure changes, and the total of all funds.

FY17 General Fund – Final Budget Revision (Fund Balance Re-appropriations and Transfers)

- In Technology Services, there was a \$700,000 assigned fund balance re-appropriation for non-salary expenditures (infrastructure). It was planned from our assigned fund balance; it was for technology infrastructure changes, including a phone system upgrade. That change did take place, as well as the expenditure.
- A budget transfer for the Facilities Long-Term Facilities Maintenance Plan also occurred for \$7,416,999. It was a budget transfer from Fund 06 to Fund 01 for LTFM project expenditures that are less than \$2 million per site. The increase will be seen in the general fund for this amount because the original budgeting occurs in Fund 06 (Building Construction). It is an accounting transaction that the District needs to transfer.

FY17 Fully Financed Funds Final Budget Revision (Revenue and Expenditure Changes)

- The revision on fully financed reflects the approval of grants under \$500,000 that were not adopted in FY17, as well as revisions to adopted grants. The general fund fully financed increased by about \$1.5 million, and the community education also has grants in a separate fund that increased by about half a million dollars. Revenue and expenditures must match.

FY17 Final Budget Revision (All Funds Revenue Changes)

- Revenue also increased in Nutrition Services with a Fuel Up to Play Grant that was \$30,000. That change will also be reflected.

FY17 Final Budget Revision (All Funds - Revenue Changes) – Overall Budget

- The overall budget started at about \$704 million, and the first revision included changes of \$15 million in increases, with about \$2 million in final revisions. The final revenue for the District for FY17 is \$721,378,190. The District is on target in terms of the general fund.

FY 17 All Funds - Revenue Changes

Revenue	Adopted Budget	Previous Revision	Final Revision	Revised Budget
General Fund	\$518,180,440	\$604,000	\$0	\$518,784,440
GF Fully Financed	42,881,752	13,476,500	1,569,071	57,927,323
Food Service	28,846,700	15,300	30,000	28,892,000
Community Service	23,387,295	0	0	23,387,295
CS Fully Financed	6,041,846	988,821	554,343	7,585,010
Building Construction	45,862,122	0	0	45,862,122
Debt Service	38,940,000	0	0	38,940,000
TOTAL	\$704,140,155	\$15,084,621	\$2,153,414	\$721,378,190

FY17 Final Budget Revision (All Funds - Expenditure Changes) – Overall Budget

- For all funds, we began the year at about \$715.9 million. The first revision was about \$18.3 million. The first revision is higher is because we have carryover items and activity from the mid-year. The final revision was about \$2.7 million. There is a large budget transfer in Building Construction and the General Fund. The total revised budget for expenditures is \$736,818,064.

- One thing to note is the difference between revenue and expenditures. We plan to spend fund balance in certain funds; one is debt service. There was a large debt service refunding that took place in the expenditure side. We do not plan to use any of the funds in assigned fund balance in the general fund; these were all non-general fund funds balance plans that were used to spend dollars. It was planned for when doing the debt service budget.

FY 17 All Funds - Expenditure Changes

Expenditure	Adopted Budget	Previous Revision	Final Revision	Revised Budget
General Fund	\$518,180,440	\$3,786,642	\$7,962,479	\$529,929,561
GF Fully Financed	42,881,752	13,476,500	1,569,071	57,927,323
Food Service	28,846,700	15,300	30,000	28,892,000
Community Service	23,783,689	0	0	23,783,689
CS Fully Financed	6,041,846	988,821	554,343	7,585,010
Building Construction	44,448,000	0	(7,416,499)	37,031,501
Debt Service	51,669,000	0	0	51,669,000
TOTAL	\$715,851,427	\$18,267,263	\$2,699,394	\$736,818,064

QUESTIONS/DISCUSSION - None

RECOMMENDED MOTION: Mr. Schumacher moved the Committee of the Board recommend the Board of Education approve the FY 2016-17 final budget revision as presented. The motion was seconded by Mr. Marchese.

The motion passed.

D. Pay18 Levy Update

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.

All figures in the report provided are based on Administration's best estimates, using the statutory authorized amounts. Minnesota Department of Education (MDE) provided updated Pay18 levy calculations on October 2. SPPS certified the maximum levy ceiling at the September 19 Board of Education meeting.

The CFO went on to describe the factors impacting the Saint Paul levy, such as:

- Overall estimated market values are up 9.8% from prior year and may reach 2008 levels.
- Double digit increases for a number of commercial, industrial and apartment properties
- Residential more moderate—areas of higher increases: Thomas/Dale, North End, Greater East Side, West 7th
- School portion of fiscal disparities aid increasing \$449,739 or 1.4%
- Changes to St. Paul Right of Way (ROW)/Street maintenance program

Other factors are:

- Changes in pupil counts
- Legislative changes to education formulas
- Referendum inflationary increase
- Pension contribution changes required by law
- OPEB obligations
- Employment changes that drive severance and unemployment levies

- Capital bonding, refunding of bonds, abatements, long-term maintenance, health & safety projects, lease costs

SPPS levy categories are:

- Operating - general levies that support school functions, including referendum, integration, operating capital, career/technical, transition, safe schools and abatement adjustments.
- Pension/OPEB/Contractual Obligations
- Facilities - includes health and safety, deferred maintenance, new construction and abatements.
- Community Service - community education programs, learning readiness, after school, ECCE.

Proposed Pay 18 Levy Ceiling

Levy Category	Certified Pay17 Levy	Estimated Maximum Pay18 Levy Ceiling as of 10/2/17	Difference
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
Community Service	3,406,163	3,626,763	220,600
Total All Levy Categories	\$148,069,656	\$155,464,946	\$7,395,290
Percent Change			4.99%

It is good news for taxpayers, while the District will still be covered in terms of plans and projects.

The CFO reviewed the estimated annual property tax impact (from 2017 to 2018 assuming 0% increase in market value and assuming a 7.7% (home) and 17.5% (commercial/industrial) increase in market value), for residential and commercial/industrial.

The Pay18 levy calendar was then reviewed. There will be a Truth in Taxation public hearing at 6:00pm on December 5th, 2017 with the Board of Education certifying the Pay18 levy at the December 19, 2017 Board of Education Meeting. SPPS will certify the Pay18 levy to Ramsey County on December 31, 2017.

QUESTIONS/DISCUSSION

- How does this compare to previous years? Answer: In prior years it has been as low as 3.25%. A history can be provided to the Board. It has been as low as 1% about two years ago. This number is a little higher than it has been in the past, with about 6% being the highest it has been historically.

E. Legislative Update

The SPPS Legislative Liaison provided an overview of the upcoming 2018 Legislative session. It will be Governor Dayton's last session in office. The legislative veto lawsuit is unresolved. Only House members are up for election; the DFL needs 11 House seats to take the majority. Constitutional offices, 8 congressional seats, and Klobuchar seat will be on the ballot. It is a supplemental budget year and the focus will be on bonding, which is the major work of the session. The November forecast will dictate the Governor's budget. Human services can have a wide swing, as well as the issued around children's health plan.

She then went on to describe the proposed legislative agenda topics including:

- Focus on mandates
- Stabilize funding for PreK
- Expand local control

- Pension reform
- Increase supports for at-risk families
- Ensure funding support and flexibility in testing

Fund mandates include:

- Phase out state special education cross-subsidy and maximize Medical Assistance (MA) reimbursement
- Fund Teacher Development and Evaluation (TD&E) and include principals
- Establish plan to update English Learner categorical formula to reduce cross-subsidy and meet SLIFE (student with limited interrupted formal education) needs

Phase Out Special Education Cross-Subsidy

- The SPPS cross-subsidy for special education is over \$900 per pupil; the Federal government share is decreasing, instead of increasing
- The statewide cross-subsidy will rise to \$656 million by FY19
- Modify regular and excess cost formula to better recognize the cost and concentration of special education students and tuition billing, and phase out cross-subsidy; the average cross-subsidy for a charter school is about \$85 per pupil
- State should maximize Medical Assistance (MA) reimbursement for health related services in IEPs, as well as 504 plans and other health related services
- All care and treatment summer programs should be eligible for extended time revenue
- All level four treatment programs should be treated equally

Teacher Development

- Provide ongoing teacher development revenue for TD&E mandate for non-Qcomp districts; include principals
- Increase base funding for teacher residency program to obtain teacher license, especially in high need areas
- Provide incentives for teachers with professional development plans to meet new HLC requirements

Stabilize PreK Funding

- Provide ongoing funding for voluntary prekindergarten in the base (new VPK funding is for two years only)
- Maintain commissioner authority for Pathway II scholarships
- Establish separate region for St. Paul and Minneapolis
- Simplify application process to allow for direct certification

Expand Local Control

- Permit renewal of existing referendum levies with board approval
- Allow boards to opt out of new state mandates that are not funded

Pension Reform

- Adopt pension reform legislation, passed last session, that included both funding and reform for St. Paul Teacher Retirement Association
- Funding should come from state department budget and not K-12 target

Increase Supports for At-Risk Families

- Provide support for programs that support highly mobile, foster, and homeless children and families
- Add funding for Full Service Community Schools and support services grant
- Increase funding for school-linked mental health grants

Testing

- Pay directly for annual administration of ACT test statewide
- Provide flexibility for districts to administer assessments in the way that is most efficient for them (e.g. paper and pencil, online)
- Shorten the MCAs
- Require that testing vendors provide assurances that upgrades are aligned and functioning to device operating systems

QUESTIONS/DISCUSSION

- We are responsible for the special needs of all our students, regardless of where they attend school. How do these formulas work for a child with special needs who is attending a charter school? Answer: There are 2 ways – a more traditional school will identify a child with special needs and draw down their categorical aid, just like we do. However, they have to fund 10% of the total cost of their special education and bill us for the difference. Because their special education aid is based on the previous year and there is a one-year lag time, they pay 10% of it, and bill us for the remaining balance. There is a subtraction in the special education formula for tuition billing which accounts for this and is automatically deducted and given to a charter school. Last year for 2016 it was \$10.3 million dollars, and about \$7.7 million was to charter schools. In some schools, like Metro Deaf, which provide all specialized services, they can charge the District back for 100% of the difference. The unfunded mandate falls largely on us.
- Is the tuition billing going to be a focus of the effort even though you are looking at the cross-subsidy issue as a whole? It seems a little more technical and focused; the District is being billed for students for whom we receive no funding. Do you see that as something as a focused approach to move forward? Answer: We are looking at several components to the cross-subsidy with tuition billing being one of them. One of the discussions will be on the special education formula. Originally, the legislature gave charter schools the 10%, as well as more revenue as part of the special education formula, hoping to reduce what would be billed back to the resident school district; that has not work out as predicted. The other is look to see if the State would be interested in researching the cost of a student with a certain disability. One of the previous bills involved the State directly paying the high cost charter schools, and the State may then take a deeper look at the costs of the services and how they were provided to see if they were reasonable. The regular formula, the excess cost formula, and the way tuition billing is done are three components to addressing the special education cross-subsidy. The final one, which doesn't require state appropriation, is improving the way the State maximizes medical reimbursement. We are not allowed to bill back for those services, unless we are a CTSS provider. Since it is a supplemental budget year, we are focused on those items that do not require state appropriation first.
- Has anyone considered using the courts to move policies? Answer: The school district can always sue the state on an adequacy lawsuit, however that is also a big endeavor. Because we provide the services and have a Federal Maintenance of Effort to spend the same amount on students with an IEP as the previous year, we are still providing the services that students need. The question would then be if the other students are receiving the adequate funding that they need, and that's where the question of adequacy would come into play.
 - Other members of the Board questioned and supported this proposal. One question raised is who would we sue? Previous politicians brought this before the government every year. Other members noted this as an interesting thought. We have a negotiation that we do with legislature, and we are mandated to provide services by law, while we are also providing education to the general student population. We have a political process which we cannot control. Is there any legal support for a strategy that would include something else? It could be used as a helpful lever in a political environment. It becomes a different context to explore other avenues, including appealing to the courts

system. The Legislative Liaison noted that there have been adequacy cases in the past, but they also had issues, so the legislature stepped in with debt service equalization and referendum equalization for districts. There will be opportunities to talk to colleagues about this also. Efforts are also being coordinated with other districts to compel change.

- If the federal government would make good on their promise of 40%, how much relief would there be for the statewide cross-subsidy? Answer: Right now they are paying less than 7%. It would be a substantial amount. When the State determines their cross-subsidy formula, they only want to include the State amount, and hold the Federal government accountable for their portion. At some point, there will need to be a better plan to be more fair.
- Do you think providing that information will be adequate? Do we need to hire somebody to publish and position the information and distribute it to the public in a way to pressure their policymakers? Can we do that? Answer: This is not a new issue; it is a proverbial issue at the legislature. At the same time, we believe in an inclusive education, and provide the services to students that are deserving. When looking at the system and the one funding mechanism, we have the scope and the economy of scale to do it in a way that other schools cannot. The funding mechanism is not fair.
- It is important to note the discussion on special education cross-subsidy as a fiscal issue and how the formulas affect the outcome, as well as the fact that it is an ongoing issue.
- A failure of the political process to address this is not guaranteed to change, and a question on the legal strategy needs to be brought forth at some point. We are being negatively impacted collectively, as well as our students are being negatively impacted collectively by the inability of the State legislatures to enact an obligation. It shouldn't be something we shy away in defense of our students and staff in SPPS.
- There may also be a workgroup that looks at only information on special education and formulates a recommendation. There will also be conversations with a commissioner on the recommendations of the Governor.
- If we became CTSS, could we be reimbursed in those other programs and then bill for it? Answer: We are a CTSS provider at RiverEast. The CTSS system needs to be easier to implement in all schools, and have reasonable responsibilities. We are working with the department in taking what we currently do in terms of diagnostics and assessments with students so that we can set up a system for school districts. The reason we haven't expanded yet is because it is so labor intensive. The districts that have implemented CTSS have let an outside provider come in to provide those mental health services; they run it as a CTSS system and add the special education as part of that. Examples of the unreasonable aspects of CTSS were also discussed.
- Julie Williams at the University of Minnesota was also recognized for her creative work in College in the Schools program. Their work has made the HLC requirements seamless and easy for teachers, who have gone above and beyond to keep up with certifications and classes to keep up with the professional development for the concurrent enrollment classes.

F. Facilities Vendor Diversity Plan

Thanks were noted to the SPPS for pushing the administration to go down this path and to consider how to diversify our vendor base. We have made great progress, and that progress so far will be discussed at this meeting.

This work started with the construction projects, but we want to look at all our vendors as a District, and then see how we can diversify them across all areas. We want to ensure our vendors represent the District as a whole. We need a process to hold ourselves accountable and then be able to provide ongoing feedback.

The goal of the Facilities Vendor Diversity Plan is to:

- Proactively create an environment through policies and procedures that will cultivate and sustain a more diverse workforce of construction suppliers/vendors that is reflective of the diversity of Saint Paul Public Schools.

The definitions of vendor diversity and workforce participation were then reviewed:

- Vendor Diversity: A proactive business program to include historically underutilized businesses in order to have our supplier pool reflect our community.
- Workforce Participation: A program to ensure that the people working on our jobsites reflect the diversity of our community.
- Vendor diversity looks at the owners of those businesses, while workforce participation looks at the people working within those businesses and organizations. We will be looking at both of those.

Group Structure and Members

- The work in this plan cannot be done in isolation, and will need input from both internal and external stakeholders.
- Currently there is not a policy on vendor diversity, so the Board's help will also be needed in implementing this plan. There will be language and thoughts brought forth in terms of policy development.
- Community Advisory Council
 - It is our vehicle to tap into community knowledge.
 - Sam Powers is the Community Advisor. He has done a phenomenal job in bringing together 25 experts in the community that represent the construction field and have a diverse background and experience. He facilitates the meetings and communicates with others, as well as establishing a base line of data of our vendors.
 - In reaching out the community, we have found that people want to help in this work and feel good about our vendors.
 - The Community Advisory Council is comprised of members that represent diversity with business advocates and business inclusion. There are representatives overseeing similar programs in other organizations. The non-profit Community Action Partnership, contractors, suppliers, trades and labor unions are included. Compliance is ensured by the Financial and Legal departments. With the Facilities department leading the plan, the Purchasing department is also involved in the program.
- There will be movement between program development and program implementation throughout the process. We know there will need to be policies put into place and modifications will need to be made. The Community Advisory Council and Community Outreach Advisor will also work toward program development. Most of the work will occur during program implementation.
- Legal will be at the table to advise on this program.
- We know there will be a cost to this; we are not naïve to that. We have learned that when we have a program in place, we will need a support system to monitor how well we're doing overall. It needs to be a collective effort; if it is up to everyone individually, it will not be as effective.
- The CAC helps to propose and encourage administration to find alternate solutions that may arise in the development and implementation of this program.
- Monica Watkins and Sam Powers were recognized for their work in this program.

Process – Part I: Research and Analysis

- SPPS opportunities are reviewed in terms of existing policies and current procurement systems.
- Existing programs are reviewed in terms of vendor diversity and workforce participation.

- Both feed into SPPS target policies, which include workforce utilization, minorities, females, small business, local businesses, internships, and other groups. Other targets may be found as well.

Joint Disparity Study

- Should be completed in early 2018, so the timing is in alignment
- It will be looking at:
 - Availability of those businesses that are minority- and women-owned
 - Utilization of those business

Process – Part II: Synthesis and Recommendations

- The data will be synthesized and updates in terms of procurements, the bidding process, as well as the cost.
- At the same time, similar programs will be examined if they could be used as a tool. Do their targets and goals align with SPPS? Can we use them as a model to both target these entities and use their compliance metrics?
- Based on the findings, a final report will outline the data and recommendations.

A timeline of the program was then presented with a recommendation to the Board of Education mid-year 2018.

So far to date, there have been two meetings with the community group and analyzing our own data. We have started to look at the accessibility of our procurement process. One aspect that was noted of importance is communication with potential vendors. In order to make this program effective, we need to develop a relationship with them. We need the ability to either match them with the right projects, or to match them with larger entities that can utilize them; we need to understand their capabilities.

The next steps in the program were then reviewed, including the review of similar programs, policies, and tools necessary for compliance and to implement this program in Saint Paul Public Schools.

QUESTIONS/DISCUSSION

- We know we are legally locked into a bid process structure. How do you reconcile that process that bid process with outreach with minority vendors? What are the issues and how do we reconcile those concepts? Answer: That is what we need to look at – what our legal and policy boundaries allow us to do. There are other governmental agencies with similar programs in place. They are also operating within similar boundaries. We could possibly introduce additional factors other than just the lowest price into the bid process, but we are not to that point yet in analyzing the impact and making a recommendation. We are at an elementary stage where we are looking at all possibilities and analyzing them right now.
 - Through this process, we have found there is a way to give points to businesses that meet and show their workforce utilization represents the community. Low bid is the belief that is out there, but it will be impossible to diversify our vendor pool if we continue to think low bid is the only criteria in the process. This program may not be the cheapest, but it will be the best value for the District because it will help us:
 - Diversify our vendors
 - Provide jobs for the community, and potentially our families
 - Improve our communities (a school district where it's a great place to live, work, and learn)
- Is there a way for us to give preference to local vendors versus non-local vendors? Answer: That is part of our process of analyzing what will make this program unique and important and what equity of vendors means for us, because it can be included as

well. We need to figure out a way to focus on different groups. We can focus on vendor diversity and workforce participation, but we can also focus on where both of those groups are coming from in terms of location of business or where workforce is living.

- In the long run, this will be a benefit for the District and community. But in the short-term, can we justify awarding a project if it costs us more than if we were to buy it from someone else? Is there a potential for lawsuits if we were to award a contract on the basis of what we want to do instead of the lowest bid? Answer: The general counsel will be involved in this process to ensure legal compliance. Similar programs are also being implemented in other governmental agencies in the state and country. We are also not strictly limited by the lowest bidder. There is best value alternative, and a number of other ways that the bid can be structured. The Legal office will ensure the legality of the process.
- Do we have a percentage of vendors of diversity in our current pool? Answer: No, we do not have that yet.
- An awareness of the diversity in vendors needs to be routine; it is that awareness that builds policy and practice. This is just the beginning of our work, and will lead us to where we need to be. Thanks to the community for their work.
- The Board noted that the plan presented in mid-year 2018 will need to be confirmed by the Legal Department. A Board member noted that this is a great idea for the District, and when the plan is presented it needs to be tied together with input from those departmental stakeholders.
- As you look at other programs, such as the city of Saint Paul, the pool of vendors may be duplicated. Are there things you will see/see already that will be points to be aware of that they have already found? It seems that we could learn an extensive amount from their work that has already been done. Answer: Yes, we can learn a lot from them. There are three members on the CAC that previously worked with the city, and bring that knowledge to the council. We are also learning from our sister school district that had vendor diversity goals in their benefit statements. We have a wealth of knowledge to help us accomplish these hurdles. We've also heard some things that we can do ourselves – including the relationship and communication with those vendors. If we want them to come to our table, we need to be inviting to them. We have met with women and minority-owned businesses already, and they have given us input on specific things. There are aspects that we can start without policies; it will just be about doing our work differently.
- It was also noted that this plan idea was brought forth by former board member, Cedrick Baker, with interest from other members. It would also be great to be added to the calendar for the meetings and to see how it is all coming together.

III. ADJOURNMENT

It was motioned to adjourn the meeting at 6:30 p.m. The motion passed by acclain.

III. WORK SESSION

A discussion on the upcoming lease renewal of MacBooks for the distrcit staff was presented. The current lease terms are for 2,335 Pro 13" laptops at 256 GB. The cost for this lease is \$988,300.00. The recommendations for the lease renewal include 3,900 13" MacBook Airs laptops with 128 GB. The cost for this lease is \$1,034,917 annually for 4 years. At a future meeting, administration will be asking for the Board's approval on the RFB for the sale of the current laptops, as well as support for the new lease agreement.

Respectfully submitted,

Sarah Dahlke

Assistant Clerk



Pay18 Levy Update

Board of Education

Marie Schrul, Chief Financial Officer

November 14, 2017



Purpose



To update the Board of Education on the
Pay18 levy process

The Basics

- School levy authority is established in law
- School budgets are a combination of state, federal and local funding, including the voter approved referendum
- Unlike cities and counties, Pay18 school levy funds the 2018-2019 school year
- Levies are approximately 20% of SPPS budget
- Districts receive payments after the May and October County collections
- Levy can only move down after October 1



Planning Assumptions

(staff estimate)



09

- All figures in this report are based on Administration's best estimates, using the statutory authorized amounts
- MDE provided updated Pay18 levy calculations on October 2
- SPPS certified the maximum levy ceiling at the September 19 BOE meeting

Factors Impacting St. Paul Levy

- Overall estimated market values are up 9.8% from prior year and may reach 2008 levels
- Double digit increases for a number of commercial, industrial and apartment properties
- Residential more moderate—areas of higher increases: Thomas/Dale, North End, Greater East Side, West 7th
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Factors Impacting School Levies

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SPPS Levy Categories

- **Operating:** general levies that support school functions, including referendum, integration, operating capital, career/tech, transition, safe schools and abatement adjustments
- **Pension/OPEB/Contractual Obligations**
- **Facilities:** includes health and safety, deferred maintenance, new construction and abatements
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Proposed Pay18 Levy Ceiling

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Total – All Levy Categories	\$148,069,656	\$155,464,946	\$7,395,290
Percent Change			4.99%

Estimated Annual Property Tax Impact Home from 2017 to 2018

Assuming a 0% Increase in Market Value

Home Estimated Market Value	Estimated change at 4.0% Ceiling	Estimated change at Max Levy 4.99%
\$75,000	\$ (14.17)	\$ (9.92)
100,000	(22.08)	(15.30)
173,900	(45.79)	(31.46)
200,000	(54.19)	(37.19)
300,000	(86.30)	(59.06)
400,000	(118.41)	(80.94)
500,000	(148.42)	(101.44)

Source: Ramsey County
Median home market value is \$173,900
11/14/17

Estimated Annual Property Tax Impact Home from 2017 to 2018 Assuming a 7.7% Increase in Market Value

Home Estimated Market Value	Estimated change at 4.0% Ceiling	Estimated change at Max Levy 4.99%
\$75,000	\$ 6.23	\$ 10.48
100,000	19.37	26.15
173,900	22.11	40.44
200,000	28.86	45.86
300,000	38.20	65.44
400,000	47.68	85.15
500,000	22.90	69.88

Source: Ramsey County
Median home market value is \$173,900
11/14/17

Estimated Annual Property Tax Impact Commercial/Industrial from 2017 to 2018

Assuming a 17.5% Increase in Market Value

Commercial/ Industrial Estimated Market Value	Estimated change at 4.0% Ceiling	Estimated change at Max Levy 4.99%
200,000	\$ (5.00)	\$ 15.64
466,750*	(24.17)	30.27
500,000	(26.67)	31.84
1,000,000	(62.63)	58.99

Source: Ramsey County

*Median commercial/industrial market value is \$466,750



Pay 18 Levy Calendar



	Date	Action
X	August-early September	District submits levy information to MDE
X	September 8	MDE provides preliminary calculations
X	September 12	COB discusses Pay18 levy
X	September 19	BOE sets ceiling for Pay18 levy
X	September 25	JPTAC (Joint Property Tax Advisory Committee) adopts joint advisory joint levy resolution
X	September 30	SPPS provides Pay18 levy ceiling data to Ramsey County and MDE. Cities and Counties also certify by this date.
X	October 1 – November 10	Ramsey County calculates taxes and prepares tax statements
	November 11 – November 23	Ramsey County mails tax statements
	December 5	TNT Public Hearing at 6:00 pm & COB meeting
	December 19	BOE certifies Pay18 levy
	December 31	SPPS certifies Pay18 levy to Ramsey County

Action Taken on 9/19/17

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- Approved “maximum” Pay18 levy ceiling over Pay17 as reported by the Minnesota Department of Education (MDE) of 4.99%
- Set the Truth in Taxation (TNT) hearing date for Tuesday, December 5, 2017 at 6:00 pm (time certain) at 360 Colborne (COB meeting that evening)



Questions?

HUMAN RESOURCE TRANSACTIONS
October 1, 2017 through October 31, 2017
November 14, 2017

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Frantum, B. W.	Classroom Teacher	08/28/2017	\$33.74	Harding Senior High
Issa, Y. M.	Classroom Teacher	10/09/2017	\$27.58	Hazel Park Preparatory
Klann, A. C.	Classroom Teacher	09/25/2017	\$32.64	Linwood Monroe Upper
Mosser, J. A.	Classroom Teacher	07/01/2017	\$34.93	Humboldt Secondary
Thompson, S. R.	Classroom Teacher	11/06/2017	\$28.90	Nokomis Montessori South
Wiley, C. A.	Classroom Teacher	10/02/2017	\$30.05	Maxfield Elementary
Miklos, M. Q.	Classroom Teacher	10/02/2017	\$26.64	Jackson Preparatory Elem
Rohling, L. P.	Classroom Teacher	10/23/2017	\$31.33	Eastern Heights Elem
Bennett, J. L.	Classroom Teacher	10/11/2017	\$31.33	Maxfield Elementary
Nelson, D. E.	Classroom Teacher	10/23/2017	\$49.06	Harding Senior High
Nett, K. E.	Classroom Teacher	10/16/2017	\$33.99	Como Park Senior High
Echavez-Valdez, D.	School/Community Professional	10/23/2017	\$24.04	Highwood Hills Elementary
Franco, J. C.	School/Community Professional	10/16/2017	\$26.93	Humboldt Secondary
Bertel, A. L.	Teaching Assistant	11/01/2017	\$14.76	Linwood Monroe Lower
Cosgrove, A. A.	Teaching Assistant	11/01/2017	\$15.76	Eastern Heights Elem
Cruz, E. I.	Teaching Assistant	10/16/2017	\$14.00	Cherokee Heights Elem
Davis, T. L.	Teaching Assistant	10/14/2017	\$12.21	1780 W 7th Street
England, O. B.	Teaching Assistant	10/23/2017	\$12.83	Central Senior High
Fox, S. J.	Teaching Assistant	10/25/2017	\$13.52	Washington Tech Secondary
Gaffney, M. C.	Teaching Assistant	11/02/2017	\$15.76	Parkway Montessori
Gutierrez, A.	Teaching Assistant	10/25/2017	\$14.76	Frost Lake Elementary
Holmes, L. C.	Teaching Assistant	11/06/2017	\$12.21	Jackson Preparatory Elem
Horton, E. R.	Teaching Assistant	10/11/2017	\$14.07	Cherokee Heights Elem
House, D.	Teaching Assistant	10/17/2017	\$13.83	RiverEast Elem/Secondary
Ka, H. D.	Teaching Assistant	10/16/2017	\$13.45	L'Etoile du Nord Upper

HUMAN RESOURCE TRANSACTIONS
October 1, 2017 through October 31, 2017
November 14, 2017

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lake, E. A.	Teaching Assistant	10/03/2017	\$13.32	Groveland Park Elem
Lewis, S. L.	Teaching Assistant	10/03/2017	\$14.19	Murray Middle School
Lofgren, L. A.	Teaching Assistant	09/25/2017	\$13.83	Journey's Secondary
March, Z. S.	Teaching Assistant	10/02/2017	\$15.19	Johnson Achievement Plus
Martinson, V. M.	Teaching Assistant	10/16/2017	\$13.32	Obama Service Learning
Olson, L. K.	Teaching Assistant	10/03/2017	\$15.76	Bridge View
Ramsey, M. L.	Teaching Assistant	10/14/2017	\$13.32	Humboldt Secondary
Rasbornik, S. I.	Teaching Assistant	10/23/2017	\$14.00	Frost Lake Elementary
Scavellaio, L. C.	Teaching Assistant	10/23/2017	\$14.07	Como Park Elementary
Sharpe, C. A.	Teaching Assistant	10/13/2017	\$12.21	JJ Hill Montessori
Taw, E. T.	Teaching Assistant	10/23/2017	\$13.32	Highwood Hills Elementary
Thiede, C. A.	Teaching Assistant	10/16/2017	\$14.07	Galtier Elementary
Tian, Y.	Teaching Assistant	10/03/2017	\$13.32	Jie Ming Mandarin Immr
Waddell, L.	Teaching Assistant	10/12/2017	\$15.19	Crossroads Montessori
Willis, S. F.	Teaching Assistant	10/16/2017	\$15.76	Groveland Park Elem
Wunrow, M. F.	Teaching Assistant	10/24/2017	\$14.00	271 Belvidere Bldg
Xiong, L. B.	Teaching Assistant	10/03/2017	\$14.00	Washington Tech Secondary
Chute, G. I.	School Bus Driver	10/09/2017	\$18.88	Transportation Services
Footh, N. D.	Clerical	11/06/2017	\$21.68	Colborne Admin Offices
Mattson, L. J.	Clerical	11/13/2017	\$25.99	Colborne Admin Offices
Ouellette, K. L.	Clerical	10/16/2017	\$22.01	Colborne Admin Offices
Thao, M.	Clerical	10/10/2017	\$17.28	Student Placement Center
Abbott, R.	Nutrition Services Supervisor	10/16/2017	\$33.72	Como Service Center

HUMAN RESOURCE TRANSACTIONS
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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Caron, M. E.	Classroom Teacher From: Teaching Assistant	10/23/2017	\$29.68	Benjamin Mays/Museum
Dols Klingel, M. M.	Superintendency From: Central Administrator	09/20/2017	\$62.50	Colborne Admin Offices
Littlewolf, J.	School/Community Professional From: Teaching Assistant	09/30/2017	\$24.04	Creative Arts Secondary
MaGee, D. O.	School/Community Professional From: Teaching Assistant	10/09/2017	\$20.61	Hazel Park Preparatory
Jallow, J. J.	Education Assistant From: Teaching Assistant	10/14/2017	\$22.61	Central Senior High
Stein, V. N.	Education Assistant From: Teaching Assistant	09/25/2017	\$18.19	American Indian Magnet
Barton, P. L.	Professional Employee Career Progression	09/20/2017	\$41.22	Colborne Admin Offices
Flores, M. E.	Clerical Career Progression	10/28/2017	\$23.99	Murray Middle School
Mulvaney, P. J.	Custodian Career Progression	10/02/2017	\$27.83	Como Park Senior High
Heller, A.	Nutrition Services Personnel Career Progression	10/16/2017	\$18.51	Randolph Heights Elem
Murray, F.	Nutrition Services Personnel Career Progression	10/11/2017	\$17.58	Humboldt Secondary

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Sandifer-Howze, S. R.	Classroom Teacher	10/02/2017	\$30.05	Daytons Bluff Achievement
Solberg, A.	Classroom Teacher	11/01/2017	\$33.42	Bridge View

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Balbo, A. D.	Classroom Teacher	10/04/2017	Highland Park Senior High
Carlson, J. S.	Classroom Teacher	10/18/2017	Farnsworth Aerospace Lower

HUMAN RESOURCE TRANSACTIONS
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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Ebert, K. R.	Classroom Teacher	10/27/2017	271 Belvidere Bldg
Gaetke, G. M.	Classroom Teacher	10/11/2017	Expo for Excellence Elem
Lor, X.	Classroom Teacher	10/24/2017	Crossroads Montessori
Reiffenberger, L.	Classroom Teacher	09/02/2017	St. Paul Music Academy
Shackle, S. M.	Classroom Teacher	11/15/2017	271 Belvidere Bldg
Spilseth, K. E.	Classroom Teacher	10/21/2017	Wellstone Elementary
Strauss, N. J.	Classroom Teacher	10/30/2017	Highland Park Senior
Sutherland, E. R.	Classroom Teacher	09/19/2017	Battle Creek Middle School
Turner, N. L.	Classroom Teacher	10/17/2017	Central Senior High
Wang, Y.	Classroom Teacher	11/17/2017	Jie Ming Mandarin Immr
Woodruff, B. C.	Classroom Teacher	09/26/2017	Ramsey Middle School
Xiong, O.	Classroom Teacher	09/30/2017	Phalen Lake Hmong
Yang, N.	Classroom Teacher	09/19/2017	Jackson Preparatory Elem
Thompson, B. J.	Classroom Teacher	10/07/2017	Bruce F Vento Elementary
Brandt, E.	Classroom Teacher	10/14/2017	Battle Creek Middle School
Kohorst, K.	Classroom Teacher	10/25/2017	Bridge View
Balchandani, R. J.	Education Assistant	10/02/2017	Homecroft Early Learning Ctr
Belden, J. L.	Education Assistant	09/28/2017	Battle Creek Elementary
Moua, N.	Education Assistant	10/02/2017	Mississippi Creative Arts
Yang, T.	Education Assistant	10/30/2017	Jackson Preparatory Elem
Ferguson, A.	Teaching Assistant	09/12/2017	Johnson Senior High
Friedrich, A. G.	Teaching Assistant	09/27/2017	L'Etoile du Nord Upper
Hitchens, K. M.	Teaching Assistant	09/05/2017	Galtier Elementary
Hune, C. R.	Teaching Assistant	10/11/2017	Maxfield Elementary
Sandbeck, S.	Teaching Assistant	10/26/2017	Humboldt Secondary
Thao, G. C.	Teaching Assistant	09/23/2017	271 Belvidere Bldg

HUMAN RESOURCE TRANSACTIONS
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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Thompson, W. D.	Teaching Assistant	09/26/2017	Como Park Elementary
Washington, M. R.	Teaching Assistant	09/19/2017	Frost Lake Elementary
Bergeron, B. S.	Nutrition Services Personnel	09/29/2017	Parkway Montessori
Rogers, M.	Nutrition Services Personnel	09/22/2017	Humboldt Secondary
Nagendrappa, C. D.	Professional Employee	10/07/2017	Como Service Center

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
R., E. J.	Classroom Teacher	10/17/2017

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
DelCastillo, A.	Classroom Teacher	10/23/2017	\$37.70	Crossroads Science
Vang, E.	Classroom Teacher	10/02/2017	\$32.27	Eastern Heights Elementary
Walker, J. E.	Professional Employee	10/03/2017	\$31.61	1780 W 7th Street
Olson, T. J.	Education Assistant	10/17/2017	\$17.39	1780 W 7th Street
Ryan, W. C.	Teaching Assistant	10/09/2017	\$13.32	Benjamin Mays/Museum
Thoericht, A. M.	Teaching Assistant	10/23/2017	\$15.00	Washington Tech Secondary
Logan, C. N.	Clerical	10/09/2017	\$19.45	Central Senior High

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Carlson, J. S.	Classroom Teacher	10/23/2017	Farnsworth Aerospace Lower
Gates, N. J.	Classroom Teacher	10/16/2017	Frost Lake Elementary
Husie, A. C.	Classroom Teacher	10/02/2017	Wellstone Elementary
Ramberg, E. J.	Classroom Teacher	10/30/2017	RiverEast Elem/Secondary
Reiffenberger, L.	Classroom Teacher	10/02/2017	St. Paul Music Academy
Swann, M. R.	Classroom Teacher	10/16/2017	L'Etoile du Nord Upper

HUMAN RESOURCE TRANSACTIONS
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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Thao, N. R.	Classroom Teacher	10/09/2017	Battle Creek Elementary
Turner, N. L.	Classroom Teacher	10/23/2017	Central Senior High
Walter, C. M.	Classroom Teacher	10/16/2017	Daytons Bluff Achievement
Woodruff, B. C.	Classroom Teacher	10/23/2017	Ramsey Middle School
Cutshall, P. R.	Classroom Teacher	10/02/2017	AGAPE High School (ALC)
McReynolds, D. A.	Classroom Teacher	10/06/2017	Como Park Elementary
Cook, L. C.	Classroom Teacher	10/16/2017	Riverview School of Excellence
Stokes, J. L.	Classroom Teacher	10/30/2017	Frost Lake Elementary
Williams, T.	School/Community Professional	10/16/2017	Johnson Achievement Plus
Belden, J. L.	Education Assistant	10/16/2017	Battle Creek Elementary
Ostergren, B. J.	Education Assistant	10/16/2017	1780 W 7th Street
Thao, G. C.	Teaching Assistant	10/04/2017	271 Belvidere Bldg
Caballero, P. A.	Nutrition Services Personnel	10/13/2017	Como Park Senior High
Rogers, M.	Nutrition Services Personnel	10/02/2017	Humboldt Secondary

RECISION OF RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kedir, S. A.	Nutrition Services Personnel	10/28/2017	\$11.98	Expo for Excellence Elem

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Carter, L. M.	Teaching Assistant	10/23/2017	\$15.84	Obama Service Learning

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., J. D.	Classroom Teacher	10/27/2017
H., D.	Classroom Teacher	11/17/2017
W., L. J.	Classroom Teacher	01/01/2018

HUMAN RESOURCE TRANSACTIONS
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SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
W., L. J.	Classroom Teacher	12/22/2017
W., L. J.	Classroom Teacher	11/24/2017
W., L. J.	Classroom Teacher	11/10/2017
W., L. J.	Classroom Teacher	10/20/2017
D., J.	School/Community Professional	10/20/2017
Y., T.	Education Assistant	10/27/2017
S., G. A.	Teaching Assistant	11/08/2017
T., S.	Teaching Assistant	10/25/2017
L., M.	Custodian	10/23/2017

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Nesbitt, P. M.	Classroom Teacher	10/14/2017	St. Paul Music Academy
Lucivansky, N. M.	Classroom Teacher	09/30/2017	Harding Senior High
Peters, Kurt	Education Assistant	11/02/2017	Belwin Outdoor Science
Griffin, W. R.	Custodian	12/01/2017	Como Service Center

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Berger, B. S.	Classroom Teacher	10/24/2017	Creative Arts Secondary
Merrill, K. F.	Classroom Teacher	11/04/2017	Washington Tech Secondary
Richards, R. A.	Classroom Teacher	09/02/2017	Linwood Monroe Upper
Wagner, G. L.	Classroom Teacher	10/14/2017	Benjamin Mays/Museum
Reid, C. P.	Classroom Teacher	11/23/2017	Maxfield Elementary
Sanders, R. J.	Classroom Teacher	08/05/2017	Randolph Heights Elem
Sather, R. M.	Classroom Teacher	11/04/2017	Central Senior High
Avenido, R. L.	Education Assistant	09/02/2017	Homecroft Early Learning Ctr
Lor, P. K.	Education Assistant	10/27/2017	Capitol Hill Magnet
Ball, J. G.	Teaching Assistant	09/20/2017	Capitol Hill Magnet

HUMAN RESOURCE TRANSACTIONS
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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Brown, S. W.	Teaching Assistant	10/19/2017	The Heights Community
Chang, M.	Teaching Assistant	10/31/2017	The Heights Community
Combs, K. D.	Teaching Assistant	10/19/2017	Galtier Elementary
Dar, B. B.	Teaching Assistant	10/19/2017	Daytons Bluff Achievement
Ferguson, A.	Teaching Assistant	09/16/2017	Johnson Senior High
Fields, T. M.	Teaching Assistant	10/17/2017	Linwood Monroe Upper
Ibrahim, A. A.	Teaching Assistant	11/01/2017	Daytons Bluff Achievement
Ingram, P. M.	Teaching Assistant	10/14/2017	Linwood Monroe Lower
Krenik, S. M.	Teaching Assistant	11/11/2017	Rondo Education Center
Musabyimana, E.	Teaching Assistant	10/14/2017	1780 W 7th Street
Ramsey, M. L.	Teaching Assistant	10/17/2017	Humboldt Secondary
Rasbornik, S. I.	Teaching Assistant	10/24/2017	Frost Lake Elementary
Reece, L. C.	Teaching Assistant	10/24/2017	Como Park Elementary
Richie, B. R.	Teaching Assistant	09/02/2017	Hazel Park Preparatory
Schneider, M. E.	Teaching Assistant	10/19/2017	Maxfield Elementary
Thao, N. E.	Teaching Assistant	09/02/2017	American Indian Magnet
Palumbo, J. L.	Custodian	11/04/2017	Adams Spanish Immersion
Hernandez, H.	Nutrition Services Personnel	08/18/2017	The Heights Community
Kedir, S. A.	Nutrition Services Personnel	10/28/2017	Expo for Excellence Elem
Youmans, L.	Nutrition Services Personnel	10/26/2017	Highland Park Elementary
Waege, J. R.	Professional Employee	11/11/2017	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
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TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
M., A. R.	Education Assistant	08/28/2017
R., R. C.	Teaching Assistant	10/07/2017
S., J. C.	Teaching Assistant	10/19/2017
P., L. M.	Clerical	10/12/2017
E., M. B.	Nutrition Services Personnel	10/14/2017
M., C. M.	Nutrition Services Personnel	10/03/2017
S., C. R.	Nutrition Services Personnel	09/09/2017

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
P., R.	Teaching Assistant	10/21/2017

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
O'Malley, B. M.	Community Expert	10/14/2017	Riverview School of Excellence
Roberts, A. T.	Community Expert	10/24/2017	Ramsey Middle School

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

DATE: November 14, 2017

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

A. PERTINENT FACTS:

1. The 3M Gives Foundation is currently accepting grant applications for projects that increase student achievement in STEM and business curriculum; and promote equity by driving access to quality education for all communities.
2. Saint Paul Public Schools Offices of Teaching and Learning and of College and Career Readiness have prepared an application for funds to sustain the K-12 STEM pipeline of in school and extracurricular programs supported by 3M. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$596,330. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted by Jackie Statum Allen, Assistant Director, Policy and Planning; Dan Mesick, POSA, Post-Secondary Partnerships, College and Career Readiness; Hans Ott, Assistant Superintendent, Teaching and Learning; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the 3M Gives for funds to sustain the K-12 STEM pipeline of in school and extracurricular programs; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: November 14, 2017

TOPIC: Request for Permission to Accept a Grant from the American Birkebeiner Ski Foundation

A. PERTINENT FACTS:

1. The American Birkebeiner Ski Foundation provides grant funding opportunities to skier development programs that encourage sport growth.
2. Highland Park Senior High School prepared an application and received a grant for approximately \$1,000 for Nordic Skiing Club equipment upgrades. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Winston Tucker, Principal, Highland Park High School; Theresa Battle, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from The American Birkebeiner Ski Foundation to fund Highland Park High School Nordic Skiing Club equipment upgrades; and to implement the project as specified in the award documents.

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

DATE: November 14, 2017

TOPIC: Request for Permission to Accept a Grant from Concordia University

A. PERTINENT FACTS:

1. Concordia University has provided ongoing support to Central High School by providing funds to pay for 0.2 FTE of a teacher for AVID.
2. Central High School has been awarded funds to support its AVID college readiness program. This grant is for approximately \$19,000.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Mary Mackbee, Principal, Central High School; 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 Concordia University to support AVID at Central High School; and to implement the project as specified in the award documents.

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

DATE: November 14, 2017

TOPIC: Request for Permission to Submit a Grant to Metro ECSU

A. PERTINENT FACTS:

1. Metro ECSU's Assistive Technology program delivers quality resources and services into the hands of their partners through a variety of programs and services with an emphasis on professional development and special education.
2. The Office of Specialized Services prepared an application for funds to provide professional development to 47 SPPS elementary school teachers who work with students with cognitive, emotional behavioral and physical disabilities. They will be trained to use iPad-based assistive tools aimed to increase the academic achievement of their students. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,996.56. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Gail Ghere, Interim Director, Office of Specialized Services; Jackie Allen, Asst. Director Strategic Planning & Policy; Jackie Turner, Chief Operations Officer; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to apply for a grant to Metro ECSU for funds to provide professional development for 47 SPPS elementary school teachers; to accept the funds if awarded; and to implement the project as specified in the award documents.

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

DATE: November 14, 2017

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education, STEM Courses Program

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that encourage low-income and other underserved students to participate in advanced placement and international baccalaureate STEM programs.
2. Saint Paul Public Schools Office of Teaching and Learning has prepared an application for funds to increase participation and success of students of color in STEM AP courses at Como Park Senior High School. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$150,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted by Theresa Neal, Principal, Como Park Senior High School; Jackie Statum Allen, Assistant Director, Policy and Planning; Hans Ott, Assistant Superintendent, Teaching and Learning; Dr. Theresa Battle, Assistant Superintendent, High Schools; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for funds to increase participation and success of students of color in STEM AP courses at Como Park Senior High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: November 14, 2017

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

A. PERTINENT FACTS:

1. The Minnesota Department of Employment and Economic Development is currently accepting grant applications for projects that provide support services for individuals, such as job training, employment preparation, internships, job assistance to fathers, financial literacy, academic and behavioral interventions for low-performing students, and youth interventions.
2. Saint Paul Public Schools Office of College and Career Readiness has prepared an application for funds to provide job training and employment preparation services to Gordon Parks High School. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$150,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted by Jackie Statum Allen, Assistant Director, Policy and Planning; Traci Gauer, Principal, Gordon Parks High School; Dan Mesick, Post-Secondary Partnerships, College and Career Readiness; Dr. Theresa Battle, Assistant Superintendent, High Schools; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Employment and Economic Development for funds to provide job training and employment preparation services to Gordon Parks High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: November 14, 2017

TOPIC: Request for Permission to Submit a Grant Application to NEA Foundation

A. PERTINENT FACTS:

1. NEA Foundation supports new ideas and practices to strengthen teaching and learning. The Foundation's goal is to fund and share successful strategies to educate and prepare students for bright and rewarding futures.
2. Two SPPS teachers, Gregory Childs and Jeffrey Kohoutek, have prepared an application for a NEA Foundation grant. They are seeking funds to implement *The Infento Building and Design Project* at Crossroads Science Elementary. This project will provide students with opportunities to work in teams using engineering and design processes to create vehicles that perform specific tasks. The request is for approximately \$5,000. Crossroads Science staff researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Celeste Carty, Principal, Crossroads Science; Andrew Collins, Assistant Superintendent; Jackie Allen, Asst. Director Strategic Planning & Policy; Jackie Turner, Chief Operations Officer; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit an application to the NEA Foundation for Crossroads Science Elementary; to accept the funds if awarded; and to implement the project as specified in the award documents.

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

DATE: November 14, 2017

TOPIC: RFP A209458-A

A. PERTINENT FACTS:

1. The request for proposal (RFP) approved by the Board on May 17, 2016 provides for contracted security services to support District sites as well as provide mobile assets to meet security and emergency management needs.
2. The following companies submitted proposals:
 - American Security and Investigations, LLC
 - Securitas
3. The highest scoring proposer, Securitas, was awarded the contract. The contract security market is highly competitive and has made filling posts difficult. To mitigate this issue, a second vendor, American Security and Investigations, LLC will be brought on to staff various school posts around the District.
4. Funding will continue to be provided from the SEM budget fund 01-005-815-342-6305-0000. There is no increased cost for security services. Contracted security services will not exceed the approved expenditure of \$1.4 million annually
5. The contact for American Security and Investigations, LLC has been reviewed by Brad Miller, Purchasing Manager.
6. This project will achieve the District Strategic Plan goals by providing and sustaining a safe and welcoming learning environment for all students, staff and visitors.
7. This item is submitted by Laura Olson, Director of Security and Emergency Management and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve a second vendor contract for RFP A209458-A for contracted guard services with American Security and Investigations, LLC in the amount of \$400,000. The expense will be paid from the previously approved \$1.4 million annual expenditure.

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

DATE: November 14, 2017

TOPIC: Lease Agreement with the Minnesota Pollution Control Agency

A. PERTINENT FACTS:

1. The Minnesota Pollution Control Agency desires to lease roof space from the District at Harding High School, 1540 East Sixth Street, Saint Paul, MN 55106.
2. The administration is agreeable to lease space to the Minnesota Pollution Control Agency.
4. Terms and conditions of the Lease Agreement include the following:
 - a. The lease term will be sixty (60) months commencing January 1, 2018 and terminating December 31, 2022.
 - b. The District will lease approximately a 10-foot by 10-foot area of dedicated rooftop space at 1540 East Sixth Street to the Minnesota Pollution Control Agency for the sole purpose of using the roof space as an ambient air monitoring site.
 - c. Rent for this term will be Two Hundred Dollars (\$200.00) for each quarter. Revenue will be applied to debt service.
5. This lease agreement meets the District Strategic Plan goals by aligning resource allocation to district priorities.
6. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATIONS:

That the Board of Education authorize the Superintendent to execute a Lease Agreement between the District and the Minnesota Pollution Control Agency to lease space at Harding High School, 1540 East Sixth Street, Saint Paul, MN 55106 for the term January 1, 2018 through December 31, 2022, with quarterly rent of Two Hundred Dollars (\$200.00) subject to all other terms and conditions of said agreement.

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

DATE: November 14, 2017

TOPIC: MOA with SPC - Student Eligibility for Concurrent Enrollment (w/ 3 Appendices)

A. PERTINENT FACTS:

1. The District has the opportunity to collaborate with Saint Paul College to provide Concurrent Enrollment opportunities for students at SPPS High Schools.
2. This partnership will provide opportunities for SPPS students to earn both college and high school credit for select courses.
3. This partnership will save SPPS students time and money in pursuit of their Post-Secondary plans.
4. This Memorandum of Agreement will create multiple measure for students to demonstrate readiness for Concurrent Enrollment courses through Saint Paul College.
5. This agreement includes 3 Appendices:
 - a. Student Eligibility Proposal for Pilot – establishes overall GPA standards for student enrollment in concurrent enrollment courses.
 - b. Math Proposal for Pilot – establishes entrance requirements for 12th grade students entering Concurrent Enrollment Course, SPC MATH 1730, and College Algebra.
 - c. English Sequence Proposal for a Pilot – establishes entrance requirements for 12th grade students entering Concurrent Enrollment Course SPC ENGL 1711 and Composition 1.
6. Daniel Mesick, POSA Department of Post-Secondary Partnerships and Kate Wilcox-Harris, Chief Academic Officer submit this item.

B. RECOMMENDATION:

That the Board of Education authorize the District to collaborate with Saint Paul college to provide Concurrent Enrollment opportunities for SPPS students at approved SPPS High Schools with approved SPPS teachers.

Appendix 1

Student Eligibility Proposal for a Pilot

Purpose: As an alternative to using the Accuplacer for all students who wish to enroll in SPC courses, we propose to identify students as eligible for enrollment and likely success in SPC courses by using multiple measures including overall GPA and in specific cases, achievement within a content area.

Related Language from Minnesota State:

Policy_ Part 5 Criteria for Student Exemptions. Each college and university shall develop criteria for exempting a student from all or portions of the system-endorsed placement instrument and/or the course placement decisions recommended based on the assessment results.

Subpart B. Course placement decisions. A student may be exempted from course placement decisions that are based on assessment scores according to institutionally based criteria. A college or university shall specify the type(s) of additional evidence that will be considered to exempt a student from the results of the assessment scores and the processes that will be used to make the decision.

Eligibility

Students in grade 10 will be eligible to enroll in GTE courses at Saint Paul College if they have a proficient score on the 8th grade MCA reading exam or comparable exam.

Students in grade 10 will be eligible to enroll in SPC concurrent enrollment courses on an exception basis under the following conditions:

1. The SPPS course description lists 10th grade students as eligible for enrollment, **AND**
2. Have an overall GPA of 3.25 or higher, **OR**
Have an overall GPA of 2.75 to 3.25, have completed an AVID course with a grade of B- or better, and are concurrently enrolled in AVID or another college support class, **AND**
3. Have a high school teacher/counselor approval for enrollment in the course.

(From MOE: Most concurrent enrollment courses are only open to high school students during their 11th and 12th grade years, but 9th and 10th grade students may participate if 1) the school district and the eligible post-secondary institution providing the course agreement to the students' enrollment of 2) if the course is a world languages course available to 11th and 12th grade students and consistent with Minnesota Statutes, section 120B.022 governing world language standards, certificates and seals.)

Students in grade 11 will be eligible to enroll in SPC concurrent enrollment courses under the following conditions:

1. Have not received any D's, F's, or W's in prior SPC courses, **AND**
2. Have an overall GPA of 3.25 or higher, **OR**
Have an overall GPA of 2.75 to 3.24, and are concurrently enrolled in AVID or another college support class, **OR**
Have met ACT benchmark of 22, or MCA reading proficiency of 1050, **AND**
3. Have high school teacher/counselor approval for enrollment in the course.

Students in grade 12 will be eligible to enroll in SPC concurrent enrollment courses under the following conditions:

1. Have not received any D's, F's, or W's in prior SPC courses, **AND**
2. Have an overall GPA of 3.25 or higher, **OR**
Have an overall GPA of 2.75 to 3.25, and are concurrently enrolled in AVID or another college support class, **OR**
Have met ACT benchmark of 22, or MCA reading proficiency of 1050, **AND**
3. Have high school teacher/counselor approval for enrollment in the course.

There is an appeal process for students who feel they could be successful in an SPC course but did not meet the *above criteria*.

Appendix 2

Math Proposal for a Pilot

Purpose: As an alternative to using the Accuplacer for all students who wish to enroll in SPC MATH 1730, College Algebra, we propose to identify students as eligible for enrollment and likely success in that class by using multiple measures including overall GPA and specifically, their achievement in Algebra II.

Context: The goal of the Math Sequence is for high school students to be ready for College Algebra or have already completed it upon high school graduation. Currently, developmental education courses and requirements vary greatly from college to college, and developmental education courses do not transfer from one college to another.

Possible Solutions:

- A. Add SPC College Algebra in designated high schools in SPPS. That positions students well and transfers within Minnesota State system.
- B. Through the partnership work of the Great Lakes Grant, the Algebra II course at Harding, Humboldt, and Johnson High Schools has been aligned to standards of readiness for College Algebra at Saint Paul College. SPC has agreed that students who complete the SPPS Algebra II course successfully can enroll in SPC College Algebra through Concurrent Enrollment, PSEO, or as a college freshman or sophomore attending SPC, without taking the Accuplacer. SPC will establish a tracking system to aid students and advisers in identifying students eligible to take College Algebra through this alternative pathway.
- C. Other SPPS high schools need to align their Algebra II classes with the grant schools to be eligible to participate in the pilot initiative.

Proposed pilot:

Students entering grade 12 will be eligible to enroll in SPC Math 1730 College Algebra as seniors without achieving the required Accuplacer Math score, if they meet the following criteria:

- 1. Meets proposed general SPPS/SPC student eligibility requirements, **AND**
- 2. Completes Algebra II with grade of A (90%) or better, **OR**
Completes Pre-Calculus with grades of B (80%) or better, **OR**
Completes Algebra II with a B or better and takes a supplemental support class, (i.e. AVID, or some other intentional support class)(= co-requisite model), **OR**
Meets the ACT Math benchmark and/or achieves a score of 1150 on the MCA Math exam, **AND**

3. Has written approval of the high school Math teacher/counselor/approving authority

There is an appeal process for students who feel they could be successful in an SPC course but did not meet the above criteria.

Timeline and Review:

- Pilot would start Fall 2017
- Benchmarking of student progress would take place during:
 - o Pilot (senior year 2017-2018)
 - o Fall/First semester at SPC (2018)
 - o Spring/Second semester at SPC (2019)
- Pilot review of student data needed Summer 2019

Appendix 3

English Sequence Proposal for a Pilot

Purpose: As an alternative to using the Accuplacer for all students who wish to enroll in SPC ENGL 1711 Composition I, we propose to identify students as eligible for enrollment and likely success in that class by using multiple measures including overall GPA and specifically, their achievement in English 11.

Context: The goal of the English Sequence is for high school students to get to college without the need for developmental education courses in English, being ready for Freshman Composition or having already completed it. Currently, developmental education courses and requirements vary greatly from college to college, and developmental education courses do not transfer from one college to another. Current availability of high school reading courses varies by school.

Possible solutions:

- A. Provide SPC developmental education courses in High School (Example: Dr. Roth's class at Washington Tech). Students completing those courses with a B or better, or an appropriate score on the Accuplacer can enroll in SPC Freshman Composition I.
- B. Add SPC Freshman Composition I in high school. That positions students well and transfers within Minnesota State system.
- C. Consider adding SPC ENGL 1712, Freshman Composition II in the future

Proposed pilot:

Students entering grade 12 will be eligible to enroll in SPC ENGL 1711 Composition I as seniors, without achieving the required Accuplacer Reading score, if they meet the following criteria:

- 1. Meets proposed general SPPS/SPC student eligibility requirements, **AND**
- 2. Completes English 11 with semester grades of A (90%) or better **OR**
Completes English 11 with a B or better and takes a supplemental support class, (i.e. AVID, Dr. Roth's SPC Developmental Ed class, other intentional support class)(= co-requisite model) **OR**
Meets the ACT Reading benchmark and/or achieves a score of 1050 on the MCA Reading exam, **AND**
- 3. Has written approval of the high school English teacher/counselor/approving authority

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

DATE: November 14, 2017

TOPIC: Request to Sign Concurrent Enrollment and PSEO Joint Powers Agreement with Saint Paul College

A. PERTINENT FACTS:

1. Concurrent enrollment options are located at Saint Paul Public Schools High Schools for students to take high school courses for transcribed college credit. Students earn 3-5 college credits each semester for one Saint Paul Public Schools course.
2. Fees paid to the college at the rate of \$2,000 per concurrent enrollment course, not to exceed \$22,000.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Daniel Mesick, POSA Department of Post-Secondary Partnerships; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Joint Powers Agreement between Saint Paul Public Schools and Saint Paul College for FY17.

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

DATE: November 14, 2017

TOPIC: Request to Sign Concurrent Enrollment and PSEO Joint Powers Agreement with Saint Paul College

A. PERTINENT FACTS:

1. The Career Pathways Academy is a high school program located at Saint Paul College for students from all Saint Paul Public Schools to take high school courses for transcribed college credit. Students earn 4 to 5 college credits each semester for one Saint Paul Public Schools CTE course.
2. Fees paid to the college at the rate of \$2,000 per concurrent enrollment course, not to exceed \$16,000.
3. Fees paid at the rate of \$11,680 per section of NAST 111 not to exceed \$33,204 and \$2,766 per section of NAST 112 not to exceed \$8,298. In addition, the agreement covers a materials fee of \$1,000 and the nursing assistant testing fee of \$189.00 per student.
4. Fees paid to the college for facilities not to exceed \$10,000.
5. This project will meet the District strategic plan goal of achievement.
6. This item is submitted by Kathy Kittel, CTE Supervisor; Daniel Mesick, POSA Department of Post-Secondary Partnerships; Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Joint Powers Agreement between Saint Paul Public Schools and Saint Paul College for FY17.

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

DATE: November 14, 2017

TOPIC: Request to Sign Concurrent Enrollment and PSEO Joint Powers Agreement with Saint Paul College

A. PERTINENT FACTS:

1. Gateway to College is a high school program located at Saint Paul College that allows students to take high school courses for transcribed college credit. Students earn 2 college credits each semester for one Saint Paul Public Schools course.
2. Fees paid to the college at the rate of \$2,000 per concurrent enrollment course, not to exceed \$2,000.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Darren Ginther, Assist Director, Department of Graduation Progress and Acceleration; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Joint Powers Agreement between Saint Paul Public Schools and Saint Paul College for FY17.

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

DATE: November 14, 2017

TOPIC: Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and Minnesota Teamsters Local 320, Exclusive Representative for Nutrition Services Employees

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from July 1, 2017, through June 30, 2019.
2. Contract changes are as follows:

Wages: Effective January 6, 2018, 2.0% increase. Effective January 5, 2019, increase salary schedule by 2.0%. Maintain step progression both years. Effective June 22, 2019, after COLA any steps below \$15.00 an hour will move to \$15.00 an hour.

Insurance: Effective January 1, 2018, the District's monthly contribution of \$645 for single coverage is increased to \$655; the District's monthly contribution of \$1,220 for family coverage is increased to \$1,230. Effective January 1, 2019, the District's monthly contribution of \$655 for single coverage is increased to \$665; the District's monthly contribution of \$1,230 for family coverage is increased to \$1,240.

Longevity: Effective January 6, 2019, employees at the beginning of their ten (10) years of service with the Employer shall receive \$0.05 per hour above the normal hourly rate of pay. Employees at the beginning of their fifteen (15) years of service with the Employer shall receive an additional \$0.15 per hour above the normal hourly rate of pay. Employees at the beginning of their twenty (20) years of service with the Employer as of shall receive an additional \$0.30 per hour above the normal hourly rate of pay. Effective June 22, 2019, employees at the beginning of their ten (10) years of service with the Employer shall receive \$0.15 per hour above the normal hourly rate of pay. Employees at the beginning of their fifteen (15) years of service with the Employer shall receive an additional \$0.35 per hour above the normal hourly rate of pay. Employees at the beginning of their twenty (20) years of service with the Employer shall receive an additional \$0.50 per hour above the normal hourly rate of pay.

3. The District has 270 employees in this bargaining unit.
4. The estimated new total package costs for this agreement have been calculated as follows:
 - in the 2017-18 budget year: \$216,669
 - in the 2018-19 budget year: \$229,956

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

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

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those nutrition services employees in this District for whom the Minnesota Teamsters Local No. 320 is the exclusive representative; duration of said Agreement is for the period of July 1, 2017 through June 30, 2019

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

DATE: November 14, 2017

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

A. PERTINENT FACTS:

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

B. RECOMMENDATION:

That the Board of Education excludes the named students from school effective November 27, 2017, 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: November 14, 2017

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 September 1, 2017 – September 30, 2017.

(a) General Account	#682243-683362	\$58,084,283.94
	#0002694-0002725	
	#7002473-7002506	
	#0001761-0001818	
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	<u>\$11,004,987.75</u>
		<u>\$69,089,271.69</u>

Included in the above disbursements are 2 payrolls in the amount of \$43,095,714.46 and overtime of \$181,627.42 or 0.42% 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 February 28, 2018.

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

DATE: November 14, 2017

TOPIC: Reestablishment of the Classified Position of Equipment Repairer for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The Classified position of Equipment Repairer is part of District Lodge No. 77. This position was never filled and therefore was eventually dropped with Saint Paul Public Schools.
2. Facilities Department is currently outsourcing small engines maintenance and repairs. They would like to bring that service in-house and need to hire an Equipment Repairer.
3. The Human Resource Department performed a job study to determine the proper job title and bargaining unit for this work. The recommendation from that study is to create a job title aligned with the City of Saint Paul and reestablished the position, Equipment Repairer.
4. The funds for this position are available in the Facility budget.
5. This request supports the District's target area goal of sustainability.
6. This item is submitted by Jeff Connell, Assistant Director of Facilities, Tom Parent, Director of Facilities, Laurin Cathey, Executive Director of Human Resources and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the Equipment Repairer classification effective November 14, 2017; that the Board of Education declare the position of Equipment Repairer as classified and that the pay rate for this position would be equivalent to Nutrition Services Equipment Repairer standard ranges.

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

DATE: November 14, 2017

TOPIC: Change Order #1 for Rochon Corporation at the Horace Mann 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 2: Structural concrete and steel revisions
 - b. Construction Change Directive 3: Masonry material revisions
 - c. Construction Change Directive 4: Masonry labor revisions
 - d. Construction Change Directive 5: Roofing/canopy and M/E revisions
2. Funding will be provided from Capital Levy.
3. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
4. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent to sign Change Order #1 for Rochon Corporation for the Horace Mann Expansion & Renovation for the lump sum of \$319,517.92.

Old Business Policy Second Readings

Jackie Statum Allen

Assistant Director, Strategic Planning and Policy

Board of Education Meeting

November 14, 2017



Students with IEPs – Policy 508.00

- Complete rescind and revision of the policy
- Developed in collaboration with Special Education Advisory Council (SEAC) and Office of Specialized Services (OSS)
- Reformatted for improved understanding
 - Added Purpose statement
 - Added Definitions section
 - Organized into District, School, and Parent/Guardian sections
 - Used plain language throughout

Wellness – Policy 533.00

- Amendments required in order to meet new requirements of the USDA – Healthy and Hunger Free Kids Act
- In 2013, the policy was overhauled in an extensive and collaborative process. This revision adds statements for new areas that must be covered.
- Developed with SPPS nursing and wellness staff
- Summary of Amendments
 - Additional guidance on food and beverages in our schools
 - Updates to the PE and Health education sections
 - Smaller revisions throughout

Graduation – Policy 510.00

- Allowing identity adornments at graduation ceremonies was a SEAB recommendation in their inclusivity presentation at December 2016 BOE meeting
- The Board directed that a pilot program be established to trial the process
 - Guidelines were developed with specific details for what is allowed and a process for pre-approval
 - Humboldt and Creative Arts were selected as pilot sites with great results
- Policy amended to allow for wearing identity adornments at graduation ceremonies



Questions?

Full policy and procedure manual can be found here:

<https://www.spps.org/Domain/13187>



INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
360 Colborne Street

Proposed Policy:

Proposed Policy Revision:

508.00 STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

First Reading	<u>October 17, 2017</u>
Second Reading	<u>November 14, 2017</u>
Third Reading	<u></u>

COMMENTS:

Saint Paul Public Schools
360 Colborne Street
Saint Paul, Minnesota 55102
651-767-8149

Adopted: 11/10/1992
Revised: 9/17/1996; 6/17/2008

DRAFT 9/27/17 Saint Paul Public Schools Policy 508.00

508.00 STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

I. PURPOSE

The purpose of this policy is to state the position of Saint Paul Public Schools (SPPS) regarding the need to provide special educational services to eligible students with disabilities in the school district with the goal of equity for all.

As part of its commitment to provide the best possible education to all district students, SPPS will ensure students have the opportunity to reach their full potential and are held to high expectations. By successfully meeting the needs of students with special education needs, SPPS will improve the learning environments for all students.

II. DEFINITIONS

- A. *IEP* is the acronym for Individual Education Program. It is a legal document that is collaboratively developed for each student who needs special education services.
- B. *IFSP* is an acronym for Individual Family Service Plan. It is a legal document that is collaboratively developed for a child who needs special education services prior to entering Kindergarten.
- C. *LRE* is the acronym for Least Restrictive Environment. It means that a student with a disability should have the opportunity to be educated with non-disabled peers to the greatest extent possible.
- D. *Natural settings* are places where a child or young adult would normally live and learn. Examples of natural settings for birth through preschool aged children are in the home and in preschool classrooms. Examples of natural settings for young adults age 18 through 21 are work programs and post-secondary classrooms.
- E. *Standards based curriculum* refers to systems of instruction and assessment that are based on the student showing understanding of specific skills.

III. GENERAL STATEMENT OF POLICY

SPPS recognizes that some students require and benefit from special education and related services. Consistent with federal and state law, SPPS will provide a free and appropriate public education for every student with a disability who is the responsibility of SPPS.

SPPS will carry out the requirements of the child's Individual Education Program (IEP)/Individual Family Service Plan (IFSP). Necessary services to meet the needs of the student will be included in the student's IEP/IFSP. The IEP/ISFP

should be structured to encourage the student to make progress in light of the student's circumstances.

IV. DISTRICT RESPONSIBILITIES

- A. SPPS has the responsibility to identify, evaluate, and provide special education and related services for students with disabilities who are the responsibility of SPPS and who are eligible for services as established by state and federal law; this includes eligible individuals from birth through age 21.
- B. When eligible for special education, SPPS shall ensure that these students are provided special education and related services that meet their educational needs. Some services require or result from interagency cooperation. When the provision of such services requires or results from interagency cooperation, SPPS shall participate in these interagency activities in compliance with federal and state law.
- C. Special education services shall be provided in the Least Restrictive Environment, including natural settings.
- D. SPPS shall provide professional development for all staff, who work with students who have IEPs/IFSPs, including special education teachers, support personnel, and general education staff.
- E. SPPS shall ensure special education services are provided in tandem with other education services to which the student is entitled, such as English Learner services and gifted and talented services, when appropriate.
- F. SPPS will follow due process procedures that guarantee the rights of all students with disabilities, as well as parental or guardian rights of participation in the due process decision-making procedures, including identification, evaluation, program planning, and determination of appropriate level of service.
- G. When restrictive procedures are used, SPPS will follow federal and state regulations. SPPS guidelines and Minnesota law ensure that such procedures are used only in times of emergency for the student's safety or for the safety of others. Restrictive procedures shall be implemented in a manner that is most respectful to the student's dignity and are the least restrictive procedures possible.

V. SCHOOL RESPONSIBILITIES

- A. Schools will ensure students have access to Minnesota standards based curriculum and continual progress monitoring so that they learn and reach their full potential.
- B. Schools will ensure timely communication between the school and the student's parents or guardians regarding issues concerning their student. Schools will also ensure that parents receive special education progress reports whenever general education students receive grade reports as required by law.

- C. Schools will ensure that all required IEP team members are invited to participate in IEP meetings and follow state procedures for when a required member is not able to attend.
- D. Schools will work to develop positive relationships with all students to foster a positive and inclusive school environment.
- E. Schools will encourage parents and guardians of students with disabilities to participate in school and District committees, and make those committees accessible, to ensure a diverse parent perspective is included in school and District decisions.

VI. PARENT/GUARDIAN RIGHTS AND EXPECTATIONS

- A. As valued and respected partners, parents, guardians, and students have the right, and are encouraged and supported, to fully participate in planning to meet the needs of students.
- B. SPPS is committed to being responsive to parents and guardians. If parents or guardians object to a proposed action, such as identification, evaluation, placement or program planning of their student with a disability, SPPS will follow federal and state guidelines for conciliation, facilitated IEP, mediation, or due process hearing to resolve concerns.
- C. SPPS is committed to ongoing communications with parents and guardians. Parents and guardians of students with disabilities will be informed at least annually of the Special Education Advisory Council (SEAC) that advocates for students with disabilities. Additionally, the district shall employ a variety of methods to communicate opportunities for family involvement and support.

LEGAL REFERENCES

20 USC 1440, *et seq.* (Individual with Disabilities Education Improvement Act of 2004)

CFR, Title 34, Sub. B, Ch. III, Part 300, *et seq.* (Code of Federal Regulations, Office of Special Education and Rehabilitative Services, Department of Education)

Minn. Stat. Ch. 125A (Special Education and Special Programs)

Minn. Rules Ch. 3525 (Department of Education: Children with a Disability)

CROSS REFERENCES:

Policy 101.00 - Racial Equity

Policy 102.00 – Equal Employment/Non-discrimination

Policy 602.01 – Multicultural, Intercultural, Non-racist, Non-sex-biased, Gender and Disability Fair Education

Policy 707.00 – Transportation Eligibility

Current Policy (to be rescinded)

Adopted: 11/10/1992
Revised: 9/17/1996; 6/17/2008

Saint Paul Public Schools Policy

508.00

508.00 PUPILS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

1. *The Superintendent shall develop guidelines that are designed to address conditional procedures with pupils who have Individualized Education Programs (IEP).*
2. *Prior to the use of any conditional procedures, a range of positive interventions will be implemented to encourage and enhance the development of appropriate desired behaviors and to promote skill acquisition. In addition, the Total Special Education System (TSES) and the Saint Paul students' "Rights and Responsibilities" handbook outline faculty responsibilities and conditional procedures that are common practices for all District pupils. When the use of a conditional procedure for behavior reduction is implemented on a planned basis for a pupil receiving special education services, it must be a part of a comprehensive educational program and TSES, which includes goals and objectives on the pupil's IEP; the goals and objectives shall specifically address the corresponding behaviors that the pupil needs to acquire or demonstrate.*
3. *When conditional procedures are employed, the Saint Paul Public Schools shall adhere to Minnesota Rules addressing conditional procedures. The District will develop guidelines that are designed to assure that the practices used are in the best interest of the pupil; that the conditional procedures are implemented in a considerate, effective, humane manner; and that they are the least restrictive procedures possible. These guidelines apply to all pupils with disabilities who have an IEP and are enrolled in the Saint Paul Public Schools.*
4. *In accordance with Minnesota Rules addressing conditional procedures, the Saint Paul School District shall:*
 - *Plan, develop, and make available professional development activities for all staff, contracted personnel, and volunteers who work with pupils with disabilities and that have (IEPs). These activities shall be determined by the IEP Team, the site and/or the school district and shall specifically emphasize the promotion of positive behavioral intervention and instruction in how to avoid the abuse of conditional procedures.*
 - *Make available an array of skilled professionals (teachers licensed in the field of Special Education, School Social Workers, School Psychologists) knowledgeable in the field of disabilities and competent in the use of behavioral intervention and management strategies, as resources for training and advising in the design and administration of conditional procedures.*
5. *The Superintendent shall review this policy annually.*

LEGAL REFERENCES:

Minnesota Rule § 3525.0210
Minnesota Rule § 3525.1100 (Requiring Policy Addressing Conditional Procedures)
Minnesota Rule § 3525.2900

CROSS REFERENCES:

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
360 Colborne Street**

Proposed Policy:

Proposed Policy Revision:

533.00 WELLNESS

First Reading	<u>October 17, 2017</u>
Second Reading	<u>November 14, 2017</u>
Third Reading	<u></u>

COMMENTS:

**Saint Paul Public Schools
360 Colborne Street
Saint Paul, Minnesota 55102
651-767-8149**

533.00

WELLNESS

PURPOSE

The purpose of this policy is to promote the health and wellness of students, families, and staff of Saint Paul Public Schools (the District) with a focus on healthy eating habits and increased physical activity. Health and academic success are closely linked. Healthy students and staff can better achieve our primary mission of education. The District embraces the principles of the Coordinated School Health Model-Whole Child, Whole Community, Whole School from the Centers for Disease Control and Prevention (CDC), which form the structure of this policy.

I. COORDINATED APPROACH

Principle: Use a coordinated approach to develop, implement and evaluate policies and practices regarding healthy eating and physical activity.

A. Implementation

The Superintendent will ensure implementation of the wellness policy districtwide. Each Building Administrator is responsible for implementation of the policy at that site.

B. Site Wellness Team

Each Building Administrator/Principal will establish a Site Wellness Team, consisting of staff, parents/guardians, students, and members of the community that meet and are recognized as a standing committee. Each Site Wellness Team will:

1. Develop an annual action plan that supports the implementation of this policy,
2. Evaluate the implementation of the plan, and
3. Incorporate Wellness Policy implementation within site or department plans.

C. District Wellness Team

The District Wellness Team will support monitoring and evaluation of the policy, with representation from staff working in the areas of: nutrition services, student health and wellness, human resources, health education, ~~and~~ physical education, and other areas as appropriate; students and parents/guardians; and community members. Representation from Site Wellness Teams is encouraged. The District Wellness Team will provide data/information regarding implementation of policy annually to the Superintendent (or designee) and/or the, ~~Board of Education, and district personnel annually.~~

II. HEALTHY SCHOOL ENVIRONMENTS

Principle: Establish school environments that support healthy eating and physical activity.

- A. Staff will not use exercise or physical activity, or any restrictions on them, as a consequence for negative student behaviors or academic status.
- B. Staff will use non-food items as rewards for academic performance or good behavior for individuals or classrooms.

- C. All students will have access to breakfast and lunch at school every day. During mealtimes, the District will discourage other activities, unless students may eat during such activities.
- D. Celebrations: Classroom teachers will allow no more than one celebration per month that involves food or beverages.
- E. Sites are encouraged to develop physical activity opportunities before, during, and after school.
- F. Students at the elementary level will participate in frequent, active recess.
- G. Schools will offer safe and developmentally appropriate fitness equipment and activity areas for students.
- H. Fundraising, marketing, or advertising activities will not conflict with messages supporting healthy eating and physical activity. As such, sites will limit food and beverage marketing to the promotion of foods and beverages that meet U.S. Department of Agriculture (USDA) nutrition standards.
- I. For the safety and health of students with disabilities and health conditions, including food allergies, the District will make reasonable accommodations in the school environment, according to a student's individual plan.

III. QUALITY OF FOOD AND BEVERAGES SERVED AND SOLD

Principle: Provide a quality school meal program and ensure that students have only appealing healthy food and beverages choices offered outside of school meal program.

- A. For the purposes of this section, the school day is defined as the period from ½ hour before school starts until after the school bell rings at the end of the school day.
- A.B. The district will inform families of the free/reduced price lunch program, and provide all families with applications for the program.
- ~~B.~~ ~~Foods and beverages sold at school during the school day will meet the standards defined by the District Wellness Team, which will meet or exceed the USDA standards.~~
- ~~C.~~ ~~The District will make reasonable accommodations for the special dietary needs of students in the school meal programs.~~
- C. Drinking water will be available at no charge and accessible in all cafeterias during lunch service, as required by USDA.
- D. Meals Provided During the School Day
 - a. To protect the privacy of all students, including those who are eligible for free or reduced priced meals, all cafeteria registers will be cashless. Instead, students will use a personal identification number (PIN) when purchasing food.
 - b. Foods and beverages sold at school during the school day will meet the standards defined by the District Wellness Team, which will meet or exceed the USDA standards. The district will share the nutritional contents of meals with students and families.
 - c. The District will make reasonable accommodations for the special dietary needs of students in the school meal programs.
 - d. Students are required to stay on school grounds during lunch periods.
 - e. Schools schedules should allow for adequate seat time for lunch periods. Schools are also encouraged to schedule recess prior to lunch.
 - f. Students will be provided a clean and supervised environment to eat during meal periods.
- ~~D.—~~
- E. Other Food Offered During the School Day

1. Schools will assess if and when to allow snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations.
2. Non-USDA snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health.
3. All foods or beverages sold to students during the school day, including in vending machines, must meet USDA Smart Snacks in School regulations

F. Food Sold Outside the School Day

1. All food and beverages sold through student-accessible vending machines and school stores will meet the District Wellness Team guidelines.
2. The District will pursue healthy food and beverage options for concessions sold at extracurricular events, with implementation determined by the Superintendent.

IV. PHYSICAL ACTIVITY AND EDUCATION

Principle: Implement a comprehensive physical activity program with quality physical education as a cornerstone.

- A. A.——Students will have access to physical education class and/or fitness-oriented activities regardless of behavioral or academic status.
- B. B.——The District will provide physical education classes that meet the National Standards of the National Association for Sports and Physical Education (NASPE) national standards of the Society of Health and Physical Educators (SHAPE) and District priority benchmarks.
- C. C.——The District will hire physical education teachers only if they are certified and licensed instructors.
- D. Waivers, exemptions, or substitutions for physical education classes are not allowed at the high school level, and strongly discouraged at the middle school level.
- E. Schools' wellness plans must include a physical activity component.
- F. The District will include in its portfolio of professional development opportunities, courses focused on integrating physical activity in the classroom.
- G. D.——Schools will engage students in a variety of physical activities throughout all disciplines. Schools are encouraged to provide physical activity breaks for students throughout the school day. School staff are encouraged to participate in physical activity and well-being opportunities as well.
- H. Schools are encouraged to promote and support active transport to schools including participating in Safe Routes to Schools programs and activities, providing bicycle and walking safety programs, and using crossing guards.
- I. The indoor and outdoor physical activity facilities and spaces will be open to the community outside of school hours. District permitting requirements must be followed.

V. HEALTH EDUCATION AND PROMOTION

Principle: Implement health education that provides students with the knowledge, attitudes, skills and experiences needed for healthy eating and physical activity.

- A. Students will have access to health education class that should include grade level appropriate nutrition education and health literacy, which may include behavioral health, sleep, and accessing health services, regardless of behavioral or academic status.
- B. The District will provide health education classes that strive to meet the National Standards of the American Association for Health Education (AAHE) national

standards of the Society of Health and Physical Educators (SHAPE) and District priority benchmarks.

- C. Schools ~~will-should~~ engage students in variety of health promotion activities that include skill building, which may include menu planning, food preparation, and label reading, across disciplines.

VI. CONNECTIONS AND REFERRALS

Principle: Connect students to health, mental health and social services to address healthy eating, physical activity and chronic disease prevention.

The District will partner with community agencies to assist students and their families to access available health, oral health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention.

VII. FAMILY AND COMMUNITY HEALTH

Principle: Partner with family and community members in the development of healthy eating and physical activity policies, practices and programs.

- A. The District will partner with parents/guardians and community members to support parents/guardians' efforts to provide a healthy diet and daily physical activity for their children.
- B. The District encourages parents/guardians who pack lunches and snacks to refrain from including foods and beverages without nutritional value.
- C. School staff will communicate with parents/guardians to convey to students the potential health risks of sharing food or beverages, including to individuals with life-threatening allergies.
- D. Schools are encouraged to plan family wellness activities.
- E. The District recognizes that some students have chronic health conditions that are impacted by food and physical activity, particularly life threatening food allergies, asthma and diabetes. The district works with students, their families and health care providers to put plans in place to safely manage their condition.
- EF. The District will continue to invite input from families and community members in development of menus, activities, and physical education programs, considering cultural restrictions and preferences.

VIII. EMPLOYEE WELLNESS

Principle: Provide an employee wellness program that supports healthy eating and physical activity of all employees.

The District will offer or partner to offer staff wellness programs, which may include workshops and presentations on health promotion, education and resources that will enhance morale, encourage healthy lifestyles, prevent injury, reduce chronic diseases, and foster exceptional role modeling. In particular, the District will partner to provide incentives for sites that implement healthier practices, including adopting standards for foods and beverages sold to employees.

IX. PROFESSIONAL DEVELOPMENT AND CAPACITY BUILDING

Principle: Employ qualified persons, and provide professional development opportunities for physical education, health education, nutrition services, and health, mental health, and social services staff members as well as adults who supervise recess, cafeteria time and out of school time programs.

The District will provide school district personnel with access to professional development to promote good health and steps to change or improve health.

X. EXEMPTIONS

Exemptions from this policy may be granted by the Board of Education upon recommendation of the Superintendent based upon the best interests of the District.

LEGAL REFERENCES

29 U.S.C. § 794 (Section 504 of Rehabilitation Act of 1973, as Amended)
42 U.S.C. § 1751 et seq. (Richard B. Russell National School Lunch Act)
42 U.S.C. § 1771 et seq. (Child Nutrition Act of 1966)
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act of 1990, as Amended)
P.L. 108-265 (2004) § 204 (Local Wellness Policy)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

CROSS REFERENCES

Policy 414.00 – Tobacco Free Environment
Policy 504.00 – Drug Free Schools
Policy 505.00 – Bullying Prohibition
[Policy 602.00 – Curriculum, Development, and Accountability](#)
Policy 716.00 – Advertising in the Schools

GUIDELINES/STANDARDS

American Association for Health Education (AAHE)
Coordinated School Health Programs: Improving the Health of Our Nation's Youth—At A Glance 2011, Atlanta: CDC; 2011
[National Association for Sports and Physical Education \(NASPE\)](#)
[Society of Health and Physical Educators \(SHAPE\)](#)
United States Department of Agriculture (USDA)
[USDA Smart Snacks in School regulations](#)

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
360 Colborne Street**

Proposed Policy:

Proposed Policy Revision:

510.00 GRADUATION

First Reading	<u>October 17, 2017</u>
Second Reading	<u>November 14, 2017</u>
Third Reading	<u></u>

COMMENTS:

**Saint Paul Public Schools
360 Colborne Street
Saint Paul, Minnesota 55102
651-767-8149**

510.00 GRADUATION

1. It is the policy of the school district that all students must meet the graduation standards of the State of Minnesota (Minn. Stat. § 120B.024 – Graduation Requirements, Course Credits), including state-wide test and credit requirements in order to graduate.
2. Basic course credit requirements for Saint Paul Public School high school diploma also include:
 - Health & Wellness credit
 - Fitness & Physical Education credit
 - Family & Consumer Science, Industrial Technology or Business credit
 - Elective credits
 - Post High School Planning
3. Additional requirements may be established by each high school, as approved by Superintendent (designee) and shall be made known prior to the student enrollment process.
4. Students meeting or exceeding all school district graduation requirements may walk across the graduation ceremony stage to receive a diploma.
5. Participants in graduation exercises shall be required to wear caps and gowns for the exercises (unless the Superintendent waives the requirement). During commencement exercises, graduating students shall not carry items or otherwise alter the cap and gown, except in accordance with the district procedure allowing for identity adornments to be worn. Any ~~-(exemptions must be approved by the Superintendent).~~

LEGAL REFERENCES:

Minn. Stat. § 120B.02 – Educational Expectations for Minnesota’s Students
Minn. Stat. § 120B.023 – Benchmarks
Minn. Stat. § 120B.024 – Graduation Requirements, Course Credits
Minn. Stat. § 120B.07 – Early Graduation
Minn. Stat. § 120B.11 – School District Process
Minn. Rules Parts 3501.0010-3501.0180 – Rules Relating to Graduation Standards – Mathematics and Reading
Minn. Rules Parts 3501.0200-3501.0290 – Rules Relating to Graduation Standards – Written Composition
Minn. Rules Parts 3501.-0505-3501.0635 – K-12 Standards
20 U.S.C. § 6301, *et. Seq.* – *No Child Left Behind*

CROSS REFERENCES:

Policy 101.00 – Racial Equity

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

RESOLUTION - GENERAL FORM

Board File No. _____

Date: November 14, 2017

RESOLUTION CANVASSING RETURNS OF VOTES OF
INDEPENDENT SCHOOL DISTRICT NO. 625 GENERAL ELECTION

BE IT RESOLVED by the Board of Education of Independent School District No. 625, as follows:

1. It is hereby found, determined and declared that the general election of the voters of the District held on November 7, 2017, was in all respects duly and legally called and held.

2. As specified in the attached abstract and return of votes cast, voters of the District voted at said general election on the election of nominees for election as Board of Education members for four year term vacancies on the Board of Education caused by expiration of term on January 1 next following the general election; as follows:

Marny Xiong	36,480
Jeannie Foster	29,883
John Brodrick	26,172
Andrea Touhey	13,288
Greg Copland	8,425
Luke Bellville	4,358
Write-In	1,244

3. Marny Xiong, Jeannie Foster and John Brodrick, having received the highest number of votes, are elected to four year terms beginning January 1, 2018.

4. The School District Clerk is hereby authorized to certify the results of the election to the Ramsey County Auditor.

Adopted November 14, 2017

AYE		NAY
_____	Chair	_____
_____	Vice Chair	_____
_____	Clerk	_____
_____	Treasurer	_____
_____	Director	_____
_____	Director	_____
_____	Director	_____

CHAIR Board of Education

CLERK Board of Education

Abstract of Votes Cast
Independent School District No. 625 (ST PAUL)
State of Minnesota
at the School District General Election
Held Tuesday, November 7, 2017
Compiled from the Official Returns.

Summary of Totals
Independent School District No. 625 (ST PAUL)
Tuesday, November 7, 2017 School District General Election

Number of persons registered as of 7 a.m.	156543
Number of persons registered on Election Day	4592
Number of accepted regular, military, and overseas absentee ballots and mail ballots	6224
Number of federal office only absentee ballots	0
Number of presidential absentee ballots	0
Total number of persons voting	61984

Summary of Totals
Independent School District No. 625 (ST PAUL)
Tuesday, November 7, 2017 School District General Election

KEY TO PARTY ABBREVIATIONS

NP - Nonpartisan

School Board Member at Large (ISD #625) (Elect 3)

NP	NP	NP	NP
Greg Copeland	Mamy Xiong	Jeannie Foster	John Brodrick
8425	36480	29883	26172
NP	WI		
Andrea Touhey	WRITE-IN**		
13288	1244		
			NP
			Luke Belville
			4358

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 7, 2017 School District General Election

Precinct	Persons Registered as of 7 A.M.	Persons Registered on Election Day	Total Number of Persons Voting
62 0540 : ST. PAUL W-1 P-01	1126	28	686
62 0550 : ST. PAUL W-1 P-02	2131	68	842
62 0560 : ST. PAUL W-1 P-03	1814	72	609
62 0570 : ST. PAUL W-1 P-04	1276	47	414
62 0580 : ST. PAUL W-1 P-05	1322	29	443
62 0590 : ST. PAUL W-1 P-06	2618	100	1081
62 0600 : ST. PAUL W-1 P-07	1430	53	754
62 0610 : ST. PAUL W-1 P-08	2134	81	923
62 0620 : ST. PAUL W-1 P-09	2166	62	564
62 0630 : ST. PAUL W-1 P-10	463	4	97
62 0640 : ST. PAUL W-1 P-11	1068	41	310
62 0650 : ST. PAUL W-1 P-12	330	7	166
62 0660 : ST. PAUL W-1 P-13	1154	38	563
62 0670 : ST. PAUL W-1 P-14	884	41	299
62 0675 : ST. PAUL W-1 P-15	508	15	121
62 0678 : ST. PAUL W-1 P-16	219	8	82
62 0679 : ST. PAUL W-1 P-17	239	5	55
62 0680 : ST. PAUL W-2 P-01	1517	48	868
62 0690 : ST. PAUL W-2 P-02	1640	52	880
62 0700 : ST. PAUL W-2 P-03	2444	66	925
62 0710 : ST. PAUL W-2 P-04	1468	50	687
62 0720 : ST. PAUL W-2 P-05	2262	67	907
62 0730 : ST. PAUL W-2 P-06	613	18	231
62 0740 : ST. PAUL W-2 P-07	2077	74	798
62 0750 : ST. PAUL W-2 P-08	1199	21	333
62 0760 : ST. PAUL W-2 P-09	1936	54	795
62 0770 : ST. PAUL W-2 P-10	83	3	8

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 7, 2017 School District General Election

Precinct	Persons Registered as of 7 A.M.	Persons Registered on Election Day	Total Number of Persons Voting
62 0780 : ST. PAUL W-2 P-11	2546	81	932
62 0790 : ST. PAUL W-2 P-12	1681	37	708
62 0800 : ST. PAUL W-2 P-13	1458	28	598
62 0810 : ST. PAUL W-2 P-14	1628	43	475
62 0820 : ST. PAUL W-2 P-15	2611	34	548
62 0840 : ST. PAUL W-3 P-01	2051	49	1268
62 0850 : ST. PAUL W-3 P-02	2387	62	1437
62 0860 : ST. PAUL W-3 P-03	2662	67	1369
62 0870 : ST. PAUL W-3 P-04	1333	51	692
62 0880 : ST. PAUL W-3 P-05	1849	43	783
62 0890 : ST. PAUL W-3 P-06	2093	44	1108
62 0900 : ST. PAUL W-3 P-07	1294	126	650
62 0910 : ST. PAUL W-3 P-08	1538	38	898
62 0920 : ST. PAUL W-3 P-09	2444	57	1305
62 0930 : ST. PAUL W-3 P-10	1681	40	885
62 0940 : ST. PAUL W-3 P-11	1652	48	500
62 0950 : ST. PAUL W-3 P-12	1764	49	1025
62 0960 : ST. PAUL W-3 P-13	1769	50	988
62 0970 : ST. PAUL W-3 P-14	3529	84	1953
62 1000 : ST. PAUL W-4 P-01	1552	61	842
62 1010 : ST. PAUL W-4 P-02	1269	44	795
62 1020 : ST. PAUL W-4 P-03	2044	106	779
62 1030 : ST. PAUL W-4 P-04	1772	33	869
62 1040 : ST. PAUL W-4 P-05	1295	30	611
62 1050 : ST. PAUL W-4 P-06	1656	99	495
62 1060 : ST. PAUL W-4 P-07	1792	55	953
62 1070 : ST. PAUL W-4 P-08	2137	74	965
62 1080 : ST. PAUL W-4 P-09	1587	53	611
62 1090 : ST. PAUL W-4 P-10	1940	100	1058

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 7, 2017 School District General Election

Precinct	Persons Registered as of 7 A.M.	Persons Registered on Election Day	Total Number of Persons Voting
62 1100 : ST. PAUL W-4 P-11	2197	39	1065
62 1110 : ST. PAUL W-4 P-12	1630	51	620
62 1120 : ST. PAUL W-4 P-13	1560	67	650
62 1130 : ST. PAUL W-4 P-14	1399	51	686
62 1140 : ST. PAUL W-4 P-15	1479	43	718
62 1160 : ST. PAUL W-5 P-01	1941	36	834
62 1170 : ST. PAUL W-5 P-02	2444	29	1287
62 1180 : ST. PAUL W-5 P-03	1975	64	916
62 1190 : ST. PAUL W-5 P-04	3381	61	965
62 1200 : ST. PAUL W-5 P-05	1781	52	481
62 1210 : ST. PAUL W-5 P-06	1785	46	477
62 1220 : ST. PAUL W-5 P-07	1149	34	297
62 1230 : ST. PAUL W-5 P-08	2244	79	671
62 1240 : ST. PAUL W-5 P-09	1704	66	444
62 1250 : ST. PAUL W-5 P-10	564	21	126
62 1290 : ST. PAUL W-6 P-01	1348	28	493
62 1300 : ST. PAUL W-6 P-02	1244	19	578
62 1310 : ST. PAUL W-6 P-03	1502	57	497
62 1320 : ST. PAUL W-6 P-04	1850	52	508
62 1330 : ST. PAUL W-6 P-05	2158	72	643
62 1340 : ST. PAUL W-6 P-06	2391	86	659
62 1350 : ST. PAUL W-6 P-07	629	24	156
62 1360 : ST. PAUL W-6 P-08	1476	45	390
62 1370 : ST. PAUL W-6 P-09	2249	59	568
62 1380 : ST. PAUL W-6 P-10	991	29	286
62 1390 : ST. PAUL W-6 P-11	1609	28	491
62 1400 : ST. PAUL W-6 P-12	1131	22	284
62 1430 : ST. PAUL W-7 P-01	1973	58	565
62 1440 : ST. PAUL W-7 P-02	1237	40	298

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 7, 2017 School District General Election

Precinct	Persons Registered as of 7 A.M.	Persons Registered on Election Day	Total Number of Persons Voting
62 1450 : ST. PAUL W-7 P-03	1489	51	421
62 1460 : ST. PAUL W-7 P-04	903	15	245
62 1470 : ST. PAUL W-7 P-05	1320	21	508
62 1480 : ST. PAUL W-7 P-06	1350	48	424
62 1490 : ST. PAUL W-7 P-07	1132	28	329
62 1500 : ST. PAUL W-7 P-08	1686	41	491
62 1510 : ST. PAUL W-7 P-09	1473	32	359
62 1520 : ST. PAUL W-7 P-10	1388	40	383
62 1530 : ST. PAUL W-7 P-11	1267	29	259
62 1540 : ST. PAUL W-7 P-12	2549	58	752
62 1550 : ST. PAUL W-7 P-13	1830	33	619
Independent School District No. 625 (ST PAUL) Total:	156543	4592	61984

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 7, 2017 School District General Election

Office Title: School Board Member at Large (ISD #625) (Elect 3)

Precinct	NP Greg Copeland	NP Marny Xiong	NP Jeannie Foster	NP John Brodrick	NP Luke Bellville
62 0540 : ST. PAUL W-1 P-01	88	384	383	318	43
62 0550 : ST. PAUL W-1 P-02	73	468	420	365	47
62 0560 : ST. PAUL W-1 P-03	69	362	273	224	33
62 0570 : ST. PAUL W-1 P-04	30	275	166	165	28
62 0580 : ST. PAUL W-1 P-05	66	245	239	135	34
62 0590 : ST. PAUL W-1 P-06	106	636	575	419	53
62 0600 : ST. PAUL W-1 P-07	92	440	383	344	31
62 0610 : ST. PAUL W-1 P-08	124	520	457	342	51
62 0620 : ST. PAUL W-1 P-09	57	360	178	153	29
62 0630 : ST. PAUL W-1 P-10	13	62	28	30	9
62 0640 : ST. PAUL W-1 P-11	44	156	144	94	21
62 0650 : ST. PAUL W-1 P-12	19	108	89	81	12
62 0660 : ST. PAUL W-1 P-13	55	334	298	252	26
62 0670 : ST. PAUL W-1 P-14	26	147	59	48	14
62 0675 : ST. PAUL W-1 P-15	20	74	50	36	13
62 0678 : ST. PAUL W-1 P-16	9	52	37	37	5
62 0679 : ST. PAUL W-1 P-17	5	41	16	13	8
62 0680 : ST. PAUL W-2 P-01	101	500	442	420	56
62 0690 : ST. PAUL W-2 P-02	122	518	430	422	56
62 0700 : ST. PAUL W-2 P-03	147	439	433	356	84
62 0710 : ST. PAUL W-2 P-04	81	420	343	311	35
62 0720 : ST. PAUL W-2 P-05	118	495	462	375	80
62 0730 : ST. PAUL W-2 P-06	39	114	106	95	22
62 0740 : ST. PAUL W-2 P-07	134	446	387	307	51
62 0750 : ST. PAUL W-2 P-08	58	196	168	131	19
62 0760 : ST. PAUL W-2 P-09	96	490	407	352	70
62 0770 : ST. PAUL W-2 P-10	4	4	2	2	1

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 7, 2017 School District General Election

Office Title: School Board Member at Large (ISD #625) (Elect 3)

Precinct	NP Greg Copeland	NP Marny Xiong	NP Jeannie Foster	NP John Brodrick	NP Luke Bellville
62 0780 : ST. PAUL W-2 P-11	91	566	431	334	68
62 0790 : ST. PAUL W-2 P-12	65	437	365	288	37
62 0800 : ST. PAUL W-2 P-13	89	362	328	267	57
62 0810 : ST. PAUL W-2 P-14	75	282	237	190	41
62 0820 : ST. PAUL W-2 P-15	71	312	222	170	42
62 0840 : ST. PAUL W-3 P-01	163	633	630	595	73
62 0850 : ST. PAUL W-3 P-02	197	789	702	708	78
62 0860 : ST. PAUL W-3 P-03	187	676	691	612	116
62 0870 : ST. PAUL W-3 P-04	103	350	359	312	52
62 0880 : ST. PAUL W-3 P-05	137	420	380	366	81
62 0890 : ST. PAUL W-3 P-06	177	531	547	445	112
62 0900 : ST. PAUL W-3 P-07	59	397	345	319	27
62 0910 : ST. PAUL W-3 P-08	141	517	486	476	49
62 0920 : ST. PAUL W-3 P-09	171	708	643	679	90
62 0930 : ST. PAUL W-3 P-10	143	434	395	411	73
62 0940 : ST. PAUL W-3 P-11	89	257	217	199	36
62 0950 : ST. PAUL W-3 P-12	115	565	530	482	57
62 0960 : ST. PAUL W-3 P-13	134	562	522	484	77
62 0970 : ST. PAUL W-3 P-14	308	993	929	840	145
62 1000 : ST. PAUL W-4 P-01	83	558	535	470	32
62 1010 : ST. PAUL W-4 P-02	46	551	582	505	27
62 1020 : ST. PAUL W-4 P-03	65	515	459	329	42
62 1030 : ST. PAUL W-4 P-04	88	533	464	432	53
62 1040 : ST. PAUL W-4 P-05	98	370	306	318	45
62 1050 : ST. PAUL W-4 P-06	61	286	255	220	35
62 1060 : ST. PAUL W-4 P-07	134	515	501	463	70
62 1070 : ST. PAUL W-4 P-08	99	624	572	453	51
62 1080 : ST. PAUL W-4 P-09	61	377	353	269	39

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 7, 2017 School District General Election

Office Title: School Board Member at Large (ISD #625) (Elect 3)

Precinct	NP Greg Copeland	NP Mamy Xiong	NP Jeannie Foster	NP John Brodrick	NP Luke Bellville
62 1090 : ST. PAUL W-4 P-10	105	656	564	479	55
62 1100 : ST. PAUL W-4 P-11	140	652	552	536	68
62 1110 : ST. PAUL W-4 P-12	73	396	335	289	27
62 1120 : ST. PAUL W-4 P-13	86	359	336	280	40
62 1130 : ST. PAUL W-4 P-14	78	460	450	327	34
62 1140 : ST. PAUL W-4 P-15	63	431	425	339	43
62 1160 : ST. PAUL W-5 P-01	119	466	429	425	73
62 1170 : ST. PAUL W-5 P-02	181	771	685	765	88
62 1180 : ST. PAUL W-5 P-03	143	557	547	457	64
62 1190 : ST. PAUL W-5 P-04	160	609	492	430	76
62 1200 : ST. PAUL W-5 P-05	73	352	132	101	33
62 1210 : ST. PAUL W-5 P-06	64	292	193	200	51
62 1220 : ST. PAUL W-5 P-07	58	156	100	94	25
62 1230 : ST. PAUL W-5 P-08	67	488	200	187	39
62 1240 : ST. PAUL W-5 P-09	71	319	155	121	32
62 1250 : ST. PAUL W-5 P-10	15	100	49	25	2
62 1290 : ST. PAUL W-6 P-01	71	322	189	206	34
62 1300 : ST. PAUL W-6 P-02	89	332	290	259	50
62 1310 : ST. PAUL W-6 P-03	84	335	179	171	40
62 1320 : ST. PAUL W-6 P-04	88	328	176	170	47
62 1330 : ST. PAUL W-6 P-05	106	441	231	197	66
62 1340 : ST. PAUL W-6 P-06	128	457	190	157	39
62 1350 : ST. PAUL W-6 P-07	14	107	47	43	12
62 1360 : ST. PAUL W-6 P-08	57	259	109	88	29
62 1370 : ST. PAUL W-6 P-09	95	325	163	134	57
62 1380 : ST. PAUL W-6 P-10	57	171	102	108	38
62 1390 : ST. PAUL W-6 P-11	105	285	191	187	50
62 1400 : ST. PAUL W-6 P-12	55	173	92	80	37

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 7, 2017 School District General Election

Office Title: School Board Member at Large (ISD #625) (Elect 3)

Precinct	NP Greg Copeland	NP Marny Xiong	NP Jeannie Foster	NP John Brodrick	NP Luke Bellville
62 1430 : ST. PAUL W-7 P-01	69	364	264	179	35
62 1440 : ST. PAUL W-7 P-02	33	201	100	68	15
62 1450 : ST. PAUL W-7 P-03	72	299	173	116	39
62 1460 : ST. PAUL W-7 P-04	36	163	106	77	19
62 1470 : ST. PAUL W-7 P-05	87	297	251	188	40
62 1480 : ST. PAUL W-7 P-06	57	283	139	100	23
62 1490 : ST. PAUL W-7 P-07	48	201	131	122	26
62 1500 : ST. PAUL W-7 P-08	73	310	191	176	34
62 1510 : ST. PAUL W-7 P-09	75	222	114	119	54
62 1520 : ST. PAUL W-7 P-10	68	227	144	132	48
62 1530 : ST. PAUL W-7 P-11	38	149	94	55	14
62 1540 : ST. PAUL W-7 P-12	181	438	343	285	77
62 1550 : ST. PAUL W-7 P-13	97	321	269	237	49
Total:	8425	36480	29883	26172	4358

Precinct	NP Andrea Touhey	WI WRITE-IN**
62 0540 : ST. PAUL W-1 P-01	143	11
62 0550 : ST. PAUL W-1 P-02	179	22
62 0560 : ST. PAUL W-1 P-03	109	7
62 0570 : ST. PAUL W-1 P-04	68	4
62 0580 : ST. PAUL W-1 P-05	95	10
62 0590 : ST. PAUL W-1 P-06	269	22
62 0600 : ST. PAUL W-1 P-07	183	12
62 0610 : ST. PAUL W-1 P-08	230	16
62 0620 : ST. PAUL W-1 P-09	72	14

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 7, 2017 School District General Election

Office Title: School Board Member at Large (ISD #625) (Elect 3)

Precinct	NP Andrea Touhey	WI WRITE-IN**
62 0630 : ST. PAUL W-1 P-10	21	1
62 0640 : ST. PAUL W-1 P-11	50	9
62 0650 : ST. PAUL W-1 P-12	36	3
62 0660 : ST. PAUL W-1 P-13	121	5
62 0670 : ST. PAUL W-1 P-14	32	5
62 0675 : ST. PAUL W-1 P-15	25	0
62 0678 : ST. PAUL W-1 P-16	14	1
62 0679 : ST. PAUL W-1 P-17	15	0
62 0680 : ST. PAUL W-2 P-01	218	23
62 0690 : ST. PAUL W-2 P-02	185	23
62 0700 : ST. PAUL W-2 P-03	215	22
62 0710 : ST. PAUL W-2 P-04	149	14
62 0720 : ST. PAUL W-2 P-05	202	17
62 0730 : ST. PAUL W-2 P-06	53	2
62 0740 : ST. PAUL W-2 P-07	194	18
62 0750 : ST. PAUL W-2 P-08	87	4
62 0760 : ST. PAUL W-2 P-09	224	17
62 0770 : ST. PAUL W-2 P-10	2	1
62 0780 : ST. PAUL W-2 P-11	259	14
62 0790 : ST. PAUL W-2 P-12	134	16
62 0800 : ST. PAUL W-2 P-13	154	13
62 0810 : ST. PAUL W-2 P-14	146	11
62 0820 : ST. PAUL W-2 P-15	120	8
62 0840 : ST. PAUL W-3 P-01	241	36
62 0850 : ST. PAUL W-3 P-02	307	26
62 0860 : ST. PAUL W-3 P-03	302	17
62 0870 : ST. PAUL W-3 P-04	198	5
62 0880 : ST. PAUL W-3 P-05	189	5

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 7, 2017 School District General Election

Office Title: School Board Member at Large (ISD #625) (Elect 3)

Precinct	NP Andrea Touhey	WI WRITE-IN**
62 0890 : ST. PAUL W-3 P-06	250	28
62 0900 : ST. PAUL W-3 P-07	145	13
62 0910 : ST. PAUL W-3 P-08	177	17
62 0920 : ST. PAUL W-3 P-09	317	21
62 0930 : ST. PAUL W-3 P-10	229	50
62 0940 : ST. PAUL W-3 P-11	112	6
62 0950 : ST. PAUL W-3 P-12	190	45
62 0960 : ST. PAUL W-3 P-13	237	15
62 0970 : ST. PAUL W-3 P-14	426	63
62 1000 : ST. PAUL W-4 P-01	139	14
62 1010 : ST. PAUL W-4 P-02	105	10
62 1020 : ST. PAUL W-4 P-03	169	18
62 1030 : ST. PAUL W-4 P-04	225	19
62 1040 : ST. PAUL W-4 P-05	137	15
62 1050 : ST. PAUL W-4 P-06	117	13
62 1060 : ST. PAUL W-4 P-07	196	33
62 1070 : ST. PAUL W-4 P-08	203	13
62 1080 : ST. PAUL W-4 P-09	128	8
62 1090 : ST. PAUL W-4 P-10	233	18
62 1100 : ST. PAUL W-4 P-11	200	14
62 1110 : ST. PAUL W-4 P-12	155	10
62 1120 : ST. PAUL W-4 P-13	134	13
62 1130 : ST. PAUL W-4 P-14	141	13
62 1140 : ST. PAUL W-4 P-15	152	22
62 1160 : ST. PAUL W-5 P-01	146	35
62 1170 : ST. PAUL W-5 P-02	264	11
62 1180 : ST. PAUL W-5 P-03	230	7
62 1190 : ST. PAUL W-5 P-04	195	27

Detail of Election Results
Independent School District No. 625 (ST PAUL)
Tuesday, November 7, 2017 School District General Election

Office Title: School Board Member at Large (ISD #625) (Elect 3)

Precinct	NP Andrea Touhey	WI WRITE-IN**
62 1200 : ST. PAUL W-5 P-05	66	11
62 1210 : ST. PAUL W-5 P-06	72	13
62 1220 : ST. PAUL W-5 P-07	46	3
62 1230 : ST. PAUL W-5 P-08	104	10
62 1240 : ST. PAUL W-5 P-09	91	6
62 1250 : ST. PAUL W-5 P-10	14	5
62 1290 : ST. PAUL W-6 P-01	92	11
62 1300 : ST. PAUL W-6 P-02	111	10
62 1310 : ST. PAUL W-6 P-03	108	8
62 1320 : ST. PAUL W-6 P-04	112	17
62 1330 : ST. PAUL W-6 P-05	134	15
62 1340 : ST. PAUL W-6 P-06	123	5
62 1350 : ST. PAUL W-6 P-07	24	9
62 1360 : ST. PAUL W-6 P-08	69	1
62 1370 : ST. PAUL W-6 P-09	85	11
62 1380 : ST. PAUL W-6 P-10	64	6
62 1390 : ST. PAUL W-6 P-11	96	4
62 1400 : ST. PAUL W-6 P-12	59	6
62 1430 : ST. PAUL W-7 P-01	118	10
62 1440 : ST. PAUL W-7 P-02	38	0
62 1450 : ST. PAUL W-7 P-03	88	7
62 1460 : ST. PAUL W-7 P-04	54	8
62 1470 : ST. PAUL W-7 P-05	100	11
62 1480 : ST. PAUL W-7 P-06	85	6
62 1490 : ST. PAUL W-7 P-07	70	5
62 1500 : ST. PAUL W-7 P-08	95	5
62 1510 : ST. PAUL W-7 P-09	68	3
62 1520 : ST. PAUL W-7 P-10	105	8

Detail of Election Results
 Independent School District No. 625 (ST PAUL)
 Tuesday, November 7, 2017 School District General Election

Office Title: School Board Member at Large (ISD #625) (Elect 3)

Precinct	NP Andrea Touhey	WI WRITE-IN**
62 1530 : ST. PAUL W-7 P-11	48	5
62 1540 : ST. PAUL W-7 P-12	210	14
62 1550 : ST. PAUL W-7 P-13	146	6
Total:	13288	1244

We, the school board members of Independent School District No. 625 (Saint Paul), certify that we have canvassed the returns of the School District General Election held on Tuesday, November 7, 2017, and have herein specified the names of any candidates receiving votes and the number of votes received by each candidate, and have herein specified the number of votes for and against any ballot questions voted on in this election.

As appears by the returns of the election precincts voting in this election, duly returned to, filed, opened, and canvassed, and now remaining on file in the office of the Clerk of Independent School District No. 625 (Saint Paul).

Witness our official signature at 360 Colborne Street, Saint Paul, Minnesota in Ramsey County this 14th day of November, 2017.

School Board Member

School Board Member

School Board Member

School Board Member

School Board Member

School Board Member

School Board Member

State of Minnesota
Independent School District No. 625 (Saint Paul)

I, Mary Vanderwert, Clerk of Independent School District No. 625 (Saint Paul), do hereby certify the within and foregoing 14 pages to be a full and correct copy of the original abstract and return of votes cast in the Independent School District No. 625 (Saint Paul)

School District General Election held on Tuesday, November 7, 2017.

Witness my hand and official seal of office, this 14th day of November, 2017.

BOARD OF EDUCATION | APPROVED MEETING DATES

	COB	BOE
TIME	4:30pm (unless otherwise noted)	Public Comment 5:30 Board of Education Meeting 6:05pm
2017-2018SY		
DEC	12/5/2017	12/19/2017
JAN	1/9/2018 5:00 pm	1/9/2018 4:30 pm Annual Meeting
		1/23/2018
FEB	2/6/2018	2/20/2018
MAR	3/6/2018	3/20/2018
APR	4/10/2018	4/24/2018
MAY	5/8/2018	5/22/2018
JUNE	6/12/2018	6/12/2018 Special Non-Renewals
		6/19/2018
JULY	7/17/2018	7/17/2018
AUG		8/21/2018

**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.

NOVEMBER 14, 2017

4:30pm

CLOSED MEETING

Negotiations Update

NOVEMBER 14, 2017

5:30 pm

6:05 pm

REGULAR MEETING OF THE BOARD OF EDUCATION

Open Meeting to Hear Public Comment

Board of Education Meeting

DECEMBER 5, 2017

4:30pm

COMMITTEE OF THE BOARD MEETING

DECEMBER 5, 2017

6:00pm

TRUTH IN TAXATION HEARING

DECEMBER 19, 2017

4:30pm

CLOSED MEETING

Negotiations Update

DECEMBER 19, 2017

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

Annual Meeting

January 9, 2018 | 4:30 pm

Committee of the Board

January 9, 2018 | 5:00 pm

February 6

March 6

April 10

May 8

June 12

July 17

Board of Education

January 23, 2018

February 20

March 20

April 24

May 22

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

July 17

OTHER EVENTS BOARD MEMBERS ARE SCHEDULED TO ATTEND

December 8, 2017 | AMSD Conference, Reimagine Minnesota