



Saint Paul Public Schools

Regular Meeting

Tuesday, October 17, 2017 6:05 PM

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

BOARD OF EDUCATION



Jon Schumacher
Chair



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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

October 17, 2017
6:05 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
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**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS**

DATE: October 17, 2017

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. **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.

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

B. RECOMMENDATION:

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

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

DATE: October 17, 2017

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Schools

A. PERTINENT FACTS:

1. 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.

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

B. RECOMMENDATION:

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

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

DATE: October 17, 2017

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

A. PERTINENT FACTS:

1. 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.

2. This item is submitted by Hans Ott, Assistant Superintendent for Teaching and Learning.

B. RECOMMENDATION:

The recommendation is that the Board of Education recognizes the school acknowledged above for its outstanding work.

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

September 19, 2017

I. CALL TO ORDER

The meeting was called to order at 6:13 p.m.

II. ROLL CALL

Present: Mr. Marchese, Ms. Ellis (joined at 6:16), Ms. Foster, Mr. Brodrick, Mr. Vue, Ms. Vanderwert, Mr. Schumacher, 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:

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

IV. RECOGNITIONS

BF 31054 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

The Minnesota Department of Education (MDE) has awarded Saint Paul Public Schools with a certificate of recognition for their commitment to provide training, coaching, and evaluation in support of schools implementing PBIS (Positive Behavioral Interventions & Supports). Of 63 schools, 30 have been trained through the state cohort model, and an additional 24 schools have been trained internally. 43 schools have measured growth with fidelity in the past year. The certificate is signed by MDE Commissioner Brenda Cassellius. Presenting the recognition to the superintendent and the board are members of the Department of School Climate and Support, including the district leads for PBIS, Erin Metz and Kristi Kohn, Assistant Director Kathy Lombardi and Executive Director, Dr. Leiataua Robert Jon Peterson.

BF 31055 Acknowledgement of Accomplishments of SPPS Students

A team of 13 students makes up the 2017-18 SPPS Student Engagement and Advancement Board, which launched in 2015. The SEAB's role is not to speak for students, but to develop and implement strategies that amplify student voice.

The Student Engagement and Advancement Board works on multiple initiatives each year to increase student voice in decision making at the Board and Administration level. Each year, a project proposal process begins in late spring with a deadline of August 15th. The Board, Administration, staff and students may choose to submit a project proposal for SEAB to work on or to work on collaboratively. SEAB works as a group to determine what they want to work on during the year and also design their own projects with input from the student body.

Amanda Hoffman

Amina Muumin

Anaa Jibicho

Astrid Steiner-Manning

Danasja Hall

Elizabeth Rypa

Malachi Raymond

Miski Omar

Rajni Schulz

Sarah Henry

Tabu Henry

Thomas Htoo

Zoua Vue

SEAB Facilitators are Shaun Walsh and Tyler Berres.

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 B1 -- Request for Permission to Accept a Grant from the Amherst H. Wilder Foundation, C2 -- GAP/Community School Collaborative Services in SPPS, C4 -- Request for Permission to Enter into a Contract with Saint Paul College for PSEO by Contract Services for the Youth Career Connect (YCC) Grant, E1 -- Facilities Department FY18 Purchases over \$100,000, E9 -- Post Age-65 Retiree Health Insurance Annual Renewal, E10 -- Active Employee and Early Retiree Health Insurance, G1 -- Change Order #3 for Como Park Senior High Synthetic Turf Field, and G2 -- Change Order #1 for Highland Park Elementary Expansion & Renovation which were pulled for separate consideration. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of August 15, 2017

MOTION: Mr. Schumacher moved approval of the Minutes of the Regular Meeting of the Board of Education of August 15, 2017 as published. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

Ms. Vanderwert
Mr. Schumacher

Yes
Yes

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of September 12, 2017

Information on Restructuring School Start Times was presented. Administration received recommendations regarding this topic from our community partners and a community steering committee. A proposed timeline for next steps includes a vote by the Board of Education at the October 17th Board Meeting on those proposed changes.

A presentation on Positive Behavioral Interventions & Support and Restorative Practices outlined these programs within the district and their role in helping to achieve overall positive school climate. The PBIS Framework can be seen as a “shopping cart” with various components that contribute to this program. Restorative Practice supports healthy relationships within our school communities. Positive school climate is defined as “a place where everyone can thrive” and these two programs are helping to achieve that goal, as well as social emotional needs of students and staff.

The proposed Pay18 Levy was presented to the Board to fund approximately 20% of the SPPS budget for 2018-2019 school year. It was recommended to the Board to approve the maximum ceiling of the levy at the September 19th Board of Education Meeting, with the certification of the levy at the December 19th Board Meeting.

A letter from the Saint Paul Indian Education Parent Committee was read, which officially acknowledged and accepted the receipt of the Administration Response to the 2016-2017 Parent Committee Resolution of Non-Concurrence.

MOTION: Ms. Ellis moved the Board accept the report on the September 12 Committee of the Board meeting and approve the minutes of that meeting as published. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

Superintendent Gothard gave a brief report on the beginning of the 2017-2018 school year. He thanked everyone for the strong start filled with excitement, all the great work in our schools, and the engagement with our community partners. He also provided a brief recap on restructuring school start times and the upcoming vote on the plan at the October 17, 2017 Board of Education Meeting.

A. Human Resource Transactions

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

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA

MOTION: Mr. Schumacher moved approval of the Order of the Consent Agenda with the exception of Items B1 -- Request for Permission to Accept a Grant from the Amherst H. Wilder Foundation, C2 -- GAP/Community School Collaborative Services in SPPS, C4 -- Request for Permission to Enter into a Contract with Saint Paul College for PSEO by Contract Services for the Youth Career Connect (YCC) Grant, E1 -- Facilities Department FY18 Purchases over \$100,000, E9 -- Post Age-65 Retiree Health Insurance Annual Renewal, E10 -- Active Employee and Early Retiree Health Insurance, G1 -- Change Order #3 for Como Park Senior High Synthetic Turf Field, and G2 - - Change Order #1 for Highland Park Elementary Expansion & Renovation which were pulled for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

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

A. Gifts - none

B. Grants

BF 31056 Request for Permission to Accept Grants from the Ecolab Foundation's Visions for Learning Program

That the Board of Education authorize the Superintendent (designee) to accept multiple grants from the Ecolab Foundation's Visions for Learning program; to accept funds, and to implement the projects as specified in the award documents.

BF 31057 Request for Permission to Submit a Grant to the Minnesota Department of Education, State Library Services

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for funds to increase library engagement among middle school students; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 31058 Request for Permission to Accept a Grant from the National Association for College Admission Counseling

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 31059 Request for Permission to Accept a Grant from Tides Center

That the Board of Education authorize the Superintendent (designee) to accept a grant from Tides Center to purchase supplies for a maker space in SPPS; and to implement the project as specified in the award documents.

BF 31060 Request for Permission to Accept Grants from United States Tennis Association (USTA) Northern

That the Board of Education authorize the Superintendent (designee) to accept grants from the USTA Northern; to accept funds, and to implement the projects as specified in the award documents.

BF 31061 Request for Permission to Submit a Grant to the Viva Musica Music/Art Grant Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Viva Musica for funds to purchase 15 new Orff instruments; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 31062 Spring 2017 & Spring 2018 ACT Testing

That the Board of Education authorize payment of \$122,323.50 to ACT for administration of the 2017 ACT Plus Writing exam, and approximately \$110,700 for the 2018 exam.

BF 31063 Approval to Enter into a Contract with Middle English, Inc. to Provide American Sign Language Interpreting Services for the 2017-18 School Year

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with Middle English for \$150,000 to provide American Sign Language interpreting for students and parents as needed for the 2017-18 school year to be paid by Special Education and by the schools.

D. Agreements

BF 31064 District Rooftop Lease (Cell Tower) at L'Etoile Du Nord Upper Campus

That the Board of Education authorize the Superintendent or Designee to execute the Lease Agreement between the District and T-Mobile Central LLC for a cell tower at L'Etoile Du Nord Upper Campus (Prosperity).

BF 31065 Agreement to Transfer Overdrive Digital Content to the Saint Paul Public Library

That the Board of Education authorize the Superintendent (designee) to enter into necessary agreements to transfer Saint Paul Public Schools' Overdrive collection to the Saint Paul Public Library.

BF 31066 Addendum to Lease Agreement with West Side Community Organization

That the Board of Education authorize the Superintendent to execute the Addendum to the Lease Agreement between the District and West Side Community Organization to exchange space at the vacant lot located at the northwest corner of Livingston Avenue and Baker Street East, Saint Paul, MN 55107 for rent at the Baker Center.

E. Administrative Items

BF 31067 Settlement of Uninsured Claim

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

BF 31068 Monthly Operating Authority

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

a) General Account	#680274-681177 #0002629-0002652 #7002411-7002439 #0001654-0001705	\$38,318,717.17
(b) Debt Service	-0-	\$5,050,723.32
(c) Construction	-0-	\$4,246,451.30
		\$47,615,891.79

Included in the above disbursements are 2 payrolls in the amount of \$19,151,503.17 and overtime of \$48,815.77 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 December 31, 2017.

BF 31069 Employee Long-Term Disability Insurance Annual Renewal

That the Board of Education continues the District's employee long-term disability contract with VOYA for calendar year 2018 with no change in premium renewal rates.

BF 31070 Employee Life Insurance Renewal

That the Board of Education approves the contract for employee life insurance with Minnesota Life with no change in premium renewal rates for 2018.

BF 31071 Employee Short-Term Disability Insurance Annual Renewal

That the Board of Education approves the contract for employee short-term disability coverage with VOYA at the renewal rates.

BF 31072 Optional Vision Insurance for Active Employees Annual Renewal

That the Board of Education approve the contract for active employee vision insurance coverage with EyeMed effective January 1, 2018.

BF 31073 Employee Dental Insurance Annual Renewal

That the Board of Education approve the contract for active employee dental insurance coverage with HealthPartners effective January 1, 2018, at the proposed renewal rates.

BF 31074 Request for Approval to Process an Upgrade: Based on Job Study

That the Board of Education approve the upgrade of the Communication Specialist position and promote the incumbent taking on the additional duties to the newly created Grade 15 Communication Consultant job classification in the PEA labor agreement.

F. Bids

BF 31075 Harding High School Tennis Courts Resurfacing

That the Board of Education authorize the award of Harding High School Tennis Courts Resurfacing to Bituminous Roadways, Inc. per contract release B-358(5) and contract number 123720 for the lump sum base bid of \$255,000.00

G. Change Orders – Pulled for Separate Consideration

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 31076 Request for Permission to Accept a Grant from the Amherst H. Wilder Foundation

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Amherst H. Wilder Foundation to support families and children at Freedom Schools in SPPS; and to implement the project as specified in the award documents.

The Board requested more information, including the background, of this program. Answer: The grant for the Amherst H. Wilder Foundation is an on-going grant for support of the Freedom School at the Rondo Complex. The Promise Neighborhood, Saint Paul Children's Collaborative, and the District have been partnering for the past several years. The cost to run the Freedom School is about \$500,000 per year, and the District still provides significant amount of ALC funds, as well as other support, to cover the cost of implementing the program. Participation in the Saint Paul Promise neighborhood is 360 students, and 80% of those students did not experience a summer learning loss, which is a real source of pride for the program.

BF 31077 GAP/Community School Collaborative Services in SPPS

That the Board of Education authorize the Superintendent (designee) to approve the expending of ALC, Gateway to College, and Special Education funds in an amount not to exceed \$200,000 for site-based mental health services provided by GAP/Community School Collaborative. This amount reflects site-based mental health services at 7 SPPS sites.

Superintendent Gothard provided the background on this program. The Guadalupe Alternative Program is an existing program, and this contract will expand those services. The mental health site-based services will be expanding from four schools in the 16-17 school year to seven schools for 17-18. It will expand existing programming that has been effective in supporting our students and families.

How are students referred to these services, and who does the referral? Who is served and how is that decided? Answer: Students are usually referred by a school contact, who is the main referral source. Social workers and school counselors work very closely with GAP. Each school sets up a system with a student assistance team, who notices students who may be experiencing some difficulties. They will then contact the family of the student to receive the voluntary release of information to make that referral.

BF 31078

Request for Permission to Enter into a Contract with Saint Paul College for PSEO by Contract Services for the Youth Career Connect (YCC) Grant

That the Board of Education authorize the Superintendent (or designee) to enter into a contract with Saint Paul College to hire a Youth Career Connect (YCC) College Navigator.

Superintendent Gothard provided more information on this item. Some of these areas of PSEO and articulated credits can be challenging. Not all of our staff are certified or licensed to offer credits for both high school and college. We are looking to establish this partnership to ensure that students are receiving the dual credit. It is a partnership that allows for our students to be served in that way.

BF 31079

Facilities Department FY18 Purchases over \$100,000

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

The Board requested more information on the funding sources used for furniture purchases. Is it levy funds, or a different source? Answer: There are several ways for funding – the cleanest and easiest is the general fund. Historically, this has provided the funds for furniture replacements. There is opportunity in the capital levy to pay for furniture, fixtures, and equipment. It is a balance between those two funds – the general fund and the levy; with guidance from Chief Schrul on those projects and what is most advantageous for the district.

BF 31080

Post Age-65 Retiree Health Insurance Annual Renewal

That the Board of Education approves the contracts for retiree health insurance coverage with HealthPartners effective January 1, 2018, at the proposed premium rates.

BF 31081

Active Employee and Early Retiree Health Insurance

That the Board of Education approve a contract for active employee and early retiree health insurance coverage with HealthPartners, effective January 1, 2018, at the proposed premium renewal rates.

The Board requested more information on these two items regarding the increase in retiree and employee insurance. They requested more information on the budgeting process; how have we accounted for these increases in our budget and the impact it will have compared to previous years. Answer: For the first question on a sense of how these increases are accounted for and the impact they have on the budget, at this time we are in a good position and working through years that are pre-negotiated under this contract. We had foreknowledge on what the increase would be for the upcoming year. As Chief Schrul prepares her annual budget every year, she works with the Benefits Team to gain a sense of increases for the medical coverages, and she aligns with those. Because the fiscal and annual year structure is different, she accounts for the current wages and the increases in those amounts within the average cost of employees within the district.

In our budget for the fiscal year, are there any additional impacts beyond what we've budgeted for the employee insurance increases? Answer: No. There is a small impact from rounding the numbers up, but for the large percentage increase, we used 8% which is consistent with what was budgeted.

Could we gain a better understanding of how increasing amounts this year relates to past years' amounts? Answer: There are significant increases this year. This is the fourth year of our four-year package. At our last RFP, our winning provider gave us three years of a rate increase cap at 4%, with the opportunity to negotiate this fourth year at a reasonable amount. We received three years at 4%, and this year at 8%.

Going forward, what do you foresee, knowing there are challenges with healthcare? Answer: We are seeing and anticipating significant increases in rates for several reasons. The first is our experience as an organization. We are still benefiting from the aggressive moves to have our business. In our last RFP, we signed a contract that saw a 14% increase in rates that year and gradually working their way up. If we don't start to make changes to the benefits and plans provided, there will be a 15-20% increase for 2019 based on projections. We think we will fare better because it is an RFP year; we would be doing ourselves a disservice if we accepted too much of a discounted rate for the fear of bounce back three years out. Conservatively, but pessimistically, we are looking at double digit increases for 2019. What would be the total cost in terms of numbers for that increase? Answer: For this current proposal, for active employees and based on an 8.5% increase translates to \$4.6 million for early retirees, the total package is about \$51 million. If we were to take that up to double digits and at similar numbers, there would be a \$6 million or \$6.5 million increase.

BF 31082

Change Order #3 for Como Park Senior High Synthetic Turf Field

That the Board of Education authorize the Superintendent to sign Change Order #3 for Como Park Senior High Synthetic Turf Field for the lump sum of \$384,417.00.

BF 31083

Change Order #1 for Highland Park Elementary Expansion & Renovation

That the Board of Education authorize the Superintendent to sign Change Order #1 for Highland Park Elementary School for the lump sum of \$213,713.21.

Tom Parent, Director of Facilities, provided background on both change orders. Both are representative of construction projects currently underway. Unforeseen conditions are inevitable in Facilities, and these are things that come up through the course of construction as we uncover unforeseen work and discover and account for errors in drawing sets, or when we and outside partners say there is value in changing the scope of work.

For the Change Order #3 for Como Park Senior High Synthetic Turf Field, it was in pursuit of the artificial turf field and the underground storm water management system. Through the course of excavating, there was construction debris found from when the field was originally built. This was very common from that era; they would fill in expanses of ground with the building debris from another site. Unfortunately, it was also common to bury hazardous materials in those building materials, such as asbestos. There was a higher cost for disposal of those materials. It is not a cause for concern for student playing on the field, but those materials did need to be properly disposed.

Will Como be able to plan their homecoming on their home field this year? Answer: Probably not due to the significant delay of the presence of the debris. Thanks to the Como staff and administration for their flexibility, and next year will be a great homecoming for the high school students.

Some of the changes at Como will be funded by a grant that we have through the Capital Regional Watershed District, which we have in partnership with the District, the City, and the Watershed District, to improve the water quality at Como Lake. There will be some cost sharing related to that grant and was included in the contract.

The next change order is related to the construction at Highland Park Elementary. There was a series of unforeseen conditions related to walls that needed to be corrected, some changes to the structural system based on our direction, and the relocation of an electrical transformer for power. As an organization, we anticipate and plan, as well as track and monitor our change order percentages. It's not only one of our internal key performance indicators (KPIs), but also a KPI that is sent to the Council

of the Great City Schools. We track and budget for 7-10% depending on the funding source for change orders, with our internal goal to keep them at 7% of the overall budget costs in line with the district averages.

The Board would like to echo the complement to the Como Park staff for their flexibility. They had to travel to practice, and are still off to a good start in the season. Thanks to the coaching staff and to the athletes.

Are those change orders built into the contingency plan? Had you planned ahead that this may happen?

Answer: Absolutely. Anytime the Board approves a capital bond request, we earmark about 10% for contingency to cover situations like this. Unforeseen conditions do happen in construction and there is funding to cover these change orders.

Did these two numbers come within that 10% contingency? While the number for Como wasn't pulled, the construction update at Highland Park Elementary is less than 1.2% of overall cost for project, so yes. The Board also noted that one of their concerns is that as we look at the budgeted dollars for a particular year, or the projected cost for projects in the FMP for a given year, with these unforeseen conditions that stay within the contingency plan, does this jeopardize the future of the entire FMP and future projects? Answer: We take unforeseen costs very seriously. Every dollar we don't spend on unforeseen conditions can be reallocated to another project down the line. These are costs that are built into the project forecasting and financial needs. We want to make sure these costs are as low as possible for both the short-term and the long-term conversations.

The Board noted their concern for funding projects that we intended to provide during the original five-year plan, but running into a situation where there may not be funding for those original projects because of changes to the original plans. Should we be concerned? Answer: The concerns are valid. Be assured the staff does take these concerns seriously because of their desire to do this work and the perpetuity to the Board. We are in a great position because of the rolling five-year plan; we are always making new and future commitments with the ability to shuffle and rearrange priorities and evolve the implementation. In the situation where there would be such out of scale costs that it will affect future work, we would be able take that on in an informed way for systemic changes. We are never done with facilities work. The capital bonding and levy authority extend the perpetuity and recognition that our buildings will always need investment. Change orders and unforeseen costs will be a constant for us, especially considering the age of our buildings and construction. We are constantly monitoring them in the context system and programs we provide for the organization, while keeping commitments and long term aspirations and dreams to make our facilities as great as they can be – both the schools and athletic facilities.

The Board wanted to reiterate the communication with the progress of the FMP, both from a construction standpoint, and also a fiscal standpoint. We have made sound and wonderful decisions to upgrading the facilities in Saint Paul Public Schools, not only for the good of the students which is the most important aspect, but also because we are in a competitive world with other organizations. We want the facilities at SPPS to be the best possible, while also monitoring the budget.

Chief Finance Officer, Marie Schrul, thanked the Board for their fiscal monitoring. It is important to have accountability and balance; when the books are closed at the end of the year, the budget does need to balance. As we are going forward with the levy and the budget to fund the FMP, the Board and community will have input to set the levy. It's important to note the balance of the projects. There will be change orders for unforeseen conditions, but there will also be projects that are underspent too. We are doing all this for the students and bring good things to the district.

Can you tell us the degree of management in these sites under construction right now? Answer: We currently have \$234 million worth of construction under contract. That's an enormous amount of work for the district of which we are very excited. This work will improve the learning environments of 8,700 students, which is powerful for us as an organization.

MOTION: Mr. Schumacher moved the Board of Education to approve the consent agenda items pulled for separate consideration. The motion was seconded by Ms. Foster.

The motion was approved with the following roll call vote:

Mr. Marchese	Yes
Ms. Ellis	Yes
Ms. Foster	Yes

Mr. Brodrick	Yes
Mr. Vue	Yes
Ms. Vanderwert	Yes
Mr. Schumacher	Yes

X. OLD BUSINESS

A. Pay 18 Levy & Ceiling Set

As a follow-up to the September 12 COB Meeting where the levy proposal was first presented, Chief Schrul and Mary Gilbert, Legislative Liaison, provided updated figures on the Pay18 Levy and recommended actions regarding the levy.

Planning Assumptions

- All figures presented were based on the Administration's best estimates, using the statutory authorized amounts.
- MDE provided updated Pay18 levy calculations on September 18th, 2017; they will continue to made adjustments to the SPPS numbers through September.
- Most districts certify their estimated maximum levy; it can only decrease once certified on October 1st.

The Basics

- School levy authority is established by law.
- School budgets are a combination of state, federal, and local funding, including the voter approved referendum.
- Unlike cities and counties, the Pay18 school levy funds the 2018-2019 school year.
- Levies contribute approximately 20% of the budget for SPPS.

Who Determines Your Property Tax?

- A combination of state legislature, taxing jurisdictions, and the county assessor all contribute to the overall property tax.
- Other major factors impacting property taxes include the property tax levy, state aid to reduce the local tax burden, a home's market value compared to other homes or properties, increases to the tax base, and legislative changes

Factors Impacting the Saint Paul Levy

- Overall estimated market values are up 9.8% from prior year
- Double digit increases for a number of commercial, industrial, and apartment properties
- Residential is more moderate – areas of higher increases include Thomas/Dale, North End, Greater East Side, and West Seventh
- School portion of fiscal disparity aid increasing \$449,739 or 1.4%
- Changes to Saint Paul Right of Way/street maintenance program

Factors Impacting School Levies

- Changes in pupil counts
- Legislative changes to education formulas
- Referendum inflationary increase
- Pension contributions required by law
- OPEB obligations
- Employment changes that drive severance and unemployment levies
- Capital bonding, refunding of bonds, abatements, long term maintenance, health and safety projects, lease costs

SPPS Levy Categories

- Operating, Pension/OPEB/Contractual Obligations, Facilities, and Community Service

Proposed Pay18 Levy Ceiling

Levy Category	Certified Pay17 Levy	SPPS Estimated Pay18 Levy (as of 9/18/17)	Difference
Operating	\$ 47,134,881	\$ 49,200,100	\$ 2,065,219
Pension/OPEB/Contractual	37,545,436	38,930,211	1,384,775
Facilities	59,983,176	65,515,439	5,532,263
Community Service	3,406,163	3,626,763	220,600
Total – All Levy Categories \$	\$ 148,069,656	\$ 157,272,513	\$ 9,202,857
Percent Change			6.22%

The CFO reviewed the estimated annual property tax impact for residential and commercial/industrial properties.

She then reviewed the timeline for the Pay18 levy process.

MOTION: Mr. Brodrick moved the Board of Education approve the “maximum” Pay18 levy ceiling over certified Pay17 levy as reported by the Minnesota Department of Education (MDE) and that they set the Truth in Taxation (TNT) hearing date for Tuesday, December 5, 2017 at 6:00 pm (time certain) at 360 Colborne. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

XI. NEW BUSINESS - None

XII. BOARD OF EDUCATION

A. Information Requests & Responses - none

B. Items for Future Agendas - none

C. Board of Education Reports/Communications

Chair Schumacher spoke about the Facing Race Awards, which was hosted and supported by the St. Paul Foundation. The Promise Neighborhoods was one of the awardees. Board Members went on to share their comments about the event. It was inspiring and wonderful recognition for the Promise Neighborhoods and they are a wonderful partner to SPPS. It's

important to raise up and promote their work, and the impact on families and students and in the district.

Chair Schumacher also spoke about the Saint Paul Area Chamber of Commerce Political Leadership event where the Board was nominated for an award for awareness and creativity in funding of land use and facilities. It was a testament to the work of our Facilities Department. While we didn't win the award, we were gracious to be nominated and the credit goes to the Facilities Department in their innovation.

The canvassing of the results of the school board election was also noted, and will be added to the November 14, 2017 Board of Education Meeting.

XIII. FUTURE MEETING SCHEDULE

MOTION: Mr. Schumacher moved the Board of Education to cancel the Tuesday, November 7th, 2017 Committee of the Board Meeting and reschedule it to Wednesday, November 8th, 2017 due to Election Day. Ms. Ellis seconded the motion.

The motion was approved with the following roll call vote:

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

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

- September 23 | Board Retreat
7:30 a.m.
- October 4 | Closed Board Meeting
4:30 p.m.
- October 17 | Closed Board Meeting
4:30 p.m.
- October 17
- 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)

- October 3
- 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 7:41.

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
October 3, 2017**

PRESENT: Board of Education: J. Schumacher, S. Marchese, J. Brodrick, M. Vanderwert, J. Foster, C. Vue (arrived at 4:38 p.m.)

Absent: Z. Ellis

SEAB: T. Htoo, R. Schulz

Staff: Superintendent Gothard, A. Collins, Y. Vang, H. Ott, I. Davis, H. Kilgore, N. Cameron, J. Turner, E. Agbamu, L. Sayles-Adams, K. Wilcox-Harris, T. Battle, L. Cathey, M. Hoerth, T. Stewart-Downey, S. Walsh, J. Statum-Allen, M. McBride, J. Kelly, J. Engen, M. Schrul, K. McCarty, V. Alanis, M. Dols Klingel, G. Ghere, S. Dahlke

Other: K. Peterson, K. McCauley, J. Kopp, J. Verges, T. Lonetree; J. Nathen, C. Mooris, M. Waters, E. Queshi, M. Maloney, P. Grafstrom, R. Downing, T. Dreher, J. Nathan, A. Swarl, L. Sandoval, I. Garcias, E. Galeana, J. Sanchezx, I. Pinner,

I. CALL TO ORDER

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

II. AGENDA

A. Superintendent's Update

Superintendent Gothard shared that the first Superintendent's District-Wide Administrator's Meeting was held, where the district's leaders gathered together, with conversations on school culture and shaping the conditions for our work with students and families. It was a great refresh with them, full of liveliness and positive energy where ideas were shared both in the group setting, as well as break-out sessions. It sets the stage for the future for us, including the strategic planning process to ensure we are finding ways to learn the underlying conditions that will lead to success for students and build engagement and culture in schools. The RFPs for the strategic plan have been received, and staff will be vetting those proposals with the preliminary goal to present them at the October 17, 2017 Board of Education Meeting.

B. SEAB Update

A refresher on SEAB and its projects and goals was presented. It is a team of 13 students, and their role is not to speak for students, but to develop and implement strategies that amplify student voice. Each year they work on multiple initiatives to increase student voice in decision-making at the Board and Administration level. Projects are proposed by the Board of Education, Administration, staff, and students; they may also design their own projects with input from the student body. This year, SEAB is working on four projects – two of which are completed already. Some of the projects this year focus on the renaming of Ramsey Middle School, increasing diversity in advanced classes, and the increase in student voice in elementary and middle schools. In their work, they affect change in policy, change in practice, and change in discourse.

QUESTIONS/DISCUSSION

- In the spring, will there be an opportunity to reconnect on the role of SEAB and the Board, to ensure that SEAB feels they have an effective role? Is there a calendar and schedule set up for SEAB for the upcoming year? Answer: Yes, there is a rough schedule involving the increase in diversity of advanced classes and elementary and middle school participation. The rethinking of the Board seat will also be worked into the calendar.
- Shaun Walsh, Community Education Program Manager, will also keep the Board informed on SEAB updated throughout the year. She will be presenting at the Council of the Great City Schools Fall Conference with a SEAB alum in October 2017, as well as the MASBA Annual Conference in San Antonio, TX.
- With other initiatives that aim to increase student voice, is there a comparison of how it relates or compares to the work of other districts? Answer: The work we are doing is very unique and not comparable to the work of others, which was the impetus for attending the conferences. This program was launched very quickly, so we are learning best practices around engagement.
- How does SEAB plan to provide updates on initiatives and projects? Answer: At the end of every project, the presentation will be helpful to inform the Board on the outcomes and overall results. Also, having a time on the agenda at each COB meeting of the current work of SEAB is helpful.
- The presence at Board of Education meetings was also noted, so the public and the community can be updated on the work of SEAB.
- Are there work plans on the for the strategies on these two projects? Answer: SEAB is still working out the details on the projects. They are brainstorming strategies about how to work with schools and speaking with elementary teachers on increasing student voice across different grade levels. They are currently working on a survey, which is the first step about the elementary and middle school outlets for student voice.
- SEAB's work on the renaming of Ramsey Middle School was presented to the Board. There may be some informal ways the group can continue to work on that project, but formally, it is in the hands of the Board. The first step will be to work with the school community, principals, and staff on the parameters around the renaming of the school.

C. Policy Update

Three policies were brought forth for revisions on behalf of the Board Policy Work Group. The first is Students with IEPs - Policy 508.00. There was a complete rescind and revision of the policy. It was developed in collaboration with the Special Education Advisory Council (SEAC) and the Office of Specialized Services (OSS). The policy was reformatted for improved understanding by adding a purpose statement, adding a definitions section, and using plain language throughout the policy. It was also organized into District, School, and Parent/Guardian sections. The work group recommends advancing this revised policy to the three-reading process.

The second policy to be revised is Wellness - Policy 533.00. Amendments were required in order to meet new requirement of the USDA's Healthy and Hunger-Free Kids Act. 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 the policy. The work group recommends advancing this revised policy to the three-reading process.

The third policy revision is Graduation - Policy 510.00. The revision would allow for identity adornments to be worn at graduation ceremonies. It was a SEAB recommendation in their inclusivity presentation at the December 2016 BOE meeting, and the Board directed that a pilot program be established to trail the process. Guidelines were developed with specific details for allowed designs and a process for pre-approval. Humboldt and Creative Arts were selected as pilot sites with great results. The work group recommends amending the policy to allow for wearing identity adornments at graduation ceremonies, and advancing this revised policy to the three-reading process.

QUESTIONS/DISCUSSION

- In reference to the revised policy on Students with IEPs - 508.00, the Board noted the improvements to accessibility and understanding and the outlining of the different roles within the system. How do we ensure compliance with the policy to ensure we are doing the things we state within that policy? How is it disseminated to stakeholders? Answer: Policy is the first step in communications regarding IEP programs. We also have a comprehensive booklet on procedures and their implementation in schools. Staff are trained on issues regarding IEPs and special education on a regular basis, and they would be notified of any changes within those sessions. In this policy, we are not making changes to the program, but a different way of communicating this policy.
- In regard to Graduation - Policy 510.00, how much input did we receive from principals and class advisors? Answer: At each of the pilot schools, we worked with principals and their direct reports. We met with the group a few times before graduation, as well as a debrief afterwards. It was all met with positive feedback.
- It was also highlighted that the procedure for the graduation adornments is very clear. They require pre-approval and a tag showing they were pre-approved by the graduation coordinator. There are clear, detailed guidelines for what is allowed and what is not allowed in terms of size, font, color, and material; there are about 10 qualities the garment must meet to be approved.
- A concern on the tradition of the ceremony was addressed and the feedback from principals and administration on this issue. Responses included that principals are aware of the policy proposal, and while it will be a change, it has not been met with strong concerns based on the feedback from the pilot program. Principals will be notified of the changes and the first of three-reading policy for this change in order for them to voice their concerns. This policy change originated with students and they led the interest in moving forward. The focus of graduation ceremonies is the students, and if they would like this change to take place in a respectful and valuable way, it will be the direction of the District to implement those changes.

D. Investment Report

Two investment reports were presented – one from Wells Fargo, and the other from US Bank. Wells Fargo OPEB Trust Investment Report:

- A high level summary trust funding for SPPS compared to other districts was presented.
- As of August 31, 2017, there was a market value of \$35 million.
- A chart of specific targets was presented, including investments in equity and fixed income, as well as real estate and commodities, was presented. Non-traditional and mutual funds were also discussed. The Investment Policy statement contains all of this allocation target information. Statute 356A was discussed as well as the possibility to diversify the portfolio.
- The current allocation is slightly over weight of equities due to the performance of the equity markets. The trust has been rebalanced a couple times over the year so far.
- The actual dollar increase is about \$5.1 million. The actual performance on rate of return is YTD is about 8.5% of net of fees basis.
- The inception number is under 5%. Most of the trusts are aiming for a 5% rate of return. This portfolio is very safe to hold the portfolio up in value. There is a reasonable amount of risk for a reasonable amount of return. Trends are up.

US Bank Short Term Investments

- We recently invested some cash that we have in our cash flow to mitigate in between payrolls to acquire interest in savings.
- Investment reports and returns were presented in a bound booklet that was handed out to staff.

- Short term cash is governed by state statutes; it's extremely safe because it's all in government agencies. The goal is liquidity and safety, not so much on the returns. The returns will not be of the stock market, but more of the very conservative government agencies.
- In the last three months, we were up 42 basis points. In the last 8 months, we were up 1.36. In one year, we're up 46 basis points, with the inception to date at a little over a percent. The key to this is liquidity. The numbers behind the percentages were also presented. The return for this year is 1.36.
- The fixed income summary was also discussed, with the current yield at 1.44% with 68 securities. The credit quality is pristine. It is a running 1 to 4-year ladder, that is really safe and liquid. As the Fed raises rates, the yield will continue to rise. The formulas are not changed, but it will stay straight since it is all a ladder.

QUESTIONS/DISCUSSION - None

E. School Start Times Update

A recap on the restructuring of school start times was presented highlighting the proposed plan, key challenges and working solutions, and the proposed motion for the October Board of Education Meeting. At this meeting, the Board will vote to adopt the administration's recommendation to change school start times, including moving secondary schools to a later start time with the understanding that there may be exceptions needed to align with changes under the District's next strategic plan. The Board will also vote to accept that implementation of this plan will begin in the 2019-20 school year to allow ample time for SPPS to inform and support families and staff, as well as work with community partners through the transition. The final list of schools and their prospective start times by October 2018 through the strategic planning process. This will allow families time with School Choice season to get the information early enough to align with the changes and school choice process for the following school year. It was also noted that this motion was put forth with the understanding that there may be exceptions to align with the new strategic plan. Our goal is to move all secondary schools to a later start time, but there may be minor adjustments with some schools to align with that strategic plan in order to best serve the school community. Once it has been structured, there will be a good assortment of school start times within communities for families to choose.

QUESTIONS/DISCUSSION

- With the earlier start times for elementary students, it was mentioned there would be safety measure put in place. Could you explain that a little further? Answer: Some of the safety measures include working with the local communities. In other districts, neighbors and communities work together to have eyes on those bus stops and participate in monitoring those stops where younger students are waiting. Informally, there could be a neighborhood watch for children in the morning. Formally, we could work with the police department for neighborhoods that may have less street lights and be darker in the mornings. The officers would be at those certain stops during the week. There is also the option for "walk-n-bus", where we would work with families on an informal basis where they would walk children to the bus stop and stay with them until the bus arrives or it becomes lighter outside. The best option is to work with the school community and each work with their community on proposals and support systems that will work best for each.
- How are we going to initiate these conversations to move forward with community planning? Answer: Once the Board takes action on this topic, we are prepared with a communications and implementations plan. We will meet with principals and their teams to take it from an individual school basis. The assistant superintendents are prepared to have these conversations. There will be individual school plans that will feed into a larger plan. Child care will also be captured within that plan.
- Will there be data provided from other school districts that have implemented a similar plan prior to the vote on sleep research for elementary students? The Board noted

their concerns in that parents in the community will have a difficult time putting their younger children to sleep by 7:30 or 8:00 pm. Were parents able to adjust and ensure their younger children are getting enough sleep? Answer: Research around elementary student sleep data is not as prodigious, and the plan for SPPS relates back to school choice – there will be choices for families. There is not a lot of scientific data on elementary students' sleep, but it is known that they are able to adapt to different start times. What is known are the effects of sleep on adolescents and young adults and how they need the later start times based on their development.

- The Board also highlighted and elaborated more on the revised motion with reasoning on the timing, planning, and alignment with the new strategic plan.

F. SPPS Administrative Response to the Latino Consent Decree Parent Advisory Council

SPPS District & LCD Program Goals include:

- Create a plan for full implementation of the Latino Consent Decree
- Ensure that the Implementation Guide is create in a meaningful manner
- Go beyond compliance
- Have positive outcomes for our students and families

2016-2017 LCD-PAC Recommendations and Administration's Responses included:

- Update the LCD teachers' job responsibilities
 - Expanding beyond EL teachers, items 1-10 could be assigned as the responsibility of any licensed bilingual building staff, and responsibility #6 is in place at our Spanish immersion sites
- Prioritize recruiting qualified bilingual teachers
 - Identify current SPPS teachers who qualify for the LCD title, identify targeted recruitment, and monitor the demographics of teacher hires
- Increase the number of LCD bilingual EA2
 - Funding sources to hire more bilingual Spanish EAs, place EAs at school sites that do not already have Spanish bilingual teachers, review and re-align the secondary LCD EA schedules, require all MLL TOSAs to regularly monitor the alignment of the LCD EA schedules, and at the Hubbs Center, have a SPPS ParaPro Plus training class
- Re-write LCD job postings for all LCD EA2
 - Create and update, generic LCD EA2 description, and detail the work of a LCD EA2 (already in place)
- Create an LCD flag in the student information system
 - Work with REA and OTL to add an LCD flag in Campus, focus on the flag designation to ensure student flags are accurate and timely, and MLL's role in ongoing upkeep of LCD flags
- Continue to strengthen Latino parent engagement
 - LCD-PAC program, Parent Academy Program, sexual health education, Latino Leadership Program, SNAP-Ed, MLL Family Night, and Special Education Family Groups

QUESTIONS/DISCUSSION

- Is there a pathway for high school students work with LCD students? How do we recruit and support those students who are interested, but need that pathway? Answer: The pathway for students has not been created yet. It is something we can do – we would need to identify those schools to work with first.
- With some of the other needs that we have around employment for these programs, is there a pathway that supports high school students and positions along the way to be employed. Are we starting to think of ways to support our students all the way through secondary degrees or certification studies on a continuum to identify those students early on? Answer: While there isn't a pathway currently, there is information on the schools that students plan to attend after graduation. We could create partnerships

with those schools in order to create those pathways. One of the requirements for paraprofessionals is that they pass the ParaPro exam or have at least two years of college education before they are hired as a TA or EA. There is the potential to plant those seeds in junior and senior year and help to support them through that secondary process in order to create that pathway for them.

- In regards to early childhood programs, do we have extra support for families in that area? Are there outreach events where we go out to the parents and families? Answer: Yes, there is outreach support where we go out into the community at school sites and community based events. There is a great relationship between community and staff. In recent years, more of the focus has been on older elementary students; the strategic focus on early learning is definitely something that can be looked at for future years. We do take advantage of partnerships available to us.
- How can our engagement with families that may not be able to attend events and meetings be deepened and broadened to ensure that all families are receiving the support of the district and to ensure all their voices are also being heard? Answer: We have outreach strategies where we try to authentically be in the same space as our families. Our best strategy may be to also spend time at the school buildings to connect with families. In engaging with the district, most families' energy is on their individual school community. The Office of Family Engagement can inform the Board on information from the family liaisons and staff on where the gray spots are and the real energy, and that is where partners can be found more broadly.
- It was also noted that these initiatives are an ongoing project that will need support from the community and staff. Everyone needs to have accountability in their roles and responsibilities to succeed in completing these initiatives.
- How do we train, assist, support and empower parents and families in parent-to-parent conversations to increase the reach in that information flow? We need communal support, investment, and capacity. We need to ask our parents to increase the capacity because they are in the communities every day. Answer: We can figure out a feedback loop for that and a technical solution. We will continue to work together. Some was addressed with family engagement around the superintendent search.
 - Community members followed-up on this question with the fact that parents need to be the conduits of information for families. Training for these families would be wonderful, so that parents are trained to discuss and disseminate information appropriately without crossing lines and borders when representing the district.
- LCD PAC thanked the Board for the opportunity to be at the meeting, to listen to the responses, and to respond. It is a time to push forward and together with staff and community to ensure there are solutions for our children, and to find opportunities for them to grow and be at the same level as other students and to prepare them for college. The Office of Family Engagement sends information to all parents about the program and events.
- As parents of students in SPPS, they may be the ones to know people who are bilingual in Spanish and English and help to fill those roles in the district. What are the ParaPro resources at the Hubbs Center and what resources are available to teachers in the EL group that could also help to prepare those parents for the required criteria? Answer: There is a support class/workshop at the Hubbs Center to help parents and families who are bilingual to give them the necessary tools for the ParaPro test. There is an interest from parents and families to become TAs and EAs, but the test that was a barrier. While the test is legal requirement, we don't want it to be a barrier so the class and workshop provides the support for families and parents to give them the techniques, skills, and practice to have the confidence and knowledge to pass the test. We think that will increase our numbers.
 - Is the test given in Spanish and English? Answer: It is only given in English. An accommodation that had been made was additional time; unfortunately, our system does not allow us to offer the additional time. The class and

workshop is an effort to help prepare those in test-taking skills as well as the content.

III. ADJOURNMENT II

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

The meeting adjourned at 7:08 p.m.

Respectfully submitted,

Sarah Dahlke
Assistant Clerk

RESTRUCTURING SCHOOL START TIMES **2017-18 DISCUSSION**



Jackie Statum Allen – Assistant Director, Strategic Planning and Policy

Board of Education Meeting
October 17, 2017

Purpose

- The purpose of this presentation is to:
 - Review the plan for restructuring start times for SPPS
 - Outline challenges to implementation and ways they will be addressed
 - Set-up Board vote on start times motion



SPPS Plan for Restructuring School Start Times

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Tier 1: 7:30 a.m. start	Tier 2: 8:30 a.m. start	Tier 3: 9:30 a.m. start
<ul style="list-style-type: none"> Elementary schools that currently start at 8:30 a.m. move to tier 1 End time 2:00 p.m. First bus pick-up at 6:30 a.m. 	<ul style="list-style-type: none"> All secondary schools <ul style="list-style-type: none"> grades 6 – 8 grades 6 – 12 grades 9 – 12 End time 3:00 p.m. First bus pick-up at 7:30 a.m. 	<ul style="list-style-type: none"> Elementary schools that currently start at 9:30 a.m. do not change End time is 4:00

- Cost Change:
 - Cost neutral, if Washington no longer has extra hour
 - Cost increase of approximately \$2 million if Washington keeps extra hour
- Timing: Implement 2019-20 to align changes with implementation of next strategic plan



Key Challenges and Working Solutions

Challenge	Response / Possible Solution
Childcare Supporting elementary families with options for after-school childcare for students moving to a 7:30 a.m. – 2 p.m. school day.	<ul style="list-style-type: none">• Increase Discovery Club spots, although there have been challenges in finding staff. Work with HR to better utilize existing employees.• Develop supervised after-school recreational programming that can allow for higher student to adult ratios.• Continue working with Parks and Rec (Rec Check) and Sprockets organizations so they are prepared for students.

Key Challenges and Working Solutions

Challenge	Response / Possible Solution
Early Morning Buses Supporting a safe transition for elementary families with a 7:30 a.m. start time and bus pick-ups as early as 6:30 a.m.	<ul style="list-style-type: none">• Re-evaluate bus stop locations for pre-7 a.m. pick-ups.• Communications to families with tips for safety.• Identify best practices from other districts to support families as they adapt to the change.



Key Challenges and Working Solutions

Challenge	Response / Possible Solution
<p>Athletics</p> <p>Secondary athletic programs will be affected by a 3 p.m. dismissal.</p> <p>Many schools rely heavily on facilities managed by St. Paul Parks and Recreation.</p> <p>Middle school athletics will have greater scheduling challenges.</p>	<ul style="list-style-type: none">• Impacted schools will have to rely more on fields and gyms on their campus or other SPPS sites.<ul style="list-style-type: none">• Teams to share fields and gyms more• Secondary schools travel to elementary facilities• Continue working with Parks and Rec to identify best ways to utilize their sites. Establish regular coordination meetings.• Be deliberate in scheduling so that if student athletes have to be dismissed early, they aren't missing core subjects.

Start Times Motion

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.

36 *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.





SPPS Urban Teacher Residency

College of Education,
Leadership and Counseling



SUTR Mission:

Create and implement an innovative program that is a **pathway for recruiting, preparing, supporting and retaining effective teachers from underrepresented backgrounds**, as well as 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.**

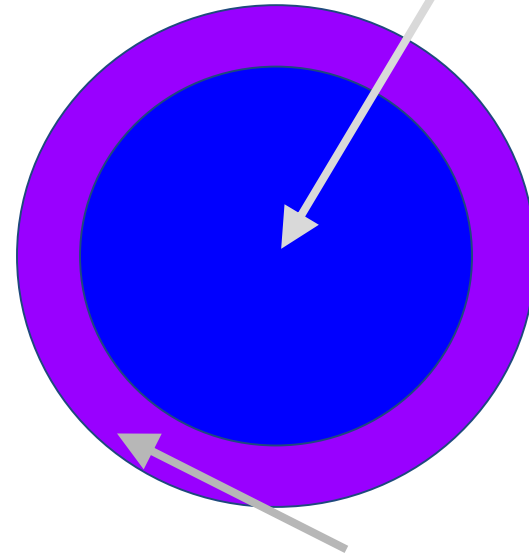
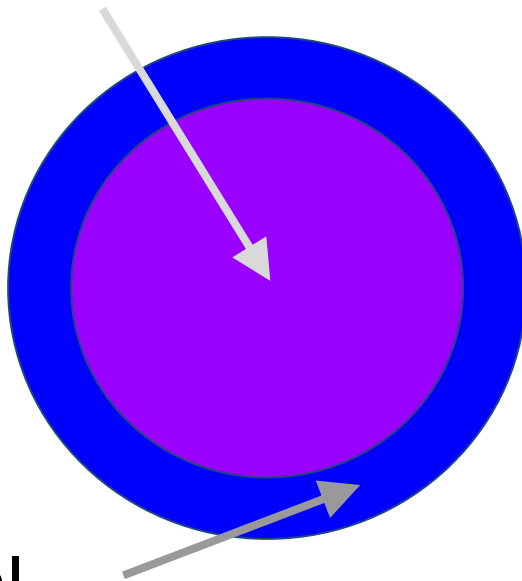


What is a Teacher Residency?

“Traditional Preparation” vs. Teacher Residency

Content

Clinical



Clinical

Content



What is SUTR?

- 15 month graduate-level teacher preparation program
- Residents earn a teaching license and a master's degree from the University of St. Thomas (UST)
 - Elementary Education with STEM
 - Special Education - Academic Behavioral Specialist
- Residents are paid a **stipend** to participate
- Residents pay a **tuition** to UST
- Residents **co-teach** for an entire academic school year

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SUTR Dispositions

- Culturally Responsive
- Reflective
- Coachable
- Collaborative Leaders
- Analytical Problem Solvers
- Organized
- Perseverant
- Resilient



Residents' Perspectives

Please describe your teacher residency experience in SUTR.



SUTR Programing

- Intentional coaching and evaluation aligned with SPPS Standards of Effective Teaching (SET)
- Culturally Relevant rigorous coursework grounded in the SPPS Racial Equity policy and work
- 43 • Removal of time and money barriers whenever possible
- Intentional Induction Support

Support Systems for Residents

SUTR Coordinators
SPPS Leaders

Instructors

Residents

Cohort Model

Mentor Teachers &
University Supervisors

Mentors



- Monthly professional development
 - Racial equity development
 - Mentoring skills
 - Collaboration with university supervisor
 - Support from program staff
- Additional support

Mentors' Perspectives

"I grew with my resident due to the level of reflection necessary to be a good mentor."

"Trying to communicate the joy of teaching to students and residents because the resident was so excited to be there."

"I learned to be even more open to not only giving feedback, but also receiving feedback."



Partnership Perspectives

- Designed to **reduce barriers** (BOT approved non-conventional; reduced credit load)
- **Rigorous selection process** including reps from SPPS and UST
- **Integrated** evaluation process
- ⁴⁷• University Supervisors and mentor teachers intentionally **collaborate** to to “grow” the residents into teachers for SPPS
- Quarterly **Instructor Retreats**
- **Integration of curriculum** to meet needs of the district
- Professional development around **Racial Equity** for all stakeholders



SUTR Cohort 1

22 Residents



- 14 Special Education (ABS)
- 8 Elementary with STEM
- 55% graduates of SPPS
- 70% prior SPPS employees
- 60% identified as people of color
- 4 cultures represented
- 50% Male | 50% Female
- 100% interviewed and selected by SPPS schools



SUTR Cohort 2

31 Residents

- 19 Special Education (ABS)
- 12 Elementary with STEM
- 30% graduates of SPPS
- 50% prior SPPS employees
- 65% identify as people of color
- 19 cultures represented
- 30% Male | 70% Female



Residents' Perspectives

How did SUTR prepare you to be
an effective teacher?

50

How do you see yourself as a change agent in SPPS?

Financial Implications

- **Current Program Funding** - SEED Grant and MDE Grant
- **Tuition** is \$695 a credit: \$20,850- \$23,630 to UST
- **Scholarship opportunities** \$3,000 - \$8,000 from UST
- **Stipend** of \$19,500 paid to candidates from SPPS
- **Single Health & Dental benefits** offered by SPPS
- **Financial Aid** available from UST
- **Qualify** for Federal student loan forgiveness programs while teaching for five years
 - \$5,000 up to \$17,500 depending on licensure area

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Да будет мир во всем мире

Que La Paz Prevalezca En La Tierra



Questions

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HUMAN RESOURCE TRANSACTIONS
September 1, 2017 through September 30, 2017
October 17, 2017

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Melvin, C. B.	Central Administrator	09/07/2017	\$43.52	Title I Fed Program
Morawiecki, A. M.	Central Administrator	09/11/2017	\$44.77	1780 W. 7th Street
Forbes, W. K.	Assistant General Counsel	10/11/2017	\$45.56	Colborne Admin Offices
Allen, A.	Classroom Teacher	08/19/2017	\$43.31	American Indian Magnet
Bambenek, J. F.	Classroom Teacher	09/11/2017	\$27.58	Chelsea Heights Elem
Crist, N. K.	Classroom Teacher	09/12/2017	\$29.68	Daytons Bluff Achievement
Dropik, T. M.	Classroom Teacher	09/07/2017	\$31.13	American Indian Magnet
Ebert, T. A.	Classroom Teacher	08/30/2017	\$37.47	Creative Arts Secondary
LaHay, M. R.	Classroom Teacher	08/19/2017	\$29.68	Parkway Montessori
Laabs, S. M.	Classroom Teacher	09/05/2017	\$48.57	1780 W. 7th Street
Mason, R. L.	Classroom Teacher	08/19/2017	\$30.41	Johnson Senior High
Sather, A. L.	Classroom Teacher	09/01/2017	\$49.06	Bruce F Vento Elem
Schmidt, A. E.	Classroom Teacher	09/11/2017	\$26.64	Jackson Preparatory Elem
Texidor, J. L.	Classroom Teacher	09/12/2017	\$37.58	Como Park Senior
Thieman, M. F.	Classroom Teacher	10/02/2017	\$31.42	Frost Lake Elem
Zebell, C. P.	Classroom Teacher	09/16/2017	\$26.64	Humboldt Secondary
Johnson, J. L.	Classroom Teacher	09/25/2017	\$29.68	Frost Lake Elem
Erickson, S.L.	Classroom Teacher	08/19/2017	\$50.59	Bruce F Vento Elem
Moore, A. G.	Classroom Teacher	09/11/2017	\$29.68	Daytons Bluff Achievement
Horn, J. D.	Classroom Teacher	09/21/2017	\$48.38	Riverview School
Abdi, A. M.	Classroom Teacher	09/11/2017	\$27.50	Benjamin Mays/Museum
Quinones, M. R.	Classroom Teacher	09/25/2017	\$27.01	Highland Park Senior
Sangwan, S.	Classroom Teacher	09/18/2017	\$53.02	Highwood Hills Elem
Sundsmo, S. A.	Classroom Teacher	08/30/2017	\$30.66	United Hospital

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Frantum, B.	Classroom Teacher	08/19/2017	\$33.74	Harding High School
Nyo, D.	School/Community Professional	08/28/2017	\$20.96	271 Belvidere Bldg
Xiong, M.	School/Community Professional	08/28/2017	\$22.84	Phalen Lake Hmong
Anderson, K. V.	Education Assistant	08/28/2017	\$16.12	1780 W 7th Street
Berry-Cyprian, D.E.	Education Assistant	08/28/2017	\$16.12	1780 W 7th Street
Jordan, A. J.	Education Assistant	08/28/2017	\$16.37	1780 W 7th Street -
Mohamed, Y. A.	Education Assistant	09/28/2017	\$20.82	Como Park Senior High
Ammerman, J. C.	Teaching Assistant	09/18/2017	\$14.07	Highwood Hills Elem
Anderson, C. L.	Teaching Assistant	08/28/2017	\$14.19	Obama Service Learning
Blaha, M. K.	Teaching Assistant	09/22/2017	\$14.76	Bruce F Vento Elementary
Cotton, E. N.	Teaching Assistant	09/06/2017	\$14.45	Daytons Bluff Achievement
Dar, B. B.	Teaching Assistant	09/25/2017	\$15.00	Daytons Bluff Achievement
Dolan Goecke, C. M.	Teaching Assistant	09/20/2017	\$14.07	Como Park Elementary
Ford, D. J.	Teaching Assistant	09/28/2017	\$14.45	Crossroads Science
Gao, J.	Teaching Assistant	09/26/2017	\$14.19	Jie Ming Mandarin Immr
Garcia, J. A.	Teaching Assistant	09/06/2017	\$15.76	Johnson Senior High
Gross, J. L.	Teaching Assistant	09/12/2017	\$13.83	Benjamin Mays/Museum
Harper-Godderz, N. V.	Teaching Assistant	09/05/2017	\$13.52	L'Etoile du Nord Upper
Henao, N. C.	Teaching Assistant	09/11/2017	\$14.07	Linwood Monroe Arts Plus Lower
Htoo, E.	Teaching Assistant	09/12/2017	\$12.21	Benjamin Mays/Museum
Ibrahim, A. A.	Teaching Assistant	09/25/2017	\$15.76	Daytons Bluff Achievement
Ingram, P. M.	Teaching Assistant	09/05/2017	\$14.76	Linwood Monroe Arts Plus Lower

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Jennings, A. K.	Teaching Assistant	09/05/2017	\$14.00	Creative Arts Secondary
Kvilhaug, S. J.	Teaching Assistant	09/11/2017	\$15.00	Bridge View
Lang, M. L.	Teaching Assistant	09/25/2017	\$14.45	Bridge View
Lee, G.- E. R.	Teaching Assistant	09/25/2017	\$15.76	Como Park Elementary
Klay, E.	Teaching Assistant	09/20/2017	\$12.21	Phalen Lake Hmong
Krenik, S. M.	Teaching Assistant	09/05/2017	\$14.07	Rondo Education Center
Kuehn, T. M.	Teaching Assistant	09/20/2017	\$15.00	Bridge View
MaGee, D. O.	Teaching Assistant	09/05/2017	\$14.19	Ramsey Middle School
McGaughey, A. M.	Teaching Assistant	09/13/2017	\$13.45	Highwood Hills Elem
McGee, K. W.	Teaching Assistant	09/05/2017	\$15.00	Farnsworth Aerospace Upper
McInerney, S. C.	Teaching Assistant	09/11/2017	\$14.76	Como Park Elem
Mejia, L. M.	Teaching Assistant	10/02/2017	\$15.76	Como Park Elem
Moe, J. S.	Teaching Assistant	09/05/2017	\$13.32	Homecroft Early Learning
Morales Rodriguez, D.	Teaching Assistant	09/06/2017	\$14.07	Wellstone Elementary
Moreno Maya, A. C.	Teaching Assistant	09/05/2017	\$12.87	Adams Spanish Immersion
Nwokeuku, C. K.	Teaching Assistant	09/06/2017	\$13.83	Johnson Achievement Plus
Paddock, M. K.	Teaching Assistant	09/16/2017	\$15.00	Highland Park Senior
Powers, C. J	Teaching Assistant	09/12/2017	\$15.76	Frost Lake Elementary

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Reed, M.	Teaching Assistant	09/11/2017	\$14.45	Murray Middle School
Say, E. K.	Teaching Assistant	09/18/2017	\$12.87	International Academy - LEAP
Schoneberger, J. K.	Teaching Assistant	08/28/2017	\$13.32	1780 W 7th Street -
Scott, R. T.	Teaching Assistant	09/26/2017	\$14.45	Johnson Senior High
Toohey, S. L.	Teaching Assistant	09/18/2017	\$12.21	JJ Hill Montessori
Tran, J. T.	Teaching Assistant	09/05/2017	\$15.00	Johnson Senior High
Vang, S.	Teaching Assistant	09/11/2017	\$13.52	Rondo Education Center
Vang, V. J.	Teaching Assistant	09/18/2017	\$12.21	Nokomis Montessori North
Vedder, S. L.	Teaching Assistant	09/07/2017	\$14.07	Horace Mann School
Wachholz, J. A.	Teaching Assistant	09/05/2017	\$14.00	Washington Tech Sec
Walker, D. E.	Teaching Assistant	09/11/2017	\$12.83	Central Senior High
Wandrick, J. S.	Teaching Assistant	09/11/2017	\$14.76	Bruce F Vento Elem
Simms-Alexander, J. C.	Teaching Assistant	10/02/2017	\$12.21	Benjamin Mays/Museum
Story, W. A.	Teaching Assistant	09/05/2017	\$12.83	Harding Senior High
Tarver, P.	Teaching Assistant	08/23/2017	\$13.52	Rondo Education Center
Williams, R. R.	Teaching Assistant	09/16/2017	\$14.45	Como Park Senior
Win, L. K.	Teaching Assistant	09/20/2017	\$12.87	Phalen Lake Hmong
Wipf, C. E.	Teaching Assistant	09/08/2017	\$13.52	Obama Service Learning
Yang, B. M.	Teaching Assistant	09/25/2017	\$12.87	Eastern Heights Elem
Westberry, N. C.	Teaching Assistant	09/11/2017	\$13.45	Ramsey Middle School
Barrett, C. L.	School Bus Driver	09/12/2017	\$18.88	Transportation Services
Jones, C. L.	Clerical	10/02/2017	\$25.42	Colborne Admin Offices
Schenk, P. L	Clerical	08/21/2017	\$22.60	Crossroads Science
Schueller, A. T.	Custodian	09/25/2017	\$16.38	Humboldt Secondary

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bartok, M. D.	Tri-Council	10/02/2017	\$29.52	Como Service Center
Szymanski, A. J.	Custodian	09/16/2017	\$25.45	Como Service Center
Zanosko, T. K.	Custodian	09/25/2017	\$25.45	Como Service Center
Hayek, A. J.	Pipe Fitter	10/02/2017	\$44.71	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Xiong, M. K.	Central Administrator From: Classroom Teacher	09/30/2017	\$51.44	Plato Admin Offices
Huang, J.	Classroom Teacher From: Teaching Assistant	08/19/2017	\$26.64	Jie Ming Mandarin Immr
Jakubic, K. A.	Classroom Teacher From: Teaching Assistant	09/05/2017	\$26.64	The Heights Community
Laabs, J. H.	Classroom Teacher From: Education Assistant	08/19/2017	\$26.64	Bridge View
Timm, J. R.	Education Assistant From: Teaching Assistant	08/28/2017	\$15.18	1780 W 7th Street -
Williams-Davis, C. J.	Education Assistant From: Teaching Assistant	08/31/2017	\$21.98	Focus Beyond (18-Adult)
Barsness, D. A.	Teaching Assistant Career Progression	09/05/2017	\$14.19	Humboldt Secondary
House, A. M.	Teaching Assistant Career Progression	09/05/2017	\$15.76	RiverEast Elem/Secondary
Ledesma, J.	Teaching Assistant Career Progression	09/25/2017	\$14.76	Four Seasons A+
Marchetti, K. A.	Teaching Assistant From: Nutrition Services Personnel	09/27/2017	\$14.07	Farnsworth Aerospace Lower

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Morales Rodriguez, D.	Teaching Assistant Career Progression	09/15/2017	\$14.76	Wellstone Elementary
Simms, T.	Teaching Assistant Career Progression	09/25/2017	\$15.76	Benjamin Mays/Museum
Bidon, J.	Clerical Career Progression	09/25/2017	\$28.79	Harding Senior High
Zentic, K. N.	Nutrition Services Personnel Career Progression	09/25/2017	\$22.34	Jackson Preparatory Elem
Tolentino, J. B.	Teaching Assistant Career Progression	09/05/2017	\$20.57	Humboldt Secondary School School

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bergstrom, E.	Classroom Teacher	09/25/2017	\$26.64	Highland Park Middle
Kakou, K.	Classroom Teacher	08/19/2017	\$29.68	Ramsey Middle School
Liou, Y.- R.	Classroom Teacher	08/19/2017	\$28.90	Jie Ming Mandarin Immr
Russell, B. J.	Classroom Teacher	08/19/2017	\$29.68	Highland Park Senior
Voermans, E. A.	Classroom Teacher	09/26/2017	\$30.66	Wellstone Elementary
Wahpepah, N. N.	Classroom Teacher	08/19/2017	\$26.64	American Indian Magnet
Wang, M.	Classroom Teacher	08/19/2017	\$26.64	Jie Ming Mandarin Immr
Werle, S. E.	Classroom Teacher	09/07/2017	\$35.98	Farnsworth Aerospace Lower
Yang, Gao E.	Classroom Teacher	08/28/2017	\$26.64	Washington Tech Secondary
O'Malley, BM.	Classroom Teacher	08/28/2017	\$53.02	Riverview School of Excel

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Del Sebastien, O. X.	Classroom Teacher	09/05/2017	Wellstone Elementary
Haugen, C.	Classroom Teacher	09/13/2017	Humboldt Secondary
Huberty, A. M.	Classroom Teacher	09/02/2017	Benjamin Mays/Museum

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Klocke-Salminen, K. A.	Classroom Teacher	09/01/2017	Johnson Senior High
Mann, J. S.	Classroom Teacher	09/05/2017	Hazel Park Preparatory
Montavon, M. B.	Classroom Teacher	09/18/2017	Expo for Excellence
Quintana, M. J.	Classroom Teacher	10/17/2017	Humboldt Secondary
Sanford, A. N.	Classroom Teacher	09/05/2017	Four Seasons A+
Swann, M. R.	Classroom Teacher	09/02/2017	L'Etoile du Nord Upper
Thao, N. R.	Classroom Teacher	09/20/2017	Battle Creek Elementary
Thunder Hawk, F. J.	Classroom Teacher	09/05/2017	American Indian Magnet
Yang, N.	Classroom Teacher	09/18/2017	Jackson Preparatory Elem
Yang, S. D.	Classroom Teacher	09/05/2017	Mississippi Creative Arts
Campbell, E. M.	Classroom Teacher	08/31/2017	Expo for Excellence Elem
McReynolds, D. A.	Classroom Teacher	09/02/2017	Como Park Elementary
Braman, E. R.	Classroom Teacher	09/01/2017	Wellstone Elementary
Cook, L. C.	Classroom Teacher	09/25/2017	Riverview School of
LaFromboise, P. F.	Classroom Teacher	09/27/2017	271 Belvidere Bldg
Seiger, K. M.	Classroom Teacher	09/12/2017	Cherokee Heights Elem
Slaton, C. E.	Classroom Teacher	09/05/2017	Como Park Senior High
Soler, A.	Classroom Teacher	09/05/2017	271 Belvidere Bldg
Binion, J. M.	Classroom Teacher	09/15/2017	Obama Service Learning

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Adams, L. L.	Education Assistant	09/28/2017	Highland Park Elementary
Carter-Richardson, C.J.	Education Assistant	09/02/2017	Bruce F Vento Elementary
Ostergren, B. J.	Education Assistant	09/08/2017	1780 W 7th Street
Peters, K.	Education Assistant	09/15/2017	Belwin Outdoor Science
Galdamez, J. E.	Teaching Assistant	09/06/2017	Wellstone Elementary
Huschle, L. P.	Teaching Assistant	09/09/2017	St. Paul Music Academy
Long, J. D.	Teaching Assistant	10/03/2017	Farnsworth Aerospace Lower
Bergeron, B. S.	Nutrition Services Personnel	09/13/2017	Parkway Montessori & Comm Mid
Friedman Block, D. J.	Classroom Teacher	09/29/2017	Linwood Monroe Arts Plus Upper
Williams, T.	School/Community Professional	09/29/2017	Johnson Achievement Plus

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
P., R. J.	Superintendency	09/21/2017
H., W. K.	Teaching Assistant	08/25/2017
P., R.	Teaching Assistant	09/22/2017

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Ly-Lo, M.	Education Assistant	08/28/2017	\$30.12	American Indian Magnet

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REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Struve, K.	Education Assistant	08/28/2017	\$33.25	Hamline Elementary
Xiong, W. N.	Teaching Assistant	09/05/2017	\$14.07	Nokomis Montessori

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bradley, V. S.	Classroom Teacher	08/19/2017	\$29.68	Maxfield Elementary
Liu, X.	Classroom Teacher	09/21/2017	\$36.33	Jie Ming Mandarin Immr
Mischke, M. E.	Classroom Teacher	09/30/2017	\$49.06	Plato Admin Offices
Schmitz, T. S.	Classroom Teacher	08/19/2017	\$41.55	Nokomis Montessori North
Scully, J. M.	Classroom Teacher	08/19/2017	\$41.08	Homecroft Early Learning
Sherwood, A. N.	Classroom Teacher	08/19/2017	\$41.55	Galtier Elementary
Unowsky, V. J.	Classroom Teacher	08/14/2017	\$47.06	Title I Fed Program
Wannarka, R. E.	Classroom Teacher	09/07/2017	\$52.62	Humboldt Secondary
Lindell, E. K.	Classroom Teacher	08/19/2017	\$29.68	L'Etoile du Nord Lower
Vang, P.	Classroom Teacher	09/11/2017	\$26.64	Como Park Elementary
Ahmed, H. M.	Teaching Assistant	09/18/2017	\$13.32	Battle Creek Elementary
Davis, J. A.	Teaching Assistant	09/11/2017	\$15.76	Journey's Secondary
Gilman, W. G.	Teaching Assistant	09/14/2017	\$20.57	RiverEast Elem/Secondary
Gonnigan, J. M.	Teaching Assistant	09/13/2017	\$14.00	Washington Tech Secondary
Ihlenfeldt, S. L.	Teaching Assistant	09/15/2017	\$14.07	Jackson Preparatory Elem
Kigin, J. A.	Teaching Assistant	09/05/2017	\$14.07	L'Etoile du Nord Lower
McCain, K. R.	Teaching Assistant	10/11/2017	\$14.76	Obama Service Learning

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<u>REHIRE</u> <u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Moreno, H. M.	Teaching Assistant	09/11/2017	\$15.00	Bridge View
Moua, J.	Teaching Assistant	09/05/2017	\$14.07	Bruce F Vento Elementary
Peterson, N. S.	Teaching Assistant	09/05/2017	\$15.76	Groveland Park Elem
Simon, P. A.	Teaching Assistant	09/25/2017	\$15.76	Highland Park Senior
Singleton, A. K.	Teaching Assistant	09/20/2017	\$12.83	Wellstone Elementary
Weekes-Stephens, J. L.	Teaching Assistant	09/05/2017	\$15.76	Highland Park Middle School
Xiong, M.	Teaching Assistant	09/07/2017	\$14.07	Phalen Lake Hmong
Yang, C.	Teaching Assistant	09/08/2017	\$13.32	Benjamin Mays/Museum
Flores, M. E.	Clerical	09/05/2017	\$22.09	Como Park Senior High

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Argetsinger, P. D.	Classroom Teacher	08/19/2017	Ramsey Middle School
Askew, E. L.	Classroom Teacher	08/19/2017	Mississippi Creative Arts
Del Sebastien, O. X.	Classroom Teacher	09/19/2017	Wellstone Elementary
Fjetland, D.	Classroom Teacher	08/19/2017	Parkway Montessori Comm
Hwang, K.	Classroom Teacher	08/19/2017	No Assigned Bldg - Misc
Kelley, D. M.	Classroom Teacher	08/19/2017	Maxfield Elementary
Mann, J. S.	Classroom Teacher	09/19/2017	Hazel Park Preparatory
Sanford, A. N.	Classroom Teacher	09/08/2017	Four Seasons A+
Yang, S. D.	Classroom Teacher	09/18/2017	Mississippi Creative Arts

HUMAN RESOURCE TRANSACTIONS
September 1, 2017 through September 30, 2017
October 17, 2017

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Davis, A. N.	Classroom Teacher	08/19/2017	Como Park Elementary
Hancock, K. J.	Classroom Teacher	08/19/2017	Humboldt Secondary
Foote, G. L.	Classroom Teacher	08/19/2017	Expo for Excellence Elem
Cortez, S.	Education Assistant	08/28/2017	No Assigned Bldg - Misc
Hussien, K.	Education Assistant	08/28/2017	Homecroft Early Learning
Nelson, T.	Teaching Assistant	08/28/2017	Harding Senior High
Santoro, J. A.	Teaching Assistant	09/05/2017	Bridge View
Turner, M.	Teaching Assistant	08/28/2017	Obama Service Learning
Waite, K. A.	Teaching Assistant	09/05/2017	JJ Hill Montessori Magnet
Cummins, J. M.	Clerical	09/13/2017	Colborne Admin Offices
Grundmeier, C.	Clerical	08/21/2017	Central Senior High
Reiter, M. A.	Custodian	09/05/2017	Colborne Admin Offices
McShea, S. C.	Electrician	09/12/2017	Como Service Center

REHIRE AFTER TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Tanner, K. B.	Teaching Assistant	06/11/2017	\$12.64	The Heights Community
Martinez, J.	Technical	09/05/2017	\$38.90	Colborne Admin Offices

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Washington, J. L.	Custodian	02/20/2017	\$24.95	Homecroft Early Learning

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Kanthak, J. M.	Custodian From: Nutrition Services Personnel	09/25/2017	\$16.38	Rondo Education Center

HUMAN RESOURCE TRANSACTIONS
September 1, 2017 through September 30, 2017
October 17, 2017

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
Y., T.	Education Assistant	10/27/2017
D., A. L.	School/Community Professional	10/27/2017
J., T. J.	Teaching Assistant	11/23/2017
J., T. J.	Teaching Assistant	01/15/2018

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Stowman, T. J.	Classroom Teacher	09/16/2017	Gordon Parks High ALC
Cardinal, W.	Classroom Teacher	01/01/2018	Adams Spanish Immersion
Henderson, C.	Education Assistant	11/01/2017	Harding Senior High
Kirchner, T. R.	School Bus Driver	08/20/2017	Transportation Services

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bader, A. M.	Classroom Teacher	09/02/2017	Humboldt Secondary
Hill, J. L.	Classroom Teacher	08/05/2017	Maxfield Elementary
Simon, R. A.	Classroom Teacher	08/05/2017	Linwood Monroe Arts Plus Lower
Slaton, C. E.	Classroom Teacher	11/11/2017	Como Park Senior High
Williams, K. K.	Classroom Teacher	08/05/2017	Crossroads Science
Bryant, A. P.	Classroom Teacher	10/24/2017	Como Park Senior High
Guider, D. M.	Education Assistant	09/12/2017	1780 W 7th Street
Jordahl, K.	Education Assistant	08/29/2017	1780 W 7th Street
Lee, Z. L.	Education Assistant	08/29/2017	Homecroft Early Learning
Payton, C. I.	Education Assistant	09/01/2017	Focus Beyond (18-Adult)
Arboleda, V.	Teaching Assistant	06/10/2017	Obama Service Learning
Bergstrom, D. J.	Teaching Assistant	09/02/2017	Groveland Park Elem
Brown, A.	Teaching Assistant	09/02/2017	Bruce F Vento Elementary

HUMAN RESOURCE TRANSACTIONS
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October 17, 2017

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Carlisle, N.	Teaching Assistant	09/16/2017	Parkway Montessori Comm
Carlson, E. E.	Teaching Assistant	09/02/2017	Linwood Monroe Arts Plus Lower
Cruz, I.	Teaching Assistant	06/10/2017	Linwood Monroe Arts Plus Upper
Daniels, A. A.	Teaching Assistant	09/02/2017	271 Belvidere Bldg
Harper, S. M.	Teaching Assistant	09/02/2017	Bruce F Vento Elementary
Hausker, L. A.	Teaching Assistant	09/02/2017	Expo for Excellence Elem
Johnson, N. M.	Teaching Assistant	06/10/2017	Linwood Monroe Arts Plus Upper
Kenney, A. M.	Teaching Assistant	09/01/2017	Battle Creek Middle School
LaValle, C. A.	Teaching Assistant	09/26/2017	Transportation Services
Langlois, A. J.	Teaching Assistant	09/26/2017	Transportation Services
Martin, N. A.	Supervisory	11/01/2017	Como Service Center
Burgess, J. M.	Technical	08/25/2017	Como Service Center
Vang, P.	Teaching Assistant	07/27/2017	Farnsworth Aerospace Lower
Bachhuber, P. H.	School Bus Driver	09/23/2017	Transportation Services
Moua, K.	Clerical	10/07/2017	Groveland Park Elem.
Williams, R. A.	Clerical	09/30/2017	Colborne Admin Offices
Bunch, B. L.	Nutrition Services Personnel	09/14/2017	Crossroads Science
Gibson, M.	Nutrition Services Personnel	08/26/2017	Como Park Elementary
Trevena, J. A.	Nutrition Services Personnel	08/19/2017	Farnsworth Aerospace Upper
Hao, M.	Classroom Teacher	08/20/2017	Jie Ming Mandarin Immr

HUMAN RESOURCE TRANSACTIONS
September 1, 2017 through September 30, 2017
October 17, 2017

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S., A. J.	School/Community Professional	08/28/2017
.		
B., L. E.	Teaching Assistant	09/05/2017
B., A. M.	Teaching Assistant	09/05/2017
C., D.	Teaching Assistant	06/09/2017
H., M. M.	Teaching Assistant	09/05/2017
H., L.	Teaching Assistant	09/10/2017
H., D. J.	Teaching Assistant	09/23/2017
O., C. C.	Teaching Assistant	09/05/2017
X., W. N.	Teaching Assistant	09/05/2017
T., G. V.	Clerical	09/19/2017
D. V., E.	Nutrition Services Personnel	09/09/2017
G., M. J.	Nutrition Services Personnel	06/09/2017
L., V. T.	Nutrition Services Personnel	09/02/2017
M., J. T.	Nutrition Services Personnel	09/09/2017
S., K. M.	Nutrition Services Personnel	06/10/2017
X., K. S.	Nutrition Services Personnel	09/02/2017

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
H. W. K.	Teaching Assistant	09/13/2017

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

DATE: October 17, 2017

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

A. PERTINENT FACTS:

1. The Bush Foundation is currently accepting grant applications for Individualized Learning School Design Grants.
2. Saint Paul Public School's Galtier Community School has prepared an application for funds to support the following action items of their Individualized Learning School Design plan: Create a Learner Profile for every student; Visit individualized learning classrooms in other districts; Hire/contract with a personalized learning coach; Continue the training of ENVoY; Hire/contract with Learning Dreams; Update curriculum and assessments. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$300,000.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted by Sharon Hendrix, Galtier Community School Principal; Andrew Collins, Assistant Superintendent; Jackie Allen, Asst. Director Strategic Planning & Policy; Jackie Turner, COO

B. RECOMMENDATION:

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.

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

DATE: October 17, 2017

TOPIC: Request for Permission to Accept a Grant from the Capitol Region Watershed District

A. PERTINENT FACTS:

1. The Capitol Region Watershed District awards grants for projects that design and construct facilities to improve water quality and have high visibility or educational value.
2. SPPS Facility Planning Department received a grant of approximately \$650,000 for a cooperative construction agreement for improvements to the Como Park Senior High School property and athletic field. This project will consist of the following: a diversion structure installed at the City storm sewer along Rose Avenue; a pretreatment structure; conveyance piping; and an Underground Infiltration Structure.
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Tom Parent, Director of Facilities; Jackie Turner, Chief Operations Officer; Marie Schrul, Chief Financial Officer

B. RECOMMENDATION:

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.

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

DATE: October 17, 2017

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

A. PERTINENT FACTS:

1. The FACE Foundation's Fund for French Dual Language and Immersion Programs in the U.S. is currently accepting grant applications for projects that support and expand the burgeoning nationwide network of French bilingual programs in American public schools.
2. Saint Paul Public Schools' Central Senior High School has prepared an application for funds to support French immersion at Central Senior High School and help prepare students for success in the International Baccalaureate French Language. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$3,000. Staff at the school researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Mary Mackbee, Principal, Central Senior High School; Theresa Battle, Assistant Superintendent; Jackie Allen, Asst. Director Strategic Planning and Policy; Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: October 17, 2017

TOPIC: Request for Permission to Submit a Grant to the H.B. Fuller Company Foundation

A. PERTINENT FACTS:

1. The H.B. Fuller Company Foundation is currently accepting grant applications for projects that increase interest in STEM among middle school students.
2. Saint Paul Public Schools Capitol Hill Gifted and Talented Magnet has prepared an application for funds to support two specific STEM projects each year for sixth, seventh and eighth grades. As students complete these STEM projects, they will gain experience with the latest technology, connect STEM activities to everyday life, and develop their problem solving skills. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$7,015. 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 Patrick Bryan, Principal, Capitol Hill Gifted and Talented Magnet; Jackie Allen, Assistant Director Strategic Planning and Policy; Lisa Sayles-Adams, Assistant Superintendent; Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: October 17, 2017

TOPIC: Request for Permission to Accept a Grant from the Midwest Dairy Council

A. PERTINENT FACTS:

1. The Midwest Dairy Council provides grants to support improved access to and consumption of healthy foods.
2. SPPS Nutritional Services received a grant for approximately \$25,000 for equipment to expand breakfast and summer meal participation. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Stacy Koppen, Director of Nutritional Services; Jackie Turner, Chief Operations Officer; Marie Schrul, Chief Financial Officer

B. RECOMMENDATION:

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.

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

DATE: October 17, 2017

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

A. PERTINENT FACTS:

1. The Minnesota Grown Program is a statewide partnership between the Minnesota Department of Agriculture and Minnesota producers of specialty crops and livestock.
2. SPPS Nutritional Services received a grant for approximately \$500 to sponsor an Apple Crunch Day event in celebration of Farm to School Month. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of sustainability.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Stacy Koppen, Director of Nutritional Services; Jackie Turner, Chief Operations Officer; Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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.

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

DATE: October 17, 2017

TOPIC: Request for Permission to Submit a Grant to the Minnesota Zoo School Bus Fund

A. PERTINENT FACTS:

1. The Minnesota Zoo School Bus Fund is currently accepting grant applications to fund transportation costs for field trips to the MN Zoo.
2. Saint Paul Public Schools Harding Senior High School has prepared an application for funds to provide transportation to the MN Zoo for 100 students on December 5, 2017, to take part in Japanese Day. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$600. Staff at the school researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Doug Revsbeck, Principal, Harding Senior High School; Jackie Allen, Assistant Director Strategic Planning and Policy; Theresa Battle, Assistant Superintendent; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: October 17, 2017

TOPIC: Request for Permission to Submit a Grant Application to the Otto Bremer Trust

A. PERTINENT FACTS:

1. The Otto Bremer Trust is currently accepting grant applications for projects that help build healthy, vibrant communities where basic needs are met, mutual regard is prized and opportunities for economic, civic and social participation are within everyone's reach.
2. Saint Paul Public Schools Equity Department has prepared an application for funds to expand Innocent Classroom to three additional SPPS schools. Innocent Classroom, a professional development program for teachers, restores the relationships between marginalized children and their teachers. These new relationships combat the impact of negative stereotypes and low expectations that plague marginalized children in our system. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$35,000. The Equity Department staff have researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Myla Pope, Assistant Director, The Equity Department; Hans Ott, Assistant Superintendent of Teaching and Learning; Jackie Allen, Assistant Director Strategic Planning and 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 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.

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

DATE: October 17, 2017

TOPIC: Request for Permission to Submit Grant Application to The Target Foundation from Capitol Hill Magnet

A. PERTINENT FACTS:

1. The Target Foundation accepts applications for projects that take learning opportunities outside the classroom. Target uses the services of Scholarship America to distribute the funds.
2. Capitol Hill has prepared an application to The Target Foundation for funds to provide a field trip for the 5th grade to visit the Ramsey County Courthouse. 5 teachers, 30 volunteers, and 150 students will participate in a mock trial at the courthouse – supporting and enhancing lessons on government and citizenship; particularly as it relates to the Constitution and events that led to its creation. The request is for approximately \$600 to cover transportation.
3. This project will meet the District strategic plan goal/goals of ACHIEVEMENT.
4. This item is submitted by Patrick Bryan, Principal; Lisa Sayles-Adams, Assistant Superintendent; Jackie Allen, Asst. Director Strategic Planning & Policy; Jackie Turner, COO

B. RECOMMENDATION:

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.

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

DATE: October 17, 2017

TOPIC: Request for Permission to Submit Grant Application to Toshiba America Foundation from Capitol Hill Magnet

A. PERTINENT FACTS:

1. Toshiba America Foundation accepts applications from teachers who are passionate about making science and mathematics more engaging for their students.
2. Capitol Hill has prepared an application to Toshiba for funds to provide STEAM lab materials to investigate the science behind alternative energy, specifically solar energy. Students will apply this knowledge to designing a solar home to enter into REcharge labs online solar house design competition. The request is for approximately \$904.
3. This project will meet the District strategic plan goal/goals of ACHIEVEMENT.
4. This item is submitted by Patrick Bryan, Principal; Lisa Sayles-Adams, Assistant Superintendent; Jackie Allen, Asst. Director Strategic Planning & Policy; Jackie Turner, COO

B. RECOMMENDATION:

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.

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

DATE: October 17, 2017

TOPIC: Request for Permission to Submit a Grant to the Trillium Family Foundation

A. PERTINENT FACTS:

1. The Trillium Family Foundation is currently accepting grant applications.
2. Saint Paul Public Schools Murray School has prepared an application for funds to support the Pilot One-on-One Program. This program provides low-performing students one-on-one attention from adults who support their daily schoolwork. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$76,500. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted by Stacy Theien-Collins, Murray Middle School Principal; Lisa Sayles-Adams, Assistant Superintendent; Jackie Allen, Asst. Director Strategic Planning & Policy; Jackie Turner, COO

B. RECOMMENDATION:

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.

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

DATE: October 17, 2017

TOPIC: RFP #A-212562-A
Prime Vendor for Produce

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has received offers to establish a prime vendor contract for produce for an eight-month period beginning January 1, 2018 through August 31, 2018.
2. The following companies submitted bids and were scored out of a possible 205 points:

Bergin Fruit and Nut Company	140
Bix Produce Company	180
J&J Distributing	120
Russ Davis Wholesale	175
Wholesale Produce	135
3. The Nutrition Services Department requests authorization to establish a contract with Bix as the primary Vendor and Russ Davis Wholesale as the secondary vendor for an eight-month period, beginning January 1, 2018 through August 31, 2018, for the estimated value of \$1,200,000 and 800,000 respectively.
4. This renewal request has been reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: October 17, 2017

TOPIC: Strategy Consultant to Assist in Development of District Strategic Plan

A. PERTINENT FACTS:

1. SPPS will develop a new strategic plan for the district. A strategy consultant will partner with the district to assist in the design, research, development and implementation of the plan.
2. SPPS conducted a Request for Proposals (RFP #A212816-A) and received responses from several consulting companies. Greenway Strategy Group scored highest in the selection process.
3. Greenway Strategy Group will begin work in November. Tasks will include assisting the district strategy development team in: detailed process steps and timeline, community engagement plan, information gathering and data analysis, synthesis of information, plan formation (goals, activities, and metrics), and implementation plan.
4. The contract amount is for \$146,130. It will be paid as five project milestones are completed.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or designee) to enter into a contract with Greenway Strategy Group for strategic planning services.

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

DATE: October 17, 2017

TOPIC: Lease Agreement with the Saint Paul Public Library Agency at the Baker Center

A. PERTINENT FACTS:

1. The Saint Paul Public Library Agency desires to lease space on behalf of Sprockets for office space from the District at the Baker Center, 209 West Page Street, Saint Paul, MN 55107.
2. Sprockets is a collaborative effort amount the City of Saint Paul, the Saint Paul Public Schools and community organizations to provide a network of quality after-school and summer programs for youth and teen in Saint Paul. The budget for the City of Saint Paul Sprockets initiatives is within the Saint Paul Public Library Agency's budget.
3. The administration is agreeable to lease space to the Saint Paul Public Library.
4. Terms and conditions of the Lease Agreement include the following:
 - a. The lease term will be twenty-four (24) months commencing July 1, 2017 and terminating June 30, 2019, with two (2) – one (1) year extensions.
 - b. The District will lease approximately Four Hundred Twenty-Eight (428) square feet of dedicated space at 209 West Page Street to the Saint Paul Public Library for the sole purpose of providing a network of many different after-school and summer programs in Saint Paul.
 - c. Rent for this term will be Six Hundred Twenty-Six and 70/100 Dollars (\$626.70) monthly. 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 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.

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

DATE: October 17, 2017

TOPIC: Memorandum of Understanding, Saint Paul Public Schools and Saint Paul Public Library regarding Library Go

A. PERTINENT FACTS:

1. In 2015 President Obama announced the ConnectED Library Challenge, calling upon library directors to work with their mayors, school leaders, and school librarians to create or strengthen relationships so that every child enrolled in school can receive a library card.
2. The mayor of the City of Saint Paul and the Saint Paul Public School superintendent reached an agreement with the intent of providing every SPPS student the opportunity to obtain a library card and seamless access to the Saint Paul Public Library's resources.
3. Saint Paul Public Schools (SPPS) and Saint Paul Public Library (SPPL) have successfully met this goal, with digital library cards available to all SPPS students since February 2017.
4. From November 2016-May 2017 SPPS students used their LibraryGo cards to check-out 20,000 eBooks and 17,000 library items. SPPL Online homework help usage increased by 15% and youth database usage increased by up to 1000% on some databases.
5. The attached Memorandum of Understanding (MOU) defines the relationship and responsibilities between the two organizations in the on-going support for library card access for the next three years.
6. The MOU states the specific data being shared by SPPS and addresses state and federal student data privacy requirements.
7. There will be no cost to SPPS for any of the services provided to SPPS students pursuant to this MOU as of this date and going forward.
8. This project will meet the District target area goals by ensuring high academic achievement for all students, Aligning resource allocation to District priorities, and Strengthening relationships with community and families.
9. This item is submitted by Hans Ott, Assistant Superintendent, Office of Teaching and Learning and Idrissa Davis, Deputy Chief, Technology Services.

B. RECOMMENDATIONS:

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.

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

DATE: October 17, 2017

TOPIC: Enter into a Partnership with Youth Farm

A. PERTINENT FACTS:

1. Youth Farm's goals are to build young leaders, promote healthy bodies and minds, contribute to the positive identity of children and youth, create neighborhood connections and community opportunities for contribution, and develop and nurture healthy relationships. Youth Farm partners with community organizations to engage youth in agricultural educational opportunities.
2. Nutrition Services has been invited to partner on "Grow Our Own," a project that will provide food and agricultural education opportunities for students within the district by connecting school gardens, the cafeteria and the classroom.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Rebekah Doyle, Grants Management Coordinator; Stacy Koppen, Nutrition Services Director; Jackie Turner, Chief Operations Officer; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

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

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

DATE: October 17, 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 October 26, 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: October 17, 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 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

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 January 31, 2018.

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

DATE: October 17, 2017

TOPIC: Change Order #1 for Adams Addition & Renovation

A. PERTINENT FACTS:

1. This change order provides all labor, material, equipment and services necessary for the following items:
 - a. Construction Change Directive 7: Increase the storm water infiltration structure size & increase drain tile bedding
 - b. Construction Change Directive 15: Earthwork and site utilities for relocating broken water main
 - c. Construction Change Directive 24: Credit for reducing thickness of storm water infiltration area's liner
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 the Adams Addition & Renovation for the lump sum of \$187,553.55.

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

DATE: October 17, 2017

TOPIC: Change Order #3 for Adams Addition & Renovation

A. PERTINENT FACTS:

1. This change order provides all labor, material, equipment and services necessary for the following items:
 - a. 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.
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 #3 for the Adams Addition & Renovation for the lump sum of \$616,460.00.

New Business Policy First Readings

Jackie Statum Allen

Assistant Director, Strategic Planning and Policy

Board of Education Meeting

October 17, 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



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

October 17, 2017

Second Reading

Third Reading

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	<hr/>
Third Reading	<hr/>

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. [e1]~~

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 [e2] 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[e3]

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 includes grade appropriate nutrition education and health literacy, such as 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 engage students in variety of health promotion activities that include skill building, such as 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 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)
United States Department of Agriculture (USDA)

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

Proposed Policy:

Proposed Policy Revision:

510.00 GRADUATION

First Reading

October 17, 2017

Second Reading

Third Reading

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
SAINT PAUL PUBLIC SCHOOLS**

MOTION

That the Board of Education adopt the Resolution
“2017 Five-Year Facilities Maintenance and Capital Implementation
Plan, Covering Fiscal Years 2018-2022”

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION

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



Board File No. _____

Date _____

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.

Adopted _____

CHAIR Board of Education

CLERK Board of Education

Facilities Maintenance and Capital Plan (5YP) FY2018-22

Tom Parent, AIA, LEED AP

Director, Facilities Department

Board of Education: October 17, 2017

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Agenda

- FMP Governance Committee: Process Outcomes
- Key directions: Proposed Five Year Plan - FY2018-22
- Board Action
 - Vote on FY2018-2022 Five-Year Facilities Maintenance and Capital Plan Resolution



FMP Successes - FY2017

Projects underway improve the learning environments of **8,750 students**

- Implementation of FMP Principles and Standards in learning space
- Right sizing learning space + creating varied, flexible, personalized space
- Cafeterias: Linwood, Horace Mann, Adams, Highland Park Elem.
- SEAB feedback: Informal spaces for student learning and gathering
- Construction of a specialized learning environment for RiverEast students



Facilities Master Plan Governance Committee: Process Outcomes

FMP Governance Committee

- 2 sessions: April 13 and May 9
- Inform 5-Year Implementation Plan (FY18-FY22)
- Input on emerging factors impacting 5YP
- Input on options for addressing middle school capacity
- Co-creators of engagement framework for broader middle school engagement and BOE consideration
- Comprehensive raw session notes provided to inform related conversations, e.g., Academics, Nutrition Services, School Start Times



FMP Governance Committee

Process outcomes:

- No impetus to change criteria for prioritization
- Challenging questions identified:
 - How to stay committed to making substantive changes under current enrollment projections
 - How to ensure buildings being efficiently used during time of declining enrollment
 - Need to improve equity metrics beyond geographic
 - What is impact of leadership changes to facilities use, e.g., new superintendent and mayor inform future SPPS-City visions



FMP Governance Committee

Process outcomes - Middle School:

New enrollment patterns remove critical timeframe to act, but do **not** eliminate need for additional capacity in grades 6-8.

- Middle school: Prudent course of action to **delay construction** of new middle school in Area A
- Instead, **prioritize other projects**
- Need to **engage Area A** around middle school needs

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Key Directions: 5YP - FY2018-22



5YP - FY2018-22: Proposed Project Highlights

- Continuation of FY2017 projects
- Support program relocations (Jie Ming, RiverEast)
- Make progress on modernizing buildings and learning environments, with an eye on scale, economy, efficiency, and impact.
- Aligning square footage with building enrollment and program needs
- **37% of total FMP vision**



FY2018-2022: Proposed facilities investments

±\$587 million

Includes new construction, major repair / replacement, abatement, and renovation.

Value includes estimated cost escalation over the next five years.



Building Construction Funds

- Maintain, improve, remodel buildings and land
- **By law, cannot be used for other funding categories:**
 - Example: General Fund (pays for teacher salaries, transportation, teaching/learning needs, etc.)
- Increases to Building Construction Funds **do not decrease** General Fund
- Funds from bonds sale, capital loans, or Long Term Facilities Maintenance Revenue (including levies)
- SPPS used bonds every year since 1994 to pay for facilities



Adjustments from last year's 5YP

- Re-prioritize work based on FMP-GC guidance
- Balance cash flow, funding source opportunity, and taxpayer impact
- Add new “5th year” to continue making long term commitments

Facilities Master Plan REVISION Summary

School	School Zone	Grades Served	Project Type	Projected Start Year					
				Current	2018	2019	2020	2021	2022
271 Belvidere Early Education Center	D	Birth to K	Capital Improvement		◆				
			Asset Preservation			Δ			
1780 West 7th Street	F2	N/A	Capital Improvement		•		•		
			Asset Preservation	•	•				
'Adams Spanish Immersion School	F2	PreK to 5	Capital Improvement	•	•				
			Asset Preservation						
Administration Building	F1	N/A	Capital Improvement		•	•			
			Asset Preservation			•	•	•	Δ

What comes next

- Start multi-year design and exploration with our communities at:
 - American Indian Magnet
 - Bruce Vento
 - Frost Lake
 - Barack and Michelle Obama
- Implement next wave of asset preservation projects
- Continue multi-year improvement projects



BOE Action

Board of Education

- Vote on FY2018-2022 Five-Year Facilities Maintenance and Capital Plan Resolution
 - BOE takes separate future action for sale of bonds and levies and approval of construction contracts



QUESTIONS?

Facilities Department

651-744-1800 | facilities@spps.org | spps.org/fmp



INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
SAINT PAUL PUBLIC SCHOOLS
RESOLUTION - GENERAL FORM



Board File No. _____

Date _____

**RESOLUTION PROVIDING FOR THE COMPETITIVE NEGOTIATED SALE OF
\$57,530,000 CERTIFICATES OF PARTICIPATION, SERIES 2017C,
COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND
BY AND USE THE PROVISIONS OF MINNESOTA STATUTES,
SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE
PRINCIPAL AND INTEREST ON THE CERTIFICATES**

A. WHEREAS, the School Board of Independent School District Number 625, Saint Paul, Minnesota (the "District") has heretofore determined that it is necessary and expedient to issue \$57,530,000 Certificates of Participation, Series 2017C (the "Certificates") pursuant to Minnesota Statutes, Chapter 475 and Minnesota Statutes, Section 126C.40 to finance various capital deferred maintenance projects and repairs across existing school district facilities; and

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

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

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

Adopted _____

CHAIR Board of Education

CLERK Board of Education

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

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

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

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

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

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

4. Guarantee of Payment.

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

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

5. Official Statement. In connection with said competitive negotiated sale, the officers and employees of the District are hereby authorized to cooperate with Springsted and

participate in the preparation of an official statement for the Certificates, and to execute and deliver it on behalf of the District upon its completion.

6. Official Intent Declaration.

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

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

(c) The District reasonably expects to reimburse all or a portion of the expenditures made for costs of the Project out of the proceeds of the Certificates to be issued by the District in an estimated maximum aggregate principal amount of \$57,530,000 after the date of payment of all or a portion of the costs of the Project. All reimbursed expenditures shall be capital expenditures, costs of issuance of the Certificates, or other expenditures eligible for reimbursement under Section 1.150-2(d)(3) of the Regulations.

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

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

EXHIBIT A

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

TERMS OF PROPOSAL

\$57,530,000*

CERTIFICATES OF PARTICIPATION, SERIES 2017C

**Evidencing the Proportionate Interests of the Registered Owners
Thereof in Rental Payments to be Made by**

INDEPENDENT SCHOOL DISTRICT NO. 625

SAINT PAUL, MINNESOTA

Pursuant to a Lease-Purchase Agreement

(MINNESOTA SCHOOL DISTRICT CREDIT ENHANCEMENT PROGRAM)

(BOOK ENTRY ONLY)

Proposals for the above-referenced obligations (the "Certificates") will be received by the Independent School District No. 625, Saint Paul, Minnesota (the "District") on Tuesday, November 14, 2017, (the "Sale Date") until 10:00 A.M., Central Time at the offices of Springsted Incorporated ("Springsted"), 380 Jackson Street, Suite 300, Saint Paul, Minnesota, 55101, after which time proposals will be opened and tabulated. Consideration for award of the Certificates will be by the School Board at 5:30 P.M., Central Time, of the same day.

SUBMISSION OF PROPOSALS

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

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

OR

(b) **Electronic Bidding.** Notice is hereby given that electronic proposals will be received via PARITY®. For purposes of the electronic bidding process, the time as maintained by PARITY® shall constitute the official time with respect to all proposals submitted to PARITY®. *Each bidder shall be solely responsible for making necessary arrangements to access PARITY® for purposes of submitting its electronic proposal in a timely manner and in compliance with the requirements of the Terms of Proposal.* Neither the District, its agents, nor PARITY® shall have any duty or obligation to undertake registration to bid for any prospective bidder or to provide or ensure electronic access to any qualified prospective bidder, and neither the District, its agents, nor PARITY® shall be responsible for a bidder's failure to register to bid or for any failure in the proper operation of, or have any liability for any delays or interruptions of or any damages caused by the services of PARITY®. The District is using the services of PARITY® solely as a communication mechanism to conduct the electronic bidding for the Certificates, and PARITY® is not an agent of the District.

* Preliminary; subject to change.

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

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

DETAILS OF THE CERTIFICATES

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

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

2019	\$1,775,000	2023	\$2,330,000	2027	\$2,725,000	2031	\$3,125,000	2035	\$3,520,000
2020	\$2,110,000	2024	\$2,420,000	2028	\$2,835,000	2032	\$3,220,000	2036	\$3,625,000
2021	\$2,175,000	2025	\$2,520,000	2029	\$2,945,000	2033	\$3,315,000	2037	\$3,735,000
2022	\$2,240,000	2026	\$2,620,000	2030	\$3,035,000	2034	\$3,415,000	2038	\$3,845,000

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

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

BOOK ENTRY SYSTEM

The Certificates will be issued by means of a book entry system with no physical distribution of Certificates made to the public. The Certificates will be issued in fully registered form and one Certificate, representing the aggregate principal amount of the Certificates maturing in each year, will be registered in the name of Cede & Co. as nominee of The Depository Trust Company (“DTC”), New York, New York, which will act as securities depository for the Certificates. Individual purchases of the Certificates may be made in the principal amount of \$5,000 or any multiple thereof of a single maturity through book entries made on the books and records of DTC and its participants. Principal and interest are payable by the registrar to DTC or its nominee as registered owner of the Certificates. Transfer of principal and interest payments to participants of DTC will be the responsibility of DTC; transfer of principal and interest payments to beneficial owners by participants will be the responsibility of such participants and other nominees of beneficial owners. The lowest bidder (the “Purchaser”), as a condition of delivery of the Certificates, will be required to deposit the Certificates with DTC.

REGISTRAR

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

OPTIONAL REDEMPTION

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

EXTRAORDINARY REDEMPTION

The District may elect to redeem the Certificates, in whole or in part, at a price of par plus accrued interest on any date in certain cases of damage or destruction or condemnation of the Project.

SECURITY AND PURPOSE

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

BIDDING PARAMETERS

Proposals shall be for not less than \$57,530,000 (Par) plus accrued interest, if any, on the total principal amount of the Certificates. No proposal can be withdrawn or amended after the time set for receiving proposals on the Sale Date unless the meeting of the District scheduled for award of the Certificates is adjourned, recessed, or continued to another date without award of the Certificates having been made. Rates shall be in integral multiples of 1/100 or 1/8 of 1%. The initial price to the public as stated on the proposal for each maturity must be 98.0% or greater. Certificates of the same maturity shall bear a single rate from the date of the Certificates to the date of maturity. No conditional proposals will be accepted.

ESTABLISHMENT OF ISSUE PRICE PRIOR TO CLOSING

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

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

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

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

If all of the requirements of a “competitive sale” are not satisfied, the District shall advise the Purchaser of such fact prior to the time of award of the sale of the Certificates to the Purchaser. **In such event, any proposal submitted will not be subject to cancellation or withdrawal.** Within twenty-four (24) hours of the notice of award of the sale of the Certificates, the Purchaser shall advise the District and Springsted if a “substantial amount” (as defined in the Regulation) of any maturity of the Certificates (and, if different interest rates apply within a maturity, to each separate CUSIP number within that maturity) has been sold to the public and the price at which such substantial amount was sold. The District will treat such sale price as the “issue price” for such maturity, applied on a maturity-by-maturity basis. The District will not require the Purchaser to comply with that portion of the Regulation commonly described as the “hold-the-offering-price” requirement for the remaining maturities, but the Purchaser may elect such option. If the Purchaser exercises such option, the District will apply the initial offering price to the public provided in the proposal as the issue price for such maturities. If the Purchaser does not exercise that option, it shall thereafter promptly provide the District and Springsted the prices at which a substantial amount of such maturities are sold to the public; provided such determination shall be made and the District and Springsted notified of such prices not later than three (3) business days prior to the closing date.

GOOD FAITH DEPOSIT

To have its proposal considered for award, the Purchaser is required to submit a good faith deposit to the District in the amount of \$575,300 (the “Deposit”) no later than 1:00 P.M., Central Time on the Sale Date. The Deposit may be delivered as described herein in the form of either (i) a certified or cashier’s check payable to the District; or (ii) a wire transfer. The Purchaser shall be solely responsible for the timely delivery of its Deposit whether by check or wire transfer. Neither the District nor Springsted have any liability for delays in the receipt of the Deposit. If the Deposit is not received by the specified time, the District may, at its sole discretion, reject the proposal of the lowest bidder, direct the second lowest bidder to submit a Deposit, and thereafter award the sale to such bidder.

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

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

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

AWARD

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

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

BOND INSURANCE AT PURCHASER'S OPTION

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

CUSIP NUMBERS

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

SETTLEMENT

On or about December 21, 2017, the Certificates will be delivered without cost to the Purchaser through DTC in New York, New York. Delivery will be subject to receipt by the Purchaser of an approving legal opinion of Briggs and Morgan, Professional Association, of Minneapolis, Minnesota, and of customary closing papers, including a no-litigation certificate. On the date of settlement, payment for the Certificates shall be made in federal, or equivalent, funds that shall be received at the offices of the District or its designee not later than 12:00 Noon, Central Time. Unless compliance with the terms of payment for the Certificates has been made impossible by action of the District, or its agents, the Purchaser shall be liable to the District for any loss suffered by the District by reason of the Purchaser's non-compliance with said terms for payment.

CONTINUING DISCLOSURE

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

OFFICIAL STATEMENT

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

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

Dated October 17, 2017

BY ORDER OF THE SCHOOL BOARD

/s/ Mary Vanderwert
Clerk

INDEPENDENT SCHOOL DISTRICT NO. 625

BOARD OF EDUCATION

SAINT PAUL PUBLIC SCHOOLS

RESOLUTION - GENERAL FORM



Board File No. _____

Date _____

**RESOLUTION PROVIDING FOR THE COMPETITIVE NEGOTIATED
SALE OF \$17,040,000 GENERAL OBLIGATION
SCHOOL BUILDING REFUNDING BONDS, SERIES 2017D;
COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND
BY AND USE THE PROVISIONS OF MINNESOTA STATUTES,
SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE
PRINCIPAL AND INTEREST ON THE BONDS**

A. WHEREAS, the School Board of Independent School District Number 625, Saint Paul, Minnesota (the “District”) has heretofore determined that it is necessary and expedient to issue \$17,040,000 General Obligation School Building Refunding Bonds, Series 2017D (the “Bonds”) pursuant to Minnesota Statutes, Chapter 475 and pursuant to Laws of Minnesota, 2007, Regular Session, Chapter 146, Article 4, Sections 12 and 13, as amended by Laws of Minnesota, 2013, Chapter 116, Article 6, Section 8, to refund in advance of maturity the February 1, 2022 through February 1, 2032 maturities of the District’s General Obligation School Building Bonds, Series 2011A, dated June 1, 2011; and

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

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

Adopted _____

CHAIR Board of Education

CLERK Board of Education

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

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

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

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

4. Guarantee of Payment.

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

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

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

EXHIBIT A

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

TERMS OF PROPOSAL

\$17,040,000*

**INDEPENDENT SCHOOL DISTRICT NO. 625
SAINT PAUL, MINNESOTA**

GENERAL OBLIGATION SCHOOL BUILDING REFUNDING BONDS, SERIES 2017D

(MINNESOTA SCHOOL DISTRICT CREDIT ENHANCEMENT PROGRAM)

(BOOK ENTRY ONLY)

Proposals for the above-referenced obligations (the “Bonds”) will be received by Independent School District No. 625, Saint Paul, Minnesota (the “District”) on Tuesday, November 14, 2017, (the “Sale Date”) until 10:00 A.M., Central Time at the offices of Springsted Incorporated (“Springsted”), 380 Jackson Street, Suite 300, Saint Paul, Minnesota, 55101, after which time proposals will be opened and tabulated. Consideration for award of the Bonds will be by the School Board at 5:30 P.M., Central Time, of the same day.

SUBMISSION OF PROPOSALS

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

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

OR

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

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

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

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

DETAILS OF THE BONDS

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

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

2022	\$1,320,000	2025	\$1,440,000	2028	\$1,590,000	2031	\$1,755,000
2023	\$1,355,000	2026	\$1,495,000	2029	\$1,635,000	2032	\$1,815,000
2024	\$1,400,000	2027	\$1,545,000	2030	\$1,690,000		

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

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

BOOK ENTRY SYSTEM

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

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

REGISTRAR

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

OPTIONAL REDEMPTION

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

SECURITY AND PURPOSE

The Bonds will be general obligations of the District for which the District will pledge its full faith and credit and power to levy direct general ad valorem taxes. The District has also covenanted and obligated itself to be bound by the provisions of Minnesota Statutes, Section 126C.55 and to use the provisions of that statute pursuant to which the State of Minnesota will appropriate money to the payment of the principal and interest on the Bonds when due if the District is unable to make a principal or interest payment. The proceeds will be used to refund the February 1, 2022 through February 1, 2032 maturities of the District’s General Obligation School Building Bonds, Series 2011A, dated June 1, 2011.

BIDDING PARAMETERS

Proposals shall be for not less than \$17,040,000 (Par) plus accrued interest, if any, on the total principal amount of the Bonds. No proposal can be withdrawn or amended after the time set for receiving proposals on the Sale Date unless the meeting of the District scheduled for award of the Bonds is adjourned, recessed, or continued to another date without award of the Bonds having been made. Rates shall be in integral multiples of 1/100 or 1/8 of 1%. The initial price to the public as stated on the proposal for each maturity must be 98.0% or greater. Bonds of the same maturity shall bear a single rate from the date of the Bonds to the date of maturity. No conditional proposals will be accepted.

ESTABLISHMENT OF ISSUE PRICE AT TIME OF AWARD

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

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

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

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

If all of the requirements of a “competitive sale” are not satisfied, the District shall advise the Purchaser of such fact prior to the time of award of the sale of the Bonds to the Purchaser. **In such event, any proposal submitted will not be subject to cancellation or withdrawal.** Within 30 minutes of a request by the District (or by Springsted on the District’s behalf), the Purchaser shall advise the District and Springsted if a “substantial amount” (as defined in the Regulation) of any maturity of the Bonds (and, if different interest rates apply within a maturity, to each separate CUSIP number within that maturity) has been sold to the public and the price at which such substantial amount was sold. The District will treat such sale price as the “issue price” for such maturity, applied on a maturity-by-maturity basis. The remaining maturities shall be subject with that portion of the Regulation commonly described as the “hold-the-offering-price” requirement. Accordingly, the District will apply the initial offering price to the public provided in the proposal

as the issue price for such maturities. **Bidders should prepare their proposals on the assumption that some or all of the maturities of the Bonds will be subject to this “hold-the-offering-price” requirement in order to establish the issue price as of the Sale Date.**

GOOD FAITH DEPOSIT

To have its proposal considered for award, the Purchaser is required to submit a good faith deposit to the District in the amount of \$170,400 (the “Deposit”) no later than 1:00 P.M., Central Time on the Sale Date. The Deposit may be delivered as described herein in the form of either (i) a certified or cashier’s check payable to the District; or (ii) a wire transfer. The Purchaser shall be solely responsible for the timely delivery of its Deposit whether by check or wire transfer. Neither the District nor Springsted have any liability for delays in the receipt of the Deposit. If the Deposit is not received by the specified time, the District may, at its sole discretion, reject the proposal of the lowest bidder, direct the second lowest bidder to submit a Deposit, and thereafter award the sale to such bidder.

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

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

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

AWARD

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

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

BOND INSURANCE AT PURCHASER’S OPTION

The District has **not** applied for or pre-approved a commitment for any policy of municipal bond insurance with respect to the Bonds. If the Bonds qualify for municipal bond insurance and a

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

CUSIP NUMBERS

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

SETTLEMENT

On or about December 21, 2017, the Bonds will be delivered without cost to the Purchaser through DTC in New York, New York. Delivery will be subject to receipt by the Purchaser of an approving legal opinion of Briggs and Morgan, Professional Association, of Minneapolis, Minnesota, and of customary closing papers, including a no-litigation certificate. On the date of settlement, payment for the Bonds shall be made in federal, or equivalent, funds that shall be received at the offices of the District or its designee not later than 12:00 Noon, Central Time. Unless compliance with the terms of payment for the Bonds has been made impossible by action of the District, or its agents, the Purchaser shall be liable to the District for any loss suffered by the District by reason of the Purchaser's non-compliance with said terms for payment.

CONTINUING DISCLOSURE

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

OFFICIAL STATEMENT

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

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

Dated October 17, 2017

BY ORDER OF THE SCHOOL BOARD

/s/ Mary Vanderwert
Clerk

Board of Education Meetings

(Regular meetings at 6:05 unless otherwise noted)

- November 14
- December 19
- January 9, 2018 | Annual Meeting
- January 23
- February 20
- March 20
- April 24
- May 22
- June 12 | Special (Non-Renewals)
- June 19
- July 17
- August 21

Committee of the Board Meetings

(4:30 unless otherwise noted)

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