



Saint Paul Public Schools

Regular Meeting

Tuesday, April 25, 2017 6:05 PM

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

BOARD OF EDUCATION



Jon Schumacher
Chair



Zuki Ellis
Vice Chair



Mary Vanderwert
Clerk



Steven Marchese
Treasurer



John Brodrick
Director



Jeanelle Foster
Director



Chue Vue
Director



ADMINISTRATION
J. Thein
*Interim
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

April 25, 2017
6:05 PM

A G E N D A

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**
- IV. RECOGNITIONS**
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- V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- VI. APPROVAL OF THE MINUTES**
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- IX. CONSENT AGENDA**

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

DATE: April 25, 2017

TOPIC: Acknowledgement of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. Michael Houston and Ong Xiong have been named finalists for the **2017 Minnesota Teacher of the Year award**. Michael Houston is a math teacher at Harding Senior High School. Ong Xiong is a kindergarten teacher at Phalen Lake Hmong Studies Magnet. Overall 11 teachers from across the state have been named finalists in the Education Minnesota's annual award. A panel of leaders in the areas of education, government and nonprofits selected the finalists from a group of 37 semifinalists. The 2017 Minnesota Teacher of the Year will be named on Sunday, May 7 at an event in Bloomington.

B. RECOMMENDATION:

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

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

March 21, 2017

I. CALL TO ORDER

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

II. ROLL CALL

PRESENT: Ms. Vanderwert, Mr. Schumacher, Mr. Marchese, Mr. Brodrick, Mr. Vue, Superintendent Thein, Ms. Cameron, General Counsel and Ms. Polsfuss, Assistant Clerk and Ms. Jing (SEAB)

ABSENT: Ms. Ellis (Illness) and Ms. Foster (Disability)

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Mr. Schumacher moved the Board approve the Order of the Main Agenda as published. The motion was seconded by Mr. Brodrick

The motion was approved with the following roll call vote:

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

IV. RECOGNITIONS

BF 30780 Recognition of Schools, Teams, Individuals, and Coaches in Our St. Paul Public Schools That Have Won Athletic Awards and Championships.

The Superintendent recognized Jerry Keenan for his service to the district on his 80th birthday.

1. Murray Middle School Girls' Basketball Team - The middle school girls' basketball team was city champion
2. Hazel Park Middle School Boys' Basketball Team - The middle school boys' basketball team was city co-champion.
3. Washington Technology Magnet Wrestling Team - The middle school wrestling team was city champion.
4. Washington Technology Magnet Boys' Basketball Team - The middle school boys' basketball team was city co-champion.
5. Washington Technology Magnet Senior High Wrestling Team - The wrestling team was city champion
6. Johnson Senior High School Wrestling Team State Tournament Qualifiers - The boys' wrestling team had two state tournament qualifiers: Luis Cirilo and Chizaram Azonwu
7. Harding Senior High School Wrestling Team State Tournament Qualifier - Jet Mi Ka
8. Como Park Senior High School Girls' Basketball Team - The girls' basketball team was city champion

9. Central Senior High School Boys' Basketball Team - The boys' basketball team was city champion.
10. Central Senior High School Girls' Nordic Ski Team State Tournament Qualifier - The girls' Nordic ski team had one state tournament qualifier and one all-state academic honor qualifier: Siena Leone-Getten and Maddie Scott
11. Central Senior High School Boys' Nordic Ski Team State Tournament Qualifier - The boys' Nordic ski team qualified for the state tournament.
12. Central Senior High School Boys' Swim Team State Tournament Qualifier - The boys' swim team had one state tournament qualifier: Aiden Fairman
13. Highland Park Senior High School Boys' Nordic Ski Team - The boys' Nordic ski team was city champion and qualified for the state tournament.
14. Highland Park Senior High School Girls' Nordic Ski Team - The girls' Nordic ski team was city champion and qualified for the state tournament.
15. Highland Park Senior High School/SPA Boys' Co-op Swim Team - -- The boys' co-op swim team was city champion and had two state tournament qualifiers.
16. Highland Park Senior High School Girls' Gymnastics Team - The girls' gymnastic team was city champion.
17. Highland Park Senior High School Wrestling Team State Tournament Qualifier - Istvan Tifan

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 E1 -- Cisco VOIP, E3 -- Microsoft Office 365 Implementation Services, E5 -- SPPS Achievement and Integration Budget for FY18 and E6 -- SPPS Achievement and Integration Plan for 2017-2020 which were pulled for separate consideration. Ms. Vanderwert seconded the motion.

The motion was approved with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of February 21, 2017

MOTION: Mr. Schumacher moved the Board approve the Minutes of the Regular Meeting of the Board of Education of February 21, 2017 as published. Mr. Marchese seconded the motion.

The motion was approved with the following roll call vote:

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

VII. COMMITTEE REPORTS

- A. Committee of the Board Meeting of March 7, 2017

The Chief Financial Officer presented the 2017-18 Budget Guidelines outlining the basis on which the budget will be constructed.

MOTION: Mr. Schumacher moved the Board accept the 2017-18 Budget Guidelines as presented. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

She then moved on to discuss the **FY 18 General Fund Budget Rollout** with an overview of the preliminary FY 2017-18 General Fund budget and the timeline.

Administration presented a **Racial Equity Spotlight** highlighting the **SPPS/National Urban Alliance & Innocent Classroom** programs being piloted in some schools.

The **Hmong Parent Advisory Council** provided an overview of their vision and long-term goals along with their 2017-18 recommendations to SPPS administration.

The **Somali Parent Advisory Council** also presented their 2016-17 recommendations to the SPPS Board and Administration.

Staff provided a **Presentation on the Achievement and Integration Plan**. The Plan is required by Minnesota statute and its purpose is to:

- Pursue racial and economic integration
- Increase student achievement
- Create equitable educational opportunities
- Reduce academic disparities based on students' diverse racial, ethnic and economic backgrounds in Minnesota public schools.

MOTION: **Mr. Schumacher moved the Board of Education accept the 2017-2020 SPPS Achievement and Integration Plan. Mr. Marchese seconded the motion.**

The motion was approved with the following roll call vote:

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

Staff provided a **policy update**.

MOTION: **Mr. Schumacher moved the Board bring Policy 501.03 - Students-Dress Code and Policy 801.01 - Buildings & Grounds - Name Selection to the March 21 Board meeting for their first readings. Mr. Marchese seconded the motion.**

The motion was approved with the following roll call vote:

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

In the **Work Session** the Board reviewed the selection and interview process as outlined by the Design Team and the consultants.

MOTION: **Mr. Schumacher moved the Board accept the report of the March 7 Committee of the Board meeting and approve the minutes of that meeting as published. Mr. Brodrick seconded the motion.**

The motion was approved with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. Budget Update

FY 2017-18 GENERAL FUND PRELIMINARY BIG PICTURE

	FY 17 Adopted (in millions)	FY 18 Prelim. (in millions)	Difference
Revenue (Current law)	\$518.2	\$514.2	(\$4.0)
Use of Fund Balance	0	0	0
Expenditures	518.2	541.5	(23.3)
Balance	\$0	(\$27.3)	

FY 2017-18 GENERAL FUND FACTORS IMPACTING PROJECTED SHORTFALL

Item	Amount (in millions)
Inflationary impact of "rolling over" FY 16-17 budget "as is" without any changes	(\$23.3)
Net revenue decrease due to enrollment and Compensatory Education	(4.0)
Total Projected Shortfall (as of 2/19/17 - subject to change)	(\$27.3)

FY 17-18 GENERAL FUND AREA OF CONSIDERATION FOR REDUCTIONS

Items	Amount (in millions)
• Reduced inflationary allocations in the areas of Fees, Supplies & Transportation	(\$2.6)
• Eliminate one time FY 17 Board allocations of \$85/pupil and SSSC 2.0 program additions	(5.0)
• Enrollment related service and staffing reductions	(7.5)
• Targeted or 1% Program reductions (Excludes MLL & SpEd)	(1.6)
• Vacant positions, staff attrition/retirements, negotiated contracts, potential Early Retirement Incentive (PERA)	(6.2)
TOTAL	(\$22.9)

FY 17-18 POTENTIAL REVENUE INCREASES:

- 1% Formula increase = \$3.2 million (Governor's proposal = 2%)
- Special Education state increase = \$1.2 million
- QComp (or ATPPS) - up to \$9.0 million

FY 17-18 GENERAL FUND PRELIMINARY BIG PICTURE OPTIONS 1 AND 2

	FY 17 Board Adopted (in millions)	Option 1 FY 18 Preliminary (in millions)	Option 1 Difference	Option 2 FY 18 Preliminary (in millions)	Option 2 Difference
Revenue	\$518.2	\$534.8	\$16.6	\$518.6	\$.4
Use of Fund Balance	0	0	0	0	0
Expenditures	518.2	541.5	(23.3)	518.6	(.4)
Balance	\$0	(\$6.7)		\$0	\$0

- Option 1 - Preliminary revenue with all potential revenue increases and no reductions to preliminary expenditures

- Option 2 - Preliminary revenue with 1% formula and Special Ed increases and all reductions to preliminary expenditures

The CFO also presented the proposed FY 17-18 budget adoption calendar.

Questions/Discussion:

- When will a decision be made regarding the retirement incentive based on current information? Response: HR could probably provide a go/no go by this Friday.
- The Board thanked staff for the presentation.
- The Board Treasurer provided a brief overview of Budget Finance Advisory Committee and their work regarding the budget. He indicated he would be looking for detail on how the budget affects the buildings when it becomes available. Response: Staff indicated they will get the Board a comparison report prior to allocations to the sites.

B. Superintendent Search Update

All community engagement events have been completed (four community forums, two online surveys, three community events and 21 targeted meetings). Feedback was collected and posted on the SPPS superintendent search website.

A meet the candidates community event has been scheduled for March 29 at Washington Technology from 6:00-8:30 p.m. Interpreter services will be provided for the four major languages spoken in the district. Communications will send out an announcement and reminder on March 23. The event will be live-streamed and can be accessed from the SPPS superintendent search website.

The candidate application submission deadline was March 8. 65 candidates applied. 13 semifinalists will be brought forward on March 22 for the Board to consider. From the semifinalist pool, three finalists will be invited for final interviews.

Next steps include:

- March 22 Board members individually review semifinalist applications to narrow the semifinalist pool to three finalists.
- March 29-31 - Interviews of three finalists
- April 3-April 14 -- Board and staff visit finalists' districts
- Date TBD - Board announces their superintendent selection and authorizes contract negotiations.

C. Crosswinds Update

The Superintendent stated if the transfer is approved, current Crosswinds School students will not only be welcome but also encouraged to remain at Crosswinds for the remainder of their school career. This will include any open enrollment students attending Crosswinds School. Open enrollment students, other than the currently enrolled Crosswinds students, will be accepted under the current SPPS' guidelines for open enrollment students. Without the option to continue at Crosswinds School for the 2017-2018 school year and beyond, current students and their families will be required to find a new school for the upcoming academic year.

In anticipation of legislation that would allow for transfer of governance, SPPS and the Perpich Administration have been working and planning together to ensure a smooth and efficient transfer of programming and services from Perpich to SPPS. Perpich has already voted approval to transfer Crosswind to SPPS should the proposed change be approved by the Legislature.

The desired outcome of a governance transfer is that current Crosswinds School students will see the present Crosswinds staff in their current positions next year and in the future. This

includes teaching, clerical, custodial, teaching assistants, and administrative team members. It is the desire of the SPPS administrative team to offer positions at Crosswinds School, whenever possible, to current Crosswinds staff members for the upcoming school year.

Under the governance and management of SPPS, Crosswinds School will operate on a year-round calendar similar to the present CWS calendar. The Arts and Environmental Science will remain the focus of Crosswinds School with an administrative vision of creating a "Training and Developing Teachers of Color" program.

All labor agreements in place at Crosswinds School will be addressed in accordance with Minnesota State Statutes concerning the joining of districts, schools, and programs. SPPS is committed to following the District 625 Mission, Vision, and Values in relationship to current Crosswinds labor agreements. Equitable, respectful, and compassionate relationships with all staff are expectations of SPPS.

Crosswinds School will be funded in the same manner as other SPPS secondary schools. Referendum funding, along with categorical aid, will follow students attending Crosswinds. There will also be additional categorical aid that will follow open enrollment students to Crosswinds (this may not currently be the case). SPPS believes there is an opportunity to blend programming in the areas of specialist staff, student services, special education, operations and community services. This teaming concept will allow for additional services to be offered to Crosswinds students, their families and staff that are not currently available.

SPPS believes it is desirable to encourage all current students and staff to remain at Crosswinds and to create an atmosphere that fosters student achievement, family involvement and staff satisfaction. This can be accomplished through a blending of programming and services (current programming the first year, with an additional grade level added each year) for both learning communities that will lead to one family of learners of all ages.

Current Crosswinds students will be "grand-mothered" under the current transportation model. This means the current Crosswinds students would be transported under the current integration transportation guidelines that allow for reimbursement of students attending an integration school. It is SPPS's request to the Minnesota Department of Education that current Crosswinds students receive transportation until they leave Crosswinds. New open enrollment students would be treated in the same manner as other open enrollment students in SPPS.

It is the desire of both the Perpich Center for Arts Education and SPPS that the Minnesota State Legislature authorize the transfer of ownership, management and operation of Crosswinds School to SPPS.

As with any complicated transaction, there are always unanticipated details. The SPPS Administrative team is committed to working closely with the Minnesota Legislature, the Perpich Center for Arts Education Administrative team, the Crosswinds School staff, the Minnesota Department of Education and all employee unions to ensure a smooth transition that centers on what is best for the students and families of Crosswinds School and SPPS.

Over the next few weeks, the process will continue to unfold and additional changes may occur. It is the Superintendent's commitment to the students and families of Crosswinds School, the Perpich Center for Arts Education Board, and the School Board of SPPS that the transfer of ownership, management and operation of Crosswinds Schools will be addressed in an ethical and open manner.

D. Human Resource Transactions

MOTION: Mr. Schumacher moved approval of the HR Transactions for the period February 1, 2017 through February 28, 2017. Ms. Vanderwert seconded the motion.

The motion was approved with the following roll call vote:

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

IX. CONSENT AGENDA.

MOTION: Mr. Schumacher moved approval of all items on the Consent Agenda with the exception of Items E1 -- Cisco VOIP, E3 -- Microsoft Office 365 Implementation Services, E5 -- SPPS Achievement and Integration Budget for FY18 and E6 -- SPPS Achievement and Integration Plan for 2017-2020 which were pulled for separate consideration. The motion was seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

A. Gifts

BF 30781 Request for Permission to Accept a Gift from the Minnesota Super Bowl Host Committee

That the Board of Education authorize the Superintendent to accept the awarded gift.

BF 30782 Request for Permission to Accept a Gift from No Bully
That the Board of Education authorize the Superintendent (designee) to accept a gift from No Bully and to implement the project as specified in the award documents.

B. Grants

BF 30783 Request for Permission to Submit a Grant Application to FIRST
That the Board of Education authorize the Superintendent (designee) to accept a grant from FIRST and to implement the project as specified in the award documents.

BF 30784 Authorization of Saint Paul Public Schools Adult Basic Education to Work in Conjunction with Saint Paul Community Literacy Consortium to Complete a Re-Compete Application for Federal Adult Basic Education Funding

That the Board of Education authorize the Superintendent (or Designee) to submit a grant application to the Minnesota Department of Education for a re-compete of Adult Basic Education federal funding and act as fiscal agent for funding through the SPPS Adult Education Program and the Saint Paul Community Literacy Consortium.

BF 30785 Request for Permission to Submit a Grant Application to the Minnesota Department of Transportation

That the Board of Education authorize the Superintendent (designee) to submit a request to the Minnesota Department of Transportation Safe Routes to School program for assistance in planning safer routes to and from the Rondo Complex schools and Maxfield Elementary; to accept the award, if received; and to implement the project as specified in the award documents.

BF 30786 Request for Permission to Submit Grant Applications to the Minnesota State Arts Board Arts Learning Grant for Creative Arts Secondary School, L'Etoile du Nord French Immersion School, and Saint Paul Music Academy

That the Board of Education authorize the Superintendent (designee) to submit grants to the Minnesota State Arts Board Arts Learning Grant for funds to bring artists in residence to Creative Arts Secondary School, L'Etoile du Nord French Immersion School, and Saint Paul Music Academy; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30787 Request for Permission to Submit a Grant to Open Your Heart to the Hungry and Homeless

That the Board of Education authorize the Superintendent (designee) to submit a grant to Open Your Heart to the Hungry and Homeless to purchase cots and bedding for use with SPPS families experiencing homelessness; to accept the grant if awarded; and to implement the project as specified in the award documents.

BF 30788 Request for Permission to Submit a Grant Application to Ramsey County
That the Board of Education authorize the Superintendent (designee) to accept a grant from Ramsey County and build a garden and greenhouse at Hazel Park Preparatory Academy and to implement the project as specified in the award documents.

BF 30789 Request for Permission to Submit a Grant to TKDA
That the Board of Education authorize the Superintendent (designee) to submit a grant to TKDA to fund STEM activities at Farnsworth Lower School; to accept the grant if awarded; and to implement the project as specified in the award documents.

BF 30790 Request for Permission to Submit a Grant Application to the US Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant to the US Department of Education for funds to enhance the Creative Arts Pathway schools; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

BF 30791 SPPS 2016 S-Term Site at St. Paul College
That the Board of Education authorize the Superintendent (designee) to approve the expending of additional ALC funds in the amount of \$10,358.50. This amount reflects an amendment to funds previously designated in the amount of \$99,800. The total ALC funds to support S-Term 2016 opportunities at St. Paul College for the purpose of credit recovery is now \$110,158.50.

D. Agreements

BF 30792 Enter into Lease Agreements with Apple for iPads
That the Board of Education authorizes the Superintendent (designee) to enter into a sole source Lease Agreement with Apple, Inc. for iPad devices, for a total of \$27,778,384.84 over the life of the lease.

E. Administrative Items

BF 30793 Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations

That the Board of Education excludes the named students from school effective March 30, 2017, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 30794 Monthly Operating Authority

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

(a) General Account	#670788-672079 #0002356-0002401 #7002139-700169 #0001391-0001429	\$44,726,326.91
(b) Debt Service	-0-	\$29,329,261.56
(c) Construction	-0-	<u>\$2,047,227.39</u>
		<u>\$76,102,815.86</u>

Included in the above disbursements are payrolls in the amount of \$37,265,825.13 and overtime of \$144,414.15 or 0.39% 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 June 30, 2017.

F. Bids

BF 30795 Bid No. A211150-A Rondo Education Center Partial Flooring Replacement

That the Board of Education authorize the award of Bid No. A211150-A Rondo Education Center Partial Flooring Replacement to Schreiber Mullaney Construction for the lump sum base bid plus alternates 1 & 2 for \$641,717.

BF 30796 Bid No. A211192-A Adams Spanish Immersion That the Board of Education authorize the award of Bid No. A211192

Adams Spanish Immersion School Renovation and Addition to Meisinger Construction Company, Inc. for the lump sum base bid for \$1,555,000.00.
School Renovation and Addition

BF 30797 Bid No. A211193-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211193-A Adams Spanish Immersion School Renovation and Addition to Axel H Ohman, Inc. for the lump sum base bid for \$772,000.00.

BF 30798 Bid No. A211194-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211194-A Adams Spanish Immersion School Renovation and Addition to Wells Concrete for the lump sum base bid for \$228,500.00.

BF 30799 Bid No. A211195-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211195-A Adams Spanish Immersion School Renovation and Addition to the lowest responsible bidder.

BF 30800 Bid No. A211196-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211196-A Adams Spanish Immersion School Renovation and Addition to Sowles for the lump sum base bid for \$266,300.00.

BF 30801 Bid No. A211197-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211197-A Adams Spanish Immersion School Renovation and Addition to Central Minnesota Fabricating, Inc. for the lump sum base bid for \$421,850.00.

BF 30802 Bid No. A211198-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211198-A Adams Spanish Immersion School Renovation and Addition to Berwald Roofing Company, Inc. for the lump sum base bid for \$717,750.00.

BF 30803 Bid No. A211199-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211199-A Adams Spanish Immersion School Renovation and Addition to The Caulkers Company for the lump sum base bid for \$33,720.00.

BF 30804 Bid No. A211200-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211200-A Adams Spanish Immersion School Renovation and Addition to Kendell Doors & Hardware, Inc. for the lump sum base bid for \$233,521.00.

BF 30805 Bid No. A211201-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211201-A Adams Spanish Immersion School Renovation and Addition to Twin City Garage Door for the lump sum base bid for \$18,900.00.

BF 30806 Bid No. A211202-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211202-A Adams Spanish Immersion School Renovation and Addition to Envision Glass for the lump sum base bid for \$889,772.00.

BF 30807 Bid No. A211203-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211203-A Adams Spanish Immersion School Renovation and Addition to Commercial Drywall, Inc. for the lump sum base bid for \$1,169,000.00.

BF 30808 Bid No. A211204-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211204-A Adams Spanish Immersion School Renovation and Addition to Grazzini Brothers & Company for the lump sum base bid for \$395,635.00.

BF 30809 Bid No. A211205-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211205-A Adams Spanish Immersion School Renovation and Addition to Sonus Interiors for the lump sum base bid plus alternate no. 1 for \$408,350.00.

BF 30810 Bid No. A211206-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211206-A Adams Spanish Immersion School Renovation and Addition to the lowest responsible bidder.

BF 30811 Bid No. A211207-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211207-A Adams Spanish Immersion \$199,000.00.

BF 30812 Bid No. A211208-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211208-A Adams Spanish Immersion School Renovation and Addition to Hufcor Minnesota for the lump sum base bid for \$25,892.00.

BF 30813 Bid No. A211209-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211209-A Adams Spanish Immersion School Renovation and Addition to Builders Material Supply, Inc. for the lump sum base bid for \$98,938.00.

BF 30814 Bid No. A211210-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211210-A Adams Spanish Immersion School Renovation and Addition to Hockenbergs Equipment & Supply Co., Inc. for the lump sum base bid for \$447,884.00.

BF 30815 Bid No. A211211-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211211-A Adams Spanish Immersion School Renovation and Addition to the Summit Companies for the lump sum base bid for \$340,000.00.

BF 30816 Bid No. A211212-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211212-A Adams Spanish Immersion School Renovation and Addition to Northern Air Corp. bda NAC Mech and Elec Services for the lump sum base bid for \$2,240,000.00.

BF 30817 Bid No. A211213-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211213-A Adams Spanish Immersion School Renovation and Addition to Northern Air Corp. bda NAC Mech and Elec Services for the lump sum base bid for \$2,074,000.00 (Chappel Central, the apparent lowest responsible bidder, withdrew).

BF 30818 Bid No. A211214-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211214-A Adams Spanish Immersion School Renovation and Addition to Bal-Tech for the lump sum base bid for \$55,500.00.

BF 30819 Bid No. A211215-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211215-A Adams Spanish Immersion School Renovation and Addition to NEI Electric for the lump sum base bid for \$2,352,531.00.

BF 30820 Bid No. A211216-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211216-A Adams Spanish Immersion School Renovation and Addition to Veit and Company, Inc. for the lump sum base bid for \$591,783.00.

BF 30821 Bid No. A211217-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211217-A Adams Spanish Immersion School Renovation and Addition to Bituminous Roadways for the lump sum base bid for \$104,800.00.

BF 30822 Bid No. A211218-A Adams Spanish Immersion School Renovation and Addition

That the Board of Education authorize the award of Bid No. A211218-A Adams Spanish Immersion School Renovation and Addition to Urban Companies, LLC for the lump sum base bid for \$205,000.00.

BF 30823 Bid No. A211251-A New K-8 School RiverEast

That the Board of Education authorize the award of Bid No A211251-A New K-8 School RiverEast to RTL Construction for the lump sum base bid for \$1,349,690.00.

BF 30824 Bid No. A211254-A New K-8 School RiverEast

That the Board of Education authorize the award of Bid No A211254-A New K-8 School RiverEast to Becker Brothers, Inc. for the lump sum base bid for \$635,325.00 (Commercial Flooring Services LLC, the apparent lowest responsible bidder, withdrew).

BF 30825 Bid No. A211260-A New K-8 School RiverEast

That the Board of Education authorize the award of Bid No A211260-A New K-8 School RiverEast to H&B Specialized Products, Inc. for the lump sum base bid for \$36,650.00.

BF 30826 Bid No. A211262-A New K-8 School RiverEast

That the Board of Education authorize the award of Bid No A211262-A New K-8 School RiverEast to H&B Specialized Products, Inc. for the lump sum base bid for \$16,200.00.

BF 30827 Bid No. A211266-A New K-8 School RiverEast

That the Board of Education authorize the award of Bid No A211266-A New K-8 School RiverEast to Veit & Company, Inc. for the lump sum base bid plus alternate S1 for \$1,342,117.00.

BF 30828 Bid No. A211267-A New K-8 School RiverEast

That the Board of Education authorize the award of Bid No A211267-A New K-8 School RiverEast to Bituminous Roadways, Inc. for the lump sum base bid for \$422,300.00.

BF 30829 CONSIDERATION - Bid No. A211286-A St. Anthony Park Addition and Remodel

That the Board of Education authorize the award of Bid No A211286-A St. Anthony Park Addition and Remodel to the lowest responsible bidder.

BF 30830 Bid No. A211288-A St. Anthony Park Addition and Remodel

That the Board of Education authorize the award of Bid No A211288-A St. Anthony Park Addition and Remodel to Construction Systems, Inc. for the lump sum base bid for \$384,000.

BF 30831 Bid No. A211289-A St. Anthony Park Addition and Remodel
That the Board of Education authorize the award of Bid No A211289-A St. Anthony Park Addition and Remodel to High Five Erectors II, Inc. for the lump sum base bid for \$428,808.

BF 30832 Bid No. A211290-A St. Anthony Park Addition and Remodel
That the Board of Education authorize the award of Bid No A211290-A St. Anthony Park Addition and Remodel to Maertens-Brenny Construction Company for the lump sum base bid plus alternate 1 for \$1,268,000.

BF 30833 Bid No. A211291-A St. Anthony Park Addition and Remodel
That the Board of Education authorize the award of Bid No A211291-A St. Anthony Park Addition and Remodel to Woodside Industries, Inc. for the lump sum base bid for \$474,947.00.

BF 30834 Bid No. A211292-A St. Anthony Park Addition and Remodel
That the Board of Education authorize the award of Bid No A211292-A St. Anthony Park Addition and Remodel to Progressive Building Systems for the lump sum base bid for \$470,456.00.

BF 30835 CONSIDERATION - Bid No. A211293-A St. Anthony Park Addition and Remodel
That the Board of Education authorize the award of Bid No A211293-A St. Anthony Park Addition and Remodel to the lowest responsible bidder.

BF 30836 Bid No. A211294-A St. Anthony Park Addition and Remodel
That the Board of Education authorize the award of Bid No A211294-A St. Anthony Park Addition and Remodel to The Caulkers Company for the lump sum base bid for \$27,965.00.

BF 30837 Bid No. A211296-A St. Anthony Park Addition and Remodel
That the Board of Education authorize the award of Bid No A211296-A St. Anthony Park Addition and Remodel to Mulcahy Nickolaus for the lump sum base bid for \$1,050,730.00.

BF 30838 Bid No. A211297-A St. Anthony Park Addition and Remodel
That the Board of Education authorize the award of Bid No A211297-A St. Anthony Park Addition and Remodel to CD Tile & Stone, Inc. for the lump sum base bid for \$279,000.00.

BF 80839 Bid No. A211298-A St. Anthony Park Addition and Remodel
That the Board of Education authorize the award of Bid No A211298-A St. Anthony Park Addition and Remodel to Twin Cities Acoustics, Inc. for the lump sum base bid for \$311,060.00.

BF 80340 Bid No. A211299-A St. Anthony Park Addition and Remodel
That the Board of Education authorize the award of Bid No A211299-A St. Anthony Park Addition and Remodel to CFS Interiors and Flooring for the lump sum base bid for \$671,754.00.

BF 30841 Bid No. A211300-A St. Anthony Park Addition and Remodel
That the Board of Education authorize the award of Bid No A211300-A St. Anthony Park Addition and Remodel to Swanson & Youngdale Inc. for the lump sum base bid plus alternate 1 for \$120,949.00.

BF 30842 Bid No. A211301-A St. Anthony Park Addition and Remodel
That the Board of Education authorize the award of Bid No A211301-A St. Anthony Park Addition and Remodel to Olympus Lockers & Storage Products, Inc. for the lump sum base bid for \$54,974.00.

BF 30843 Bid No. A211303-A St. Anthony Park Addition and Remodel

That the Board of Education authorize the award of Bid No A211303-A St. Anthony Park Addition and Remodel to Minnesota Elevator Inc. for the lump sum base bid for \$113,421.00.

BF 30844 Bid No. A211304-A St. Anthony Park Addition and Remodel
That the Board of Education authorize the award of Bid No A211304-A St. Anthony Park Addition and Remodel to Viking Automatic Sprinkler for the lump sum base bid for \$183,000.00.

BF 30845 Bid No. A211305-A St. Anthony Park Addition and Remodel
That the Board of Education authorize the award of Bid No A211305-A St. Anthony Park Addition and Remodel to Corval Contractors, Inc. for the lump sum base bid for \$3,756,467.00.

BF 30846 Bid No. A211306-A St. Anthony Park Addition and Remodel
That the Board of Education authorize the award of Bid No A211306-A St. Anthony Park Addition and Remodel to Northern Air Corporation dba NAC Mechanical & Electrical Services for the lump sum base bid for \$1,365,000.00.

BF 30847 Bid No. A211307-A St. Anthony Park Addition and Remodel
That the Board of Education authorize the award of Bid No A211307-A St. Anthony Park Addition and Remodel to Urban Companies for the lump sum base bid for \$895,000.00 (Max Steininger, Inc. bid withdrawn due to a significant scope issue discovered post bid with a subcontractor).

BF 30848 Bid No. A211308-A St. Anthony Park Addition and Remodel
That the Board of Education authorize the award of Bid No A211308-A St. Anthony Park Addition and Remodel to Buck Blacktop, Inc. for the lump sum base bid for \$47,435.00.

BF 30849 Bid No. A211309-A St. Anthony Park Addition and Remodel
That the Board of Education authorize the award of Bid No A211309-A St. Anthony Park Addition and Remodel to Hoffman & McNamara Co. for the lump sum base bid for \$52,974.00.

BF 30850 Bid No. A211320-A Highland Park Elementary Addition and Renovation
That the Board of Education authorize the award of Bid No. A211320-A Highland Park Elementary Addition and Renovation to Weber, Inc. for the lump sum base bid plus alternate 1 for \$17,784,300.

BF 30851 Bid No. A211346-A Humboldt Addition and Renovation
That the Board of Education authorize the award of Bid No. A211346-A Humboldt Addition and Renovation project to Thornberg Steel for the lump sum base bid for \$768,000.00.

BF 30852 Bid No. A211347-A Humboldt Addition and Renovation
That the Board of Education authorize the award of Bid No. A211347-A Humboldt Addition and Renovation project to Maertens-Brenny Construction for the lump sum base bid for \$1,640,000.00.

BF 30853 Bid No. A211348-A Humboldt Addition and Renovation
That the Board of Education authorize the award of Bid No. A211348-A Humboldt Addition and Renovation project to Urban Companies for the lump sum base bid for \$483,000.00.

BF 30854 Bid No. A211349-A Humboldt Addition and Renovation
That the Board of Education authorize the award of Bid No. A211349-A Humboldt Addition and Renovation project to Bituminous Roadways, Inc. for the lump sum base bid for \$133,333.00.

BF 30855 Bid No. A211354-A Bridge View Elementary Fire Suppression Upgrades

That the Board of Education authorize the award of Bid No. A211354-A Bridge View Elementary Fire Suppression Upgrades to RAK Construction, Inc. for the lump sum base bid for \$491,997.

BF 30856 Bid No. A211384-A Horace Mann Renovation
That the Board of Education authorize the award of Bid No. A211384-A Horace Mann Renovation project to Rochon Corporation for the lump sum base bid plus alternates 1 & 2 for \$14,941,000.00.

BF 30857 Bid No. A211412-A Student Placement Center and Four Seasons Elementary School **BF** Fire Suppression Installation
That the Board of Education authorize the award of Bid No. A211412-A Student Placement Center and Four Seasons Elementary School Fire Suppression Installation to RAK Construction, Inc. for the lump sum base bid for \$610,100.

BF 30858 Bid No. A211486-A Como Senior High School Field
That the Board of Education authorize the award of Bid No. A211486-A Como Senior High School Field project to G.L. Contracting, Inc. for the lump sum base bid for \$219,500.00.

BF 30859 Bid No. A211487-A Como Senior High School Field
That the Board of Education authorize the award of Bid No. A211487-A Como Senior High School Field project to Peterson Company for the lump sum base bid for \$1,080,000.00.

CONSENT AGENDA ITEMS FOR SEPARATE CONSIDERATION:

BF 30860 Cisco VoIP
BF 30861 Microsoft Office 365 Implementation Services

Mr. Brodrick asked if this was a change to the VOIP system and an e-mail change. He expressed concern on the impact on work within the district and on employees. What has been done to be proactive regarding the changes and to anticipate how this will affect those using the systems? Response: The VOIP will replace the backend infrastructure of the system, there will be no change to the actual desk phones. There is a five year warranty with this system for both warranty and support. It is important to take advantage of new technology. This will also allow individuals to use their computer as a phone. SPPS will migrate from Lotus Notes to Office 365. IT has been looking at e-mail systems over the past two years and this best addresses SPPS needs. SPPS cannot use Goggle as it is broken out in Ed and Work and has a cost associated with each user. There is no cost to move to 365 other than implementation costs. It also addresses the data storage issue through One Drive. It will allow for more collaboration through the deployment of Skype for Business. It is all Cloud based and will provide better stabilization around e-mail.

Questions/Discussion:

- Does it impact Google apps? Response: SPPS will stay with Google apps on the teaching side.
- When will this happen? Response: This summer so the new platform is up by the time school starts.
- Does this mean that there will no longer be three different e-mail systems? Response: SPPS has only had two platforms so yes, there will be only two platforms, Lotus Notes will be out and Office 365 in.

MOTION: Mr. Brodrick moved, seconded by Ms. Vanderwert, that the Board of Education authorize administration to approve the proposal from DataLink for the VoIP phone system replacement in the amount not to exceed \$1,300,000 and that it authorize administration to approve the proposal from N2N Technologies for Microsoft Office 365 Implementation services in the amount not to exceed \$120,000.

The motion was approved with the following roll call vote:

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

BF 30862

SPPS Achievement and Integration (AI) Budget for FY 18

BF 30863

SPPS Achievement and Integration Plan for 2017-2020

Mr. Brodrick asked if SPPS is getting a "bang for the buck" for the amount spent on this. Response: \$16.3 million is a small percent of the SPPS budget. What has been achieved is a strong mix of FTE positions at schools and support to racially identified schools. Those receive innovation grant allocations and they can decide how to directly support students in their school to achieve goals set by the schools; this addresses issues in a more targeted way. This is less than 2.5% of the total budget being spent on the two most important issues in the district. Integration and achievement go hand in hand. The community is invested in both areas and making this happen for families is important.

You hear, in some instances, conversation about people's concern that achievement is important but not integration. Where does SPPs stand in terms of blending achievement and integration? How do you arrive at true integration and at the same time guarantee a maximization of students' ability to achieve? Response: The transition to AI plan happened with a MN State Statute change in 2013 or 14. At that point the Legislature felt it was important to extend the plan beyond achievement to include students of color. It is hard to get true integration across all schools as it is now defined by Minnesota. SPPS is a special district in that it has a pretty equally cut up pie of Asian, Hispanic and Black. SPPS is committed to integration (i.e. the new Integration Task Force and the leading role SPPS is taking in statewide discussion on ReImagining MN).

The current plan and the plan being submitted for approval meet these pieces through an increase in integration and a focus on students of color; supporting them to be successful and have opportunities for their future.

The Integration Task Force is a product of an agreement with SPFT (a provision of the contract) to look at integration and delve into its meaning to the community, to define what needs to be done and what everyone wants schools to look like in the future. Directors Marchese and Vue are on the task force. The group is delving into discussions on what is wanted through integration, what models work well, what is being done in other parts of the country, etc. The task force will come back to the Board with recommendations on what they want to see happen within SPPS. These recommendations can be used to adjust the AI Plan. This is exciting work and great for the district.

Does the plan have an evaluation piece? What is being measured to judge success? Response: There is a lot of accountability within the plan and the process, each December SPPS must report on its progress toward goals to MDE. December 2017 is the last year under the current plan. 2018 is the first year under the new plan with its 16 goals, 24 key indicators of progress.

How are results communicated? Response: A report is made to the Board at the December Board meeting called "The Worlds Best Work Force".

Achievement is the optimal goal, integration is the tool that moves the work forward. This is a opportunity for SPPS (the most diverse school district in the country) to become an environment of true integration.

The Board extended its thanks fir the work. Staff noted it was a team effort to develop the most collaborative AI Plan for SPPS.

MOTION: Mr. Brodrick moved, seconded by Mr. Marchese, that the Board of Education approve the Achievement and Integration budget for Saint Paul Public Schools for fiscal year 2017-18 and that it also approve the Achievement and Integration Plan for Saint Paul Public Schools for fiscal year 2017-18.

The motion was approved with the following roll call vote:

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

X. OLD BUSINESS - None

XI. NEW BUSINESS

- A. FIRST READING: Policy 501.03 -- STUDENT DRESS CODE
- B. FIRST READING: Policy 801.01 -- BUILDINGS AND GROUNDS: NAME SELECTION

Staff outlined the changes being made to these two policies.

XII. BOARD OF EDUCATION

- A. Information Requests & Responses - None
- B. Items for Future Agendas - None
- C. Board of Education Reports/Communications - None

XIII. FUTURE MEETING SCHEDULE

- A. Action to Schedule a Board of Education Meeting Related to Selection of New SPPS Superintendent (March 30 - 5:00 p.m.)

MOTION: Mr. Schumacher move the Board of Education move to schedule a Special Board of Education meeting for March 30, 2017 for the purpose of interviewing the candidates for the position of SPPS Superintendent. The meeting will begin at 5:00 p.m. The motion was seconded by Ms. Vanderwert.

The motion was approved with the following roll call vote:

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

MOTION: Mr. Schumacher moved the Board schedule Special Board of Education Meetings regarding negotiations for the following dates: April 25, May 16 and June 20, 2017; all to begin at 4:30 p.m. Ms. Vanderwert seconded the motion.

The motion was approved with the following roll call vote:

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

- B. Board of Education Meetings (6:05 p.m. unless otherwise noted)

- March 30 - Special (Superintendent Interviews) 5:00 p.m.
- April 25 - Special re Negotiations 4:30 p.m.
- April 25
- May 16 - Special re Negotiations 4:30 p.m.
- May 16
- June 13 - Special re Non-Renewals - 4:00 p.m.
- June 20 - Special re Negotiations 4:30 p.m.
- June 20
- July 11
- August 15
- September 19
- October 17
- November 14
- December 19

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

- March 7
- April 11
- May 2
- June 13 - 4:45 p.m.
- July 11
- September 12
- October 3
- November 7
- December 5

XIV. ADJOURNMENT

MOTION: Mr. Brodrick moved the meeting adjourn, seconded by Mr. Marchese.

The motion was approved with the following roll call vote:

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

The meeting adjourned at 8:26 p.m.

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

Prepared and submitted by
 Marilyn Polsfuss
 Assistant Clerk,
 St. Paul Public Schools Board of Education

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

March 30, 2017

I. CALL TO ORDER

The meeting was called to order at 5:02 p.m.

II. ROLL CALL

PRESENT: Mr. Schumacher, Mr. Marchese, Ms. Ellis, Ms. Foster, Mr. Brodrick, Mr. Vue, Ms. Vanderwert, Ms. Polsfuss, Assistant Clerk

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Mr. Schumacher moved approval of the order of the Main Agenda, Ms. Ellis seconded the motion.

The motion passed with the following roll call vote:

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

IV. NEW BUSINESS

A. Interviews with Candidates for the Position of SPPS Superintendent

1. **Joe Gothard**

1. What is your leadership style? How would you build consensus and develop teamwork among those individuals and groups you serve?
 - My leadership style is being in the present, a supporter, understanding issues before making recommendations, consideration of perspectives, being sure individual groups are part of the process. Building consensus, providing opportunities to lead as well and bring in perspectives - basically a distributive leadership model. I am open to making individual decision but find it more beneficial to work as team to move forward.
2. How do you define racial equity and what examples can you provide that support how your have been able to implement that definition in your current or previous work. What were the outcomes and challenges?
 - Racial equity is when students are achieving at the same rate, however gaps are apparent throughout a wide spectrum. To implement great change one must look at the data and implement systems of support for students, staff and the community. There should be a network of steps and supports (a system) to improve outcomes for all student groups. You must also look at culturally proficient systems. A system should value diversity, assess its cultural knowledge, adapt to diversity and involve families providing them with

information on how the system works and how they can support their students. We need to minimize and mitigate gaps between students.

- Racial equity in SPPS, there has been good work done. In looking at the data – some schools show positive progress and those should be assessed for systemic implementation across the district. We would need to discuss and analyze the work being done in a very precise manner to find areas of success and how to sustain that over time as well as move out to entire district..
3. Cultural sensitivity in our schools has always been a goal of this district. As we have worked to this end, the terms "equity" and "equality" have been misunderstood by many of our stakeholders. Could you please speak to these terms as they pertain to school house culture and student behavior?
 - When you look at student behavior, equality means having a consistent way to address all student behavior. Equity is the influence on individual students and being sure they accomplish at their maximum potential. Key is to be sure there is understanding, have supports in place and continue looking into data so you don't create disproportionality.
 - Regarding school house norms - there should be an agreed upon standard or norm in terms of that culture, in the expectations adults have re: students, students re: adults, adults to adults, students to students, etc. - this needs to be known and acknowledged as an entire school. There needs to be a welcoming, inviting and safe environment. We need to help students reach the level of expectations that are there; a culture for all.
 4. What would you do to positively impact student achievement? Please discuss in detail successful efforts to narrow or close the identified opportunity gaps in your current or former district.
 - You have to clearly know student data to guide classroom practices, focus on test scores when there are other opportunities to use assessments in other ways to understand how students are doing so adjustments can be made to individual student achievement. Common assessments provide value in a professional learning community as well but may need to be adjusted to meet the needs of students. It takes time to coordinate that but is work essential to school improvement planning and needs to be supported by the district. The district needs to make sure students are exposed to rigorous opportunities and given the best chance for success. If you don't assess frequently you may miss opportunities for better achievement.
 5. In your role of Superintendent, how will you advocate for public education? How do you encourage and maintain relationships with our community partners?
 - I have been involved in this work on the executive level through various organizations; networking is very important and this provides districts with a voice in legislation in the state. It takes many voices to show strength and to bring about substantive change in education.
 - Encourage relationships – being visible, aware, present, in contact with and knowing how organizations are working together. St. Paul is a caring place and puts children at the center of action in advocating for education.
 6. Declining enrollment is perhaps the major challenge facing our district. A huge number of St. Paul families representing all of our diverse communities have opted to send their children to private, charter and surrounding school districts. School climate, safety, lack of discipline and general poor learning environment have often been cited as reasons. As specifically as you can, please tell us what you would propose to reverse this public perception and to increase enrollment.
 - You need to make sure positive stories are being told about the district, making that the narrative for SPPS. Beyond that you have to invite people in, make them welcome and provide them opportunities to experience SPPS. A majority of

time it is the students doing a great job of promoting the schools but the perception needs to be tempered by positive things happening in schools. PR helps, meeting with groups to show the great work going on in schools. Creating opportunities to inform the community of the great things going on in schools, sharing positive stories.

As Sup how would you personally go about speaking to the public to counteract perceptions?

- A number of ways could be found to do that, use of social media, sharing good work being done through PR, school visits, etc. Stories can be told in multiple ways, through multiple media but the best way is person to person. SPPS needs to embrace all its champions and be sure it works with communities to disperse what is going on.

Enrollment, there is a focus on perceptions of schools, school options, locations, what thoughts do you have about what SPPS can do to increase opportunities in SPPS?

- Look at the data, learn how to reach out to community members, understand how perceptions are fueled and counter that discourse. Be measured about what is promised, concentrate on what can be measured and sustained. Think strategically so what is done lasts over time.
- Great things are going on in middle and high schools and in higher ed. We need to develop future ready students and make students understand what is needed to address their futures. There are work skills shortages so we need to look at matching programming and setting students up for success. There may be other paths than college. We need to do what we can to offer college credentials at the high school level, we need to deepen and expend that area.

7. Research has shown that children who attend high quality early childhood programs enter kindergarten with the skills they need to be successful. Please tell us how you have promoted early childhood education both in your district and in your community. What is your philosophy about building a high quality early childhood education program?

- Early childhood programs are essential. Kindergarten readiness is an important maker and starts students out on the best possible foot. SPPS needs to explore many different ways to present opportunities to families. In my district, we have opened space in elementary schools by adjusting grade levels to open space for PreK. PreK builds community in the schools so those families stay in that school community. You need to build around having high quality in a number of different settings that fit the needs of families and to be sure you can support those efforts over time.

Have you been tracking kids in early childhood?

- Not in a quantifiable way but we have looked at participation. This is something that needs to be done.

Do you have collaboration in your community (Headstart, etc) to improve their quality?

- To a limited degree, we don't have a lot of those partners in our community.

8. How have you built strong working relationships with your current board?

- We have had a two board member turnover. Time is the biggest element. We do have one on ones, I am always available to the Board chair and we have a group to work on agenda development. We have held a number of retreats especially when we have gone for a referendum. The retreats focus on single topics so we can spend time in deeper thought on how to work together to represent the entire school community. The Board is given great support in their work. We make sure there is an understanding of the role of governance in district.

When there is a conflict with a board member how is it handled?

- When there is a conflict/misunderstanding through a phone call or meeting to help to resolve whatever the issue is. I always make myself available and resolve issues through talking about it. Understanding through communication.

What is your understanding of the relationship between the Superintendent and the Board?

- A Board is comprised of seven individuals. You need to take time to understand who they are as individuals, how they work together, keep focused on the strategic plan and the work being done together. Also, work on Board development and in finding ways you can work together better.

9. How would you balance decision-making between schools and district?

- Having a clear definition in working with buildings, provide information for school leaders to be effective in their jobs. Use of administration as the first line team and having opportunities for feedback. Giving information in the best way to schools so they are ready to do great work. Schools need decisions provided with very clear precise information and an understanding of timing. Providing support to principals so they can lead high functioning teams in their schools. It must be a reciprocal model where the district supports schools and schools support district directions.

10. If you become our superintendent, putting on your student hat, what would you do to learn about the district, our programs, our schools, our staff and our students?

- Develop a community conversation protocol to go out and meet with the school community, staff, etc. It would be focused around questions – what they are proud of, what are the challenges, are there solutions out there? Take a look at how students focus on aspects in their lives. Use information from surveys, index card surveys, what excites you, what worries you. Asking staff for input. Learning about the district is ongoing as things change quickly. There are many variables that as Superintendent you need to understand along with how it might/will impact buildings. Develop ways for community, staff and student engagement.

The Hmong population is the largest in St. Paul yet they feel the conversation is centered around black and white voices and that they are not at the table. What do you know of the Asian minority and what would you do to reach out to this group?

- I have worked in diverse districts, you need to allow groups to share deeply on what impacts their communities. You need to start culturally specific parent groups to be sure you are meeting the individual needs of various groups. You need to look to the PACs and others to inform you of areas needing to be improved on.

11. How have you involved parents/families in the classrooms and schools where you have worked? How important to you are community ideals and parent/community input into District decision making? Do you have ideals/examples on how you can increase parent participation within the schools?

- Through family involvement in rich educational experiences. I have had success with a number of parents from different ethnic groups participating in various areas within the schools and district. Greater participation happens when they are allowed to change practices, change times of meetings, etc. We offered Adult ESL in schools and found enrollment increased and parents were engaged.

Community is very important. Parent entrust us with their children, support us through taxes, have pride in our schools and want them to do great things. How would you encourage that in St. Paul?

- Convene meetings, meet with families and communities where they are at, where they feel comfortable discussing ways to improve schools. Increase parent participation in schools though that varies with grade levels; find for other ways to involve secondary parents. Develop/convene district-wide, regional,

neighborhood meetings to be hear input. It is important to provide response back to parents and the community regarding their concerns.

12. How will you facilitate the flow of information from the District to parents and community and the flow of critical feedback from parents and community stakeholders back to the District?

- First inform board members of any feedback. I have always believed in sharing information with the Board with thoughts on how to respond, to keep the Board present in conversations so the community feels heard and valued. I would also expect the Board to share with me so there is consistency in engaging communities. The same would be expected of staff as well.

Family engagement in your district, how are parents engaged in efforts to improve school climate and address the needs of kids it is not working for.

- In my current district those efforts are usually school based with conversations taking place there. I have not been involved directly unless a group feels it is not having its needs met. Parents feel free to communicate directly with me. I will write back, refer them to the appropriate person at the building as that provides the best perspective of what is happening and offering myself as willing to support work where needed. There are opportunities to bring together larger groups in SPPS. Minnesota students have a lot to say about their values and belief and they want to be respected and responded to. I believe in empowering leadership.

13. Describe your beliefs and perspectives concerning school safety and discipline.

- It seems over the past there has been an automatic punitive response for misbehavior which has severe effects on students and families. Now, it is important to find the root cause of behaviors. We have partnered with the community to offer restorative practices as a tool to apply to students exhibiting low level behavior to deescalate that behavior. The work has been helpful; students want to be accountable to each other. When students can process feelings opportunities open up. Staff needs training in this as well in order to be able to allow them into restorative circles with students. This all takes time. This practice has also led to a student based justice court and has led to a different school culture. It has affected school climate. There will always be events needing consequences. We need to mitigate behaviors but not at the expense of students' ability to learn or teachers to teach. Understanding base causes, supplying supports, mitigating events with a system focused on relationships can build that culture and climate.

How do you view SROs in secondary schools? What is their appropriate role in buildings?

- It comes down to a partnership. There needs to be a memo of agreement on services provided that ensures both sides are comfortable. SROs have a duty different from staff. Staff needs to deal with attendance, behavior and achievement. We have now put staff member in middle schools in place of SROs. In partnership we have to come together to tackle areas needing work or showing disparate outcomes for different groups. Mental health needs are increasing and we need ways to address that.

14. As a superintendent, how would you delegate authority while maintaining accountability? Please explain the actions your would take in detail.

- Delegated responsibility comes from understood relationships, developed trust and a sense for how teams work to maintain accountability. It is difficult for a superintendent to be responsible for every decision made and to maintain accountability. You need to ensure staff reporting to administration has information and the support needed and understands the value of communication and can think about the steps ahead. You need to anticipate how a decision might impact groups, various levels of the organization need to be prepared to

communicate a decision. Trust, clear definition, a supportive belief that those working on the team will do a great job in exercising their role leads to responsibility/accountability.

15. What do you believe is the proper role for the superintendent in the budget process?
- To bring in a recommended budget there is a community role to be involved in the process, it also allows staff a say. You have to be prepared to make incremental shifts in what is being funded from year to year. It is the Superintendent's role to work with budget directors, provide guidelines and provide community engagement to seek input from the community so when a recommendation is made it has been vetted throughout the community.
- Have you used any structures to facilitate the community process in budgeting?
- I have not as superintendent. A Finance Advisory Task Force is a way for advocacy and to provide community information on the budget process. When you look at budgets, you ask what are priorities and then assess the rest of the budget. 85% of any budget is staffing, so you need to look at staffing models to meet expectations of buildings, contracts, etc. There are many givens one doesn't have a say in so you need to look for areas where you can leverage resources, combine programs/services across a number of schools. What is the gap, what are the parameters of the Board and how can you engage administration to balance the budget.
16. Share some thoughts about short and long-term strategic planning. How do you prioritize required programs vs. innovative opportunities?
- We went through a strategic planning process as we put a referendum effort in place. We obtained feedback from various groups, outlined a long term strategy with short term goals. In order to work efficiently we had to be sure goals and outcomes were carefully considered, we had to network with the community in many ways (forums, surveys, etc). Long term plans were around what and how to develop excellence for all student and how to place priorities on successful practices and financial sustainability.
- How have you reported on strategic outcomes, list some of the most effective ways.
- We established a set of key performance indicators including student engagement and outcomes. We formed a student performance committee to report on this.
- SPPS has an existing strategic plan, what is your overall sense of that plan and might you use it to develop your own vision.
- I think it would be a sound decision to use the existing plan as an entry plan to talk with stakeholders about what is their belief in the plan, strengths and weaknesses within it, what things to move forward and what to eliminate. Involving the community to move it forward as a plan that can be successful and that the community can believe in.
17. Give us some specific ideas on how you judge your own effectiveness as a superintendent and how the board should evaluate your work?
- One way I judge my effectiveness is to watch how leaders work to succeed and do great work in the schools; to feel a sense of support and trust within schools. I have a track record of mentoring leaders (particularly of color). It is key to our profession to always increase diversity and develop leaders. I try to provide existing leaders space for their own development knowing the challenges they have to meet. We have developed a Leadership Academy for this. The Board will evaluate my work and they need to share with me what they want me to be accountable for and how they want me to work toward that.
18. If we were to talk to your biggest critic in our district, what would that criticism be and how have you responded to it?

- I have someone who wants outcomes to arrive tomorrow, there is great urgency around that. My response is it takes time, we have to be realistic about what we are asking students to do, review assessments, communicate what is expected of staff. We have shown some gains and stability and have put systems in place that will see results. We need to provide meaningful and relevant education opportunities for students, offerings they are excited about. We have increased graduation rates for all student groups.

19. What have you learned from personal experiences and travels that inform your approach to education?

- I am the first and only one in my family to graduate from college. It was a personal journey I would not have experienced except for the community support and the mentors I had in my life. I try to be sure always to look for the good in students, I don't give up on students as there is always tomorrow, each child brings something special to the world and we need to help them realize that. Excellence is my goal for all students, but it will look different for each.

20. Why are you interested in leaving your current position and how do you see St. Paul Public Schools in the arc of your career?

- I was drawn for a number of reasons, your community input listed a lot of traits I possess. Leading a larger system is near to my heart. In the arc of my career, I have a long time to work and to look at how much of an impact I can make on a district. Time is not part of the equation. I am excited to keep building on the pride so many have in this district.

21. What is your vision for St. Paul Public Schools? What do we need to do to accomplish it?

- I would like to unite the community around creating excellent education opportunities for all students. Unity has to be practiced, you need to be sure you understand what agreements and disagreements there are out there and find ways to maneuver through them. Unity is important so you need to know your leaders and stand up for them and for the children. When decisions are made they need to be in the service of the children and their community.

I would want to continue building on your racial equity work. Dealing with those beliefs, values and assumptions in the work with children and what we expect they can achieve in the classroom will take time; assumptions don't change overnight. We need to look at what the current level is, find areas of success to replicate and promote, increase capacity in the district and find ways for new staff to "catch up". Data will guide the work and we need to be clear on what data we want to look at and what is most important to ensure things are working and effective.

Partnerships are important and lead to greater outcomes for students. The best approach to work with the community is to set common goals, implement them and evaluate success frequently then make adjustments as we move forward. All this takes time and direction, intentional leadership and ensuring partnerships are thriving.

We need to ensure schools are safe and welcoming for students and staff. Student leadership is an important part of that. We need to provide opportunities and space so their voices are heard.

We need to develop programs that are sustainable and offer opportunities for the future. We need to expose students to and allow access to pre-college programs that will lead to a technical or four year degree. We need to partner with sources who can provide workplace experience for students in the district.

We need to change the way students view education, to make it meaningful and relevant and personal to each student and allow for student decision about their future; that is for all students. We need to identify future needs and start moving students to consider their future earlier and earlier. We need to be sure students have every opportunity to self determine their future.

Thank you for allowing me to be part of this process. It was rewarding to meet staff and parents engaged in the process.

2. Cheryl Logan

1. What is your leadership style? How would you build consensus and develop teamwork among those individuals and groups you serve?
 - Fortitude and grace – fortitude on how direction and vision are clearly articulated and connect strategic actions back to that. Grace in how to treat people, all the people I work with have respect for leadership and I have respect for them. In some instances I am a follower allowing others to lead under direction as a way to empower other leaders and amplify the effectiveness of a leadership team. A leader is only as good as those around you and as strong as the weakest link. I think about having all schools defined by the best school and have that as a form to move forward from. I listen to all voices on a team and decisions are executed as their own once finalized. Decisions are built through consensus, bringing everyone important to the table, then think about what perspective might be missing, what I have not heard and include others if necessary. Consensus needs to permeate the entire organization.
2. How do you define racial equity and what examples can you provide that support how you have been able to implement that definition in your current or previous work. What were the outcomes and challenges?
 - Racial equity as opportunity – it is opportunity for children to have experiences that will lead to the best outcomes. Racial equity means success in class, extra support as needed, parent support, student support and encouragement. There are many instances where a child is placed in class to check a box but do not have long term success. Racial equity, in order to achieve for generations beyond, has to be systematized and monitored, its importance needs to be understood by those holding the keys to the gate. We need to sow seeds of expectations of schools and for future generations and provide supports for schools, students and parents.

SPPS has history of work in racial equity – what do you know about the SPPS work and how would you evaluate next steps in the work?

 - SPPS worked hard to promote equity in opportunity, inclusiveness, etc. The work has set an imperative for the next steps, the foundation has been laid on why it is important to have racial equity. You now need to address what opportunities students are missing, review policies that might inherently promote bias and address them.
3. Cultural sensitivity in our schools has always been a goal of this district. As we have worked to this end, the terms "equity" and "equality" have been misunderstood by many of our stakeholders. Could you please speak to these terms as they pertain to school house culture and student behavior?
 - Equity is giving what is needed, equality is having the same as someone else. Schoolhouse culture – student need to be held to high behavioral standards, not to do so sets them up for life experiences where they do not have that accommodation and they are not prepared to function as well as needed. You need to be careful of consequences and supports, to know who you want the students to become at the end of their educational experience.

Do you believe in a set of agreed upon norms for behavior for all students creating a schoolhouse culture?

- Absolutely in a single school culture, being very detailed in how school leaders create conditions so there is an ethic of care on how everyone treats each other. Expectations need to be clear, few, broad and narrow and there needs to be opportunities to talk about expectations when those things don't happen. Schools and the district both need to buy in to show how students treat students, adults treat students and how admin treats staff, etc. Everyone agrees that the expectations are the best way to go forward and hold each other accountable for the agreed upon expectations.
4. What would you do to positively impact student achievement? Please discuss in detail successful efforts to narrow or close the identified opportunity gaps in your current or former district.
 - Student achievement has multiple ways of measurement, summative assessments, other performance assessments, ELL growth and access and progression, special needs IEPs. It is about setting individual goals for kids, for classes, for schools and for the district. You need to look at alignment of curriculum in terms of standardized assessment, be sure the curriculum is aligned and teachers are using the standards to drive instruction. Early literacy should focus on teachers first with PD and then work with literacy coaches who provide support to teachers on implementation of strategies. Improvement of the literacy environment, how teachers implement the curriculum, how students are progressing, etc. On the student side measure performance every 6-8 weeks – fluency and reading. As you move all readers to a higher level the gaps narrow as students move up the continuum.
 5. In your role of Superintendent, how will you advocate for public education? How do you encourage and maintain relationships with our community partners?
 - Along with community work with key stakeholders (philanthropic business, faith) establish coalitions advocating support for public education. These can come from all sectors of education. Advocacy work with legislators, the City and nationally with advocacy organizations such as CGCS. National and local funds are at stake. Encourage relationship with community partnerships – make time to align support with district efforts, time must be found to offer time to the partners. You must bring value added to the district to move in the direction you want to move.
 6. Declining enrollment is perhaps the major challenge facing our district. A huge number of St. Paul families representing all of our diverse communities have opted to send their children to private, charter and surrounding school districts. School climate, safety, lack of discipline and general poor learning environment have often been cited as reasons. As specifically as you can, please tell us what you would propose to reverse this public perception and to increase enrollment.
 - This is an issue everywhere. One strategy that is most successful is to work with school leaders to maintain their enrollment in the schools; they are in the best position to do this as they have a local context. Look at offering programs that draw the community in and increase enrollment in those schools. Increase safety work to make schools safe and communicate good news stories of what is going on in the district. Control the narrative internally, not from external sources. Plan to ensure schools are safe, establish consistent expectations across the district so families gain confidence that this is the norm. Regain the trust of community (not an easy task). Use the power of school leaders to help with declining enrollment, a dynamic school leader is a game changer for a school. Support their work so they have what they need to make schools safe. Provide a consistent framework on how to view student safety in all schools. Restorative practices is part of the equation, the goal is to prevent an action from happening. Provide a climate that is conducive to learning.

Talk about what strategies you would use as superintendent of this district to send a message out to the public?

- I would invite the public into the schools on as many occasions as possible, make sure opportunities are there for the majority of people without students in the school to come in; to volunteer, to mentor, to participate in some way with schools. Community service by students is valuable so they can tell the story of their school. There needs to be some branding and marketing, a strong communication strategy for controlling the narrative about what is really happening in schools, positive stories. Telling and controlling the narrative is vital. Reframing how schools are perceived in terms of what sort of schools students deserve and weave that into advocacy and expectations that all schools will feel the same as the best schools in the district. Show school leaders ways in which they can improve perceptions of their schools.

Find innovative ways to respond to family concerns as they look for other options in the community. Know and promote opportunities. There are a lot of specialized programs in SPPS be sure families are aware of those opportunities. Allow schools to do outreach, provide time and space for that. The school story is told best by teachers and students of the school. The superintendent's job is to provide opportunities for community contact to occur and ensure the message is consistent when delivered. Have love and tell your own story.

7. Research has shown that children who attend high quality early childhood programs enter kindergarten with the skills they need to be successful. Please tell us how you have promoted early childhood education both in your district and in your community. What is your philosophy about building a high quality early childhood education program?
 - Early childhood is the foundation on how kids do in kindergarten. Work with community partners to standardized what high quality programs are – work with providers on skills students need, help with transition to Kindergarten in testing and other services. Early childhood is an opportunity to equalize children's exposure to books, literacy, it is foundational. The teacher/student ratio is important and you need to know how to leverage to bring literacy in.

Do you have any data on the effectiveness of programs?

 - Yes, we have a lot of data, research and evaluation are part of all that is done. Work with private providers such as Head Start for PreK instruction. PreK also helps students in attendance so they are better in Kindergarten and grade one, with better literacy concepts as a starting point.
8. How have you built strong working relationships with your current board?
 - It is important to have clear expectation of the superintendent's role and the boards' role. Communication is very important, no surprises is important communication must be both ways. Establishing a level of trust and respect for both roles is very important. If there is a conflict, have ways to work it out together as a team on a regular basis. Being informed, having opportunities to participate in as many school functions as time allows, having advocacy opportunities together with the philanthropic community. Sharing the same goals and vision for the district, one that is shared and promoted by all.

Discuss a time when you resolved a conflict with the Board.

 - Philadelphia has different set up. When there is a conflict or potential for crossing lines, those areas are addressed right away. Have strong communications with the board, understand how decision making happens when there is an incident needing follow-up, etc. Address any problems clearly and often.
9. How would you balance decision-making between schools and district?
 - Understanding why a decision is made is important. There should be consensus in some decisions and executive decision in other cases.

10. If you become our superintendent, putting on your student hat, what would you do to learn about the district, our programs, our schools, our staff and our students?
- Talk to kids first, they are the ultimate consumer and know what is going on better than anyone. Visit all schools, look for opportunities to learn from administration for broad overviews of programs. Learning from students can only be done with direct contact, visit PACs, see kids outside of school at events, follow a student for a day and allow staff to provide input, talk with school staff. There is a large Asian student population, the students feel left out of discussions.,. How would you reach out to get to know the community?
 - There are ways to participate in social activities to meet a community informally that can promote a chance to communicate in a more personal manner. Find all the ways you can to learn about communities. Attend faith services in different communities to observe and understand how a community interacts. Provide opportunities for dialogue at regular intervals. Work with community to understand their agency, gather information and provide information so parents understand it. Schools need to reach out to communities as well.
11. How have you involved parents/families in the classrooms and schools where you have worked? How important to you are community ideals and parent/community input into District decision making? Do you have ideals/examples on how you can increase parent participation within the schools?
- You need to understand what they like and what changes they want to see, to understand what the community wants and why. I would work with a school advisory council and work with parents to train them so they understand the situation.
- How would you increase parent participation?
- I would ask for a resolution that all schools must have a school advisory council with set structures, to help schools recruit and to train parents how to support schools, to provide input to principals, to establish goals/activities/opportunities as to what they want to see for children.
12. How will you facilitate the flow of information from the District to parents and community and the flow of critical feedback from parents and community stakeholders back to the District?
- Creating a feedback loop through technology, websites, e-mail and phone communications, use social media for flow of feedback – keep conversations civil and as general as possible. Set protocols on who to go to first in situations and ask to adhere to that flow chart and respect input of the person most involved. Provide forums for parents to get input on policies to find how they are being experienced and what are expectations on how they should be implemented. Provide opportunities for students, staff and parent to provide input.
- Work with parents to support their needs. There are families with overwhelming needs. Find ways for behavioral help, one-on-one support for the student. Support to parents is complicated – make referrals when issues are seen in the home. Your most important responsibility is to the student.
13. Describe your beliefs and perspectives concerning school safety and discipline.
- School safety is about systems and structures – when those are in place you see decreased misbehavior, when expectations are communicated regularly and understood. They should be simplistic in nature, reinforced regularly to see best outcomes. Systems and structures have plans in place to address incidents, deployment, etc. This is foundational as is an excellent academic program, because when students are engaged in classes there is less time to misbehave. The two work together to produce a safe environment. Discipline sometimes gets a bad rap. There need to be means making sure children are safe, that they understand the norms for their conduct. There may be times when you may

have to remove students, for their safety or for the safety of those around them, in a judicious way and that provides an opportunity for them to learn from behavior and restore and make amends for their behavior. Kids can't learn in chaos.

SPPS is having ongoing conversation about the presence of SROs in the schools.

- In Philadelphia we have a school police force (unarmed). We work with the police department to have officers present at times but officers are not assigned to schools regularly. We have gone to a pilot of having SROs in plain clothes and doing other kinds of work with students around leadership, working with students who need early intervention, etc. We work with the police department on a diversion program to keep kids out of the pipeline. Staff is being trained in de-escalation and restraint.

14. As a superintendent, how would you delegate authority while maintaining accountability? Please explain the actions you would take in detail.

- Delegation not abdication, the superintendent is ultimately responsible for actions of staff. You need to be clear about expectations on outcome and accountability and have a check in schedule. You need to recalibrate as necessary and you may need to insert yourself if needed but you need to trust those delegated to. Hold them accountable and if expectation is not being met, make them aware of it. Be sure to delegate to the right person to do the work.

15. What do you believe is the proper role for the superintendent in the budget process?

- It is the superintendent's role and along with staff to determine budget priorities based on goals of the district and available funds. The superintendent works with the board to establish priorities, ensure the budget is fiscally sound and that it maintains the district's priorities and allocation of funds,.

When you look at a budget how do you evaluate it as to what needs to be done?

- You think about outcomes, what have been the outcomes and trends based on how money was allocated previously. There should be community input in the budget process - when schools initially get the budget they should schedule a meeting with their community to discuss it and establish goals for the school. Staff builds the budget together in its parts, it is brought together for adjustments in the divisions and ultimately approved by the board.

16. Share some thoughts about short and long-term strategic planning. How do you prioritize required programs vs. innovative opportunities?

- Short term planning is 2 years long-term is 5-10 years. Short term planning is for immediate steps to put into place and how to measure those steps to accomplish the goals. The long-term plan has a stabilization phase, a focus phase and a transforming phase. Long term addresses important or difficult issues. You need to have foundational elements in place, a way of prioritizing innovative opportunities. You need to have a way to know quickly if promising practices have a valued added for the schools/students.

SPPS has a strategic plan in place, as you look at the plan how would you assess it.

- A strategic plan is the superintendent's/board's vision along with the collective vision of the school community on how the system wants to move forward. You want to see progress to date, fidelity of implementation and evaluation of outcomes on things done so far. Wins along the way have to be clearly articulated to help momentum in order to sustain the plan. The collective responsibility needs to be clearly articulated.

17. Give us some specific ideas on how you judge your own effectiveness as a superintendent and how the board should evaluate your work?

- I judge my effectiveness around did I do what I said I was going to do. Then I think about did I do it in the way I said I was going to and how was it recalibrated along the way. Who did I engage to help and if I have not engaged the right

people to help then who else is needed to move it along. The Board should evaluate my work similarly – set goals for performance expectations, look at if I did what I said I would do and did it produce the results expected.

18. If we were to talk to your biggest critic in your district, what would that criticism be and how have you responded to it?
 - I am always my own worst critic. I guess I would talk about testing perception that there is a use for scores in ways they are actually not used.
19. What have you learned from personal experiences and travels that inform your approach to education?
 - Fortitude - she described her family and their experience and difficulty in traversing the world as educated people viewed as second class citizens. She holds herself to high expectations that has driven her work and she feels the need to have students to take education seriously. Her experience with her parents has informed her approach to education. You don't help people by making excuses, you need to be compassionate but hold to high expectations, while not being judgmental.
20. Why are you interested in leaving your current position and how do you see St. Paul Public Schools in the arc of your career?
 - Wants to be a superintendent, has prepared herself and her experience has led her to a point where she feels she can be a successful superintendent Her interest in St. Paul is about the fact the needs of students here match skill sets and insights she can provide from variety of perspectives. She feels St. Paul would welcome her and she brings specific strengths and skills to the community to help it unfold.
21. What is your vision for St. Paul Public Schools? What do we need to do to accomplish it?
 - That every student graduates college, career and life ready. That the community understands the value of diversity and the skills everyone brings to it. That there is a steadfast commitment to achieving results from every part of the community and to demonstrate what is possible when everyone works together. The foundation has been laid and now SPPS needs to deliver.

V. FUTURE MEETING SCHEDULE

- A. Action to Schedule Special Board of Education Meeting for April 11, 2017 at 4:00 p.m. for the purpose of deliberation on superintendent candidates and to Reschedule Start Time for Committee of the Board Meeting of April 11, 2017 from 4:30 to immediately follow close of Special BOE meeting.

MOTION: Mr. Schumacher moved the Board schedule a special Board of Education Meeting for April 11, 2017 at 4:00 p.m. for the purpose of deliberation on superintendent candidates and that it reschedule the start time for the Committee of the Board Meeting of April 11, 2017 from 4:30 to 6:00 p.m. (time certain). The motion was seconded by Mr. Marchese.

The motion passed with the following roll call vote:

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

VI. ADJOURNMENT

MOTION: **Mr. Marchese moved the meeting adjourn. Ms. Ellis seconded the motion.**

The motion passed with the following roll call vote:

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

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
Marilyn Polsfuss
Assistant Clerk,
St. Paul Public Schools Board of Education

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

April 11, 2017

I. CALL TO ORDER

The meeting was called to order at 4:00 p.m.

II. ROLL CALL

PRESENT: Mr. Marchese, Ms. Ellis, Ms. Foster, Mr. Brodrick, Mr. Vue, Ms. Vanderwert, Mr. Schumacher, Superintendent Thein, Ms. Cameron, General Counsel, Ms. Polsfuss, 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. Ellis.

The motion passed 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

IV. OLD BUSINESS

A. Consideration Of and Decision On Selection of New SPPS Superintendent

The Chair stated the purpose of the special meeting was to name the preferred candidate for Superintendent of SPPS. The vote this evening will authorize contract negotiations to begin with the preferred candidate.

He then went on to outline the process the Board utilized for finding and naming its next Superintendent.

- Before embarking on the search, the Board took a number of steps to help guide and shape the process. Research was done on how other districts completed their searches, best practices they implemented and learnings they had collected and shared.
- The Board meet with a consultant and staff with experience in superintendent searches to understand what to expect, decisions to be made and pitfalls to avoid.
- The Board approved a partnership with The Bureau of Mediation Services (BMS) and the Dispute Resolution Institute at Mitchell Hamline School of Law (DRI) to facilitate a comprehensive community engagement plan to inform their decisions on candidates to bring forward and ultimately make an offer to.
- From this, a Design Team was created which was comprised of students, parents, community members, district leaders, the school board, staff and collective bargaining units.
- After the research phase, the Board completed a thorough RFP & Interview process and hired Ray and Associates to assist in the search.
- 67 candidates submitted applications to be the new SPPS superintendent

- 13 were selected by the search firm as semifinalists based on the profile created using the community feedback collected through the Design Team outreach.
- This was narrowed to 3 finalists of which 2 moved on to interviews.
- Finalists were brought in for a rigorous assessment and interview process between March 29 and March 31 which included:
 - Visits to SPPS schools
 - Conversation with students
 - Presentation to community members at an open, meet the candidate forum
 - Meeting with the Design Team
 - Conversations with leaders from the government sector
 - Conversations with partners in nonprofit, foundation, education, community and corporate sectors
 - Conversations with parent groups
 - Conversations with the Union and Bargaining units
 - Conversation with Interim Superintendent
 - Conversation with Senior Leadership Team
 - The formal, televised interview with the Board of Education
 - An exit interview with selected Board Members
- After the three days in St. Paul, selected Board members visited finalists' school districts. There they met with:
 - Direct reports of the candidates
 - Superiors of the candidates
 - Partners
 - Union and Bargaining groups
 - Elected officials represented by the candidate's school district
 - Building leaders where they spoke with Principals and Teachers and also did school tours.
- The Board members were asked to do the following after completion of the formal interview.
 - Review the profile
 - Read all of the feedback gathered through the community engagement process
 - Read through all notes from visits to the finalist's district
 - Review their own notes from the entire assessment and interview process
 - Consider feedback from impression forms completed by community leaders, partners, parents, students and stakeholders
 - Consider the interview with each candidate and
 - Were instructed to come to the April 11 special Board of Education meeting prepared to consider action to select the preferred candidate.

He then opened discussion to each Board member to share their reflection and perspective on both candidates. Those who made the district visits provided an overview of the visits.

MOTION: Ms. Vanderwert moved the Board of Education select Dr. Joe Gothard to serve as the next Superintendent for St. Paul Public Schools and that negotiations on the contract begin immediately. The motion was seconded by Mr. Brodrick.

The motion passed with the following roll call vote:

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

V. ADJOURNMENT

MOTION: Mr. Brodrick moved the meeting adjourn, seconded by Ms. Ellis

The motion passed 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

The meeting adjourned at 4:42 p.m.

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

Prepared and submitted by
Marilyn Polsfuss
Assistant Clerk,
St. Paul Public Schools Board of Education

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
April 11, 2017**

PRESENT: School Board: J. Schumacher, M. Vanderwert, J. Foster, S. Marchese, J. Brodrick, C. Vue, Z. Ellis

Staff: Superintendent Thein, A. Collins, H. Ott, J. Peterson, E. Agbamu, K. Wilcox-Harris, M. Schrul, J. Engen, T. Parent, L. Cathey, M. Hoerth, H. Kilgore, N. Cameron, L. Jansen,

Other: K. Her, H. Reinhardt, J. Nathan, P. Grafstrom, T. Lonetree, J. Verges, T. & E. Dreher, K. Stearns, J. Kopp, K. McCauley

I. CALL TO ORDER

The meeting was called to order at 6:00 p.m.

II. AGENDA

A. FY 18 Budget Update

FY 2017-18 GENERAL FUND PRELIMINARY BIG PICTURE

	FY 17 Adopted (in millions)	FY 18 Prelim. (in millions)	Difference
Revenue (Current law)	\$518.2	\$514.2	(\$4.0)
Use of Fund Balance	0	0	0
Expenditures	518.2	541.5	(23.3)
Balance	\$0	(\$27.3)	

FY 2017-18 GENERAL FUND FACTORS IMPACTING PROJECTED SHORTFALL

Item	Amount (in millions)
Inflationary impact of "rolling over" FY 16-17 budget "as is" without any changes	(\$23.3)
Net revenue decrease due to enrollment and Compensatory Education	(4.0)
Total Projected Shortfall (as of 2/19/17 - subject to change)	(\$27.3)

FY 17-18 GENERAL FUND AREA OF CONSIDERATION FOR REDUCTIONS PROGRAMS

- Reduced inflationary allocations
- Enrollment related service and staffing reductions
- Vacant positions, staff attrition/retirements, negotiated contracts
- Targeted and 2% reductions

SITES

- Eliminate one time FY 17 Board allocations of \$85/pupil and SSSC 2.0 program additions
- Enrollment related service/staffing reductions
- Vacant positions, staff attrition/retirements, negotiated contracts

FY 17-18 POTENTIAL REVENUE INCREASES:

- 1% Formula increase = \$3.2 million (Governor's proposal = 2%)

- Special Education state increase = \$1.2 million
- QComp (or ATPPS) - up to \$9.0 million

FY 2017-18 SCHOOL & PROGRAM BUDGET UPDATE

- School allocations were sent out on March 31
- Meetings over next two weeks, due back April 24
- Program allocations will be sent out April 14 and due date will be communicated to program administrators.

QUESTIONS/DISCUSSION:

- Does current budget include contingency? No
- Has community input started at building level? Response: Each school does individual meetings, principals receive a tool kit for the budget presentation to their communities. The expectation is that there is broader conversation about the budgets in each school to establish priorities, etc.
- It was noted that public engagement also includes the Budget Finance Advisory Committee.
- The Board felt it would be helpful to have some insight into school allocation principles so they can address questions coming in to them.
- The Superintendent noted that things are being done somewhat differently than in the past. Finance will receive input from schools regarding the additional resources that might be needed. These will all be reviewed by the administrative team and resources distributed in a way that makes good sense. Principals are being asked to be creative and bring the information to the administration team so they can look at what needs are out there and then make decisions in the best interest of the district and its students. Administration will work with principals, buildings and communities. The CFO has indicated the budget is now structurally balanced and has been put together with current revenue based on current law. This means the District will have some resources to use to benefit and target a structurally sound budget. SPPS has been able to build a 5.8% fund balance where it is not in the hole; with that 5.8% fund balance there is a little reserve if necessary.
- How does equity play into the budget? Response: SPPS wants to use a team approach to evaluate budgets based on the premise of what does this investment of money mean for the kids and community. The end results is to get a return so all kids are treated in respectful and equitable way, so all kids have a voice.
- SPPS is focusing on what is in the budget not on what is not there; dollars have gone to kids, classrooms and programs.
- Regarding the budget timeline -- it would be helpful to have the dates of BOE and COB meetings added to the sequence. The more we know about what to expect, the more comfortable the Board will be in approving the budget.
- A brief explanation of the Finance Committee meetings (consisting of a diverse array of stakeholders) was provided. The initial meeting set baselines so the group understood how the budget is created, the impact of enrollment, funding resources, alternative funding resources, etc. SPPS needs to continue to provide information to the committee and to the larger community about choices being made and why those are the choices. Everyone needs to see the impact on buildings and programs so they can offer feedback and better understand the budget. This work will hopefully lead toward building a budget process in 18-19 where the budget is started earlier, the process is evaluated and modified if necessary, etc.
- It was stated the District is in transition, it is looking at the budget from a district vs. site perspective to establish at what level decisions should be made. SPPS wants to be as fair and equitable as it can, does not want to move too much making good sound decisions based on principles that impact instruction. It will be a very deliberate about decisions that are made.

- It was noted decisions in the past seem to have impacted students of color more. What about SSSC 2.0 reductions, staffing, etc? Response: We will know staffing impacts at schools when budgets are returned on April 24 and the Board will be updated as soon as the information is processed.
- The Board asked for information on what was done last year with the \$85/pupil contingency.

C. Standing Item: FMP Update

1. **First Official Update to the 5 Year Implementation Plan**

The Director of Facilities provided information regarding FMP governance; programmatic choices drive much of the planning. The FMP is defined by the Board's 5-Year Facilities Maintenance and Capital Plan resolution. The FMP Committee (FMP-C) annually reviews and updates the next five years of projects within defined parameters in order to uphold the integrity of the FMP engagement process. It adheres to the FMP vision, principles and standards using agreed upon criteria to guide decisions. The criteria is student centered, impactful and efficient.

Parameters take into consideration emerging factors such as enrollment projections, demographic changes, education pathway/program realignment or changes, technological advances and changes to federal or state law impacting capital funding.

FMP-C membership is reflective of the original FMP-C. Members offer broad district perspectives, racial diversity and geographic distribution. It consists of parents, students, teachers, district staff, local businesses, local government agencies, community partners and neighborhood joint-use partners.

The FMP-C's first meeting will be called this month and will re-ground the committee in the FMP vision, principles and standards. It will discuss what has changed in SPPS since the original planning process and identify if/how prioritization of work needs to evolve based on changing conditions. The May meeting is the "how" meeting in which a draft of the updated 5-Year Implementation Plan is reviewed to ensure it reflects committee input. It will also celebrate work that has been completed to date and discuss ways to undertake the new work with the same spirit of transparency and inclusivity.

The following subjects will be brought to upcoming Board meetings:

- April COB - Demographic update
- April BOE - Changes to FMP Prioritization Criteria (if any) from FMP-C
- May COB/BOE - New 5-Year FMP Implementation Plan (FY 18-FY 22)

2. **Demographic/Enrollment Trend Update**

A consulting demographer provided an assessment of where SPPS is now and where it was 2 years ago.

Enrollment for SPPS is defined as students enrolled in the district's 43 elementary schools (K-5 and K-8), 5 middle schools (6-8) and 9 high schools (6-12 and 9-12). It excludes ALC students and students in specialized schools/programs; early childhood and Pre-K programs.

She stated the projections made in early 2015, based on fall enrollment and the enrollment history beginning with 2005-06, are too high based on the past two years of enrollment. She presented a chart on projections vs. actual enrollment. She stated out migration at the elementary levels are occurring at higher levels than in the past and that there are gaps occurring in middle and high school.

She outlined what has changed.

- The housing market – has largely recovered, more single family detached units are being built although this is still not a prerecession levels. Home prices are back to prerecession levels. Housing sales are dynamic.
- The economy – unemployment rates are lower and there has been real income growth for the first time since the recession.
- Population growth -- has slowed in the Twin Cities metro area; it is not robust and has not returned to prerecession levels.
- The Millennial generation remains delayed in getting married, having children and in home ownership. The Minnesota Demographic Center reduced the projected number of 0-year-olds (a proxy for births). This translated into 300 fewer births per year in St. Paul and no significant increase in births in Minnesota. Two years ago there were different assumptions regarding the millennial generation.

She then went on to discuss what has changed in SPPS.

- After five consecutive years of enrollment increases (2010 through 2014-15), enrollment is decreasing again.
- After three consecutive years of higher Kindergarten to birth ratios (2012-13, 2013-14 & 2014-15), ratios are back to previous levels.
- Net out migration was lower in 2008-9 through 2014-15, it is now higher again and is especially evident in the transition from Grade 5 to 6.
- Students opting for other education options continues.
- One exception was in Grades 8 to 9 where SPPS has a consistent net inflow of students back to the district.

Charts were provided demonstrating the changes. In summary, she stated:

- From 2007-08 to 2016-17, SPPS enrollment (excluding Early Childhood, ALC and specialized schools/programs) decreased by 1,723 students (4.7%).
- Resident enrollment decreased by 1,110 students (3.2%)
- Non-resident enrollment decreased from 2,168 to 1,555 or -28.3%. (Non-residents were 4.4% of enrollment in 2016-17).
- The market share of SPPS is 60.0% in 2015-16. Charter schools, especially, depress enrollment in SPPS.
- In ten years, enrollment is projected to decrease from 35,174 today to 32,201/33,733 or -8.5%/-4.1%. This is because the Kindergarten to resident birth ratio is back to "historic" percentages. Lower survival rates (students remaining in class pool year to year) are used in projections. (Net migration assumptions have a larger influence on the differences among the projections than the Kindergarten assumptions).
- What could occur to make projections too high? Ever more students selecting other education options.
- Or, too low? More Kindergarten students and/or fewer students leaving for other education options.

Additional charts were provided on Resident Births, SPPS's Kindergarten as a % of Kindergarten Pool, Projected Minnesota 0-Year Olds, Kindergarten Projections, Projected Survival Rates and the Effect of Survival Rates on a Kindergarten Class of 1,000 and various Enrollment Projections.

QUESTIONS/DISCUSSION:

- So projections vs. actual enrollment are incorrect? Response: Based on what has been seen in the last two years previous projections were too high. The assumptions and evidence those were based on is not the way the last two years have unfolded.
- Board will need to grapple with assumption changes, could this have been anticipated? Response: That is open to question.
- So out migration is students moving to other schools or out of the city. Can you determine which it is? Response: No, we cannot determine if students left the city

or made a choice to go to another school option within the city. We do not know if fewer are in the city, but we do know there are fewer in SPPS.

- Is capture rate market share? Response: Yes, that goes down over time. It is unusual for a district's market share to go up.
- Has this been disaggregated by race or gender? Response: No. We are totally dependent upon MDE for data, they do not provide names or grade levels.
- So in 2014-15 SPPS lost 8717 student to charter schools? Response: Yes
- Does the State track the number of students receiving special education services? Response: You know how many have been entered into tuition agreements in SPPS. We do not know overall numbers. Charter schools are not required to offer special ed.
- There are a goodly number of apartments in St. Paul, are they all singles? Response: Yes, single and/or older for the most part. Single family detached units yield higher numbers of school age children. We are now living in an era of aging population. Units are occupied by older and younger people without children in the household.
- Are shifts of people moving into the city considered? Response: There is often confusion regarding generational decisions with state of life decisions. There has been a prolonged period of millennials not moving into family formation and home ownership.
- Are we seeing a decrease in population of immigrants? Response: That is a big unknown. SPPS enrollment has been favorably impacted in the past from refugee resettlement; it is a large historical factor. That is very uncertain now. We do know there has been a decline in fertility in Minnesota as a result of the recession and it seems more concentrated in the population of color (Asian and Hispanic particularly).
- Has SPPS historically had more children entering Kindergarten than it has had graduate? Response: Yes, they are somewhere else. There is fluidity through grade levels, the range of options has changed over time, they are bigger and more of them. In the past SPPS had fewer options outside of it. Looking at Kindergarten enrollment will show availability. In St. Paul there are more ways for them to come in and out of the system. That is a demographic trend and a choice trend. SPPS share has held close at Kindergarten but not at other levels.
- It appears there is opportunity for the district to lose or gain more students depending on decisions made by families. We need to learn what would bring families back in and concentrate on that. Response: That is seen across the metro area – in every school district parents have choices – charter or open enrollment, no one is happy to be where they are. There are two metro area districts where 50% of the students are non-resident. Those districts that have increased enrollment have done it through getting non-residents to come in.
- What are proportions for other districts compared to charters? Response: Charter and open enrollment are larger factors in Minneapolis. For most other districts in the region, open enrollment is the larger issue. Open enrollment is growing as the option selected by families.
- SPPS did not attain enrollment goals projected five years ago. How can we get more St. Paul kids to go to SPPS? Why are we losing enrollment to charters and surrounding districts? Response: That is the big question.
- The incoming Superintendent said he wanted St. Paul to be a city that does great things for kids. The district has opportunities to learn from other areas of the U.S. as to how they grow enrollment. Here are three suggestions: 1) There is a huge market in early childhood education. 2) The district has schools that are over-subscribed, how can it create second schools to meet those needs. 3) There are teacher led schools in Minnesota which are district schools and SPFT have talked about this. There are many ways to grow enrollment within the city and neighboring districts. The SPPS Board can take steps that might have impact for the district.

- There needs to be a deeper review of the data and how choice has been made – building configuration, area choices, community schools, transportation, etc. have had impacts. We need more data to expand this discussion. We need to define underlying issues in order to establish a plan.

D. Standing Item: Policy Update - No update.

E. Standing Item: SEAB Report - No report.

F. Standing Item: SSSC 2.0 Update - No update.

G. Work Session - No subjects.

III. ADJOURNMENT

A motion was made by Mr. Schumacher and seconded Mr. Brodrick to adjourn the meeting. The motion passed.

The meeting adjourned at 8:11 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk



FY 2017-2018 General Fund Budget Update Board of Education Meeting

April 25, 2017

Marie Schrul, Chief Financial Officer

Purpose

- To provide an update on the FY2017-18 General Fund budget to the Board of Education



Agenda

- FY 2017-18 General Fund budget update
- School & Program budget update
- Budget Adoption calendar



FY 2017-18 General Fund Preliminary Big Picture

	FY17 Adopted (in millions)	FY18 Preliminary (in millions)	Difference
Revenue (current law)	\$518.2	\$514.2	(\$4.0)
Use of Fund Balance	0	0	0
Expenditures	518.2	541.5	(23.3)
Balance	\$0	(\$27.3)	

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FY 2017-18 General Fund

Factors Impacting Projected Shortfall

Item	Amount \$M
Inflationary impact of “rolling over” FY 2016-17 budget “as is” without any changes	(\$23.3)
Net revenue decrease due to enrollment & Compensatory Education	(4.0)
Total Projected Shortfall*	(\$27.3)

*Projected as of 2/19/17 – subject to change

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FY 2017-18 General Fund

Areas of Consideration for Reductions

Programs	Sites
Reduced Inflationary allocations	Eliminate 1x only FY17 allocations of \$85/per pupil & SSSC 2.0 program additions
Enrollment related service/staffing reductions	Enrollment related service/staffing reductions
Vacant positions, staff attrition/retirements, negotiated contracts	Vacant positions, staff attrition/retirements, negotiated contracts
Targeted & 2% reductions	

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FY2017-18 School & Program Budget Update

- School allocations were sent out on March 31
- Meetings over next 2 weeks, due back Apr 24
- Program allocations were sent out Apr 14 and due back Apr 28

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General Budget Information

- The budget meets contractual obligations
- FY18 Revenue budget based on current law
- All schools do not receive the same amount of money per pupil because:
 - Some school funding is categorical (it has specific criteria on its spending)
 - Funding for Comp Ed and Title I follow the students on a one year delay (previous year's Oct 1 count)
 - Higher poverty schools have greater access to categorical dollars than lower poverty sites
- School enrollment affects the dollars allocated

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FY 2017-18 Potential Revenue Increases

- 1.25% Formula increase (House) = \$4.0 m
- 2.0% Formula increase (Gov) = \$6.3 m
- Special Ed State increase (Gov) = \$1.2 m
- QComp (or ATPPS) = up to \$9.0 m

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4/25/17

Restoring Funding to Sites & Programs

- FY18 Revenue budget was based on current law
- Legislative formula increase range is 1.25%-2.0% (\$4.0-\$6.3m)
- Allocate additional \$4.0 m to Sites & Programs (75% Sites, 25% Programs)

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4/25/17

FY 2017-18

Budget Adoption Calendar

Date	Description
January 18, 2017	St Paul Public Schools Budget & Finance Advisory Committee Meeting (budget presentation and discussion and listening)
January 24, 2017	Presentation of FY18 Budget Guidelines & Preliminary FY18 General Fund budget at the Committee of the Board meeting
February 1, 2017	St Paul Public Schools Budget & Finance Advisory Committee Meeting (SPTF presentation and discussion and listening)
February 7, 2017	Presentation of Preliminary FY18 General Fund budget at the Committee of the Board meeting
February 21, 2017	Presentation of Preliminary FY18 General Fund Budget at the Board of Education meeting
March 1, 2017	St Paul Public Schools Budget & Finance Advisory Committee Meeting (budget presentation and discussion and listening)
March 1, 2017	REA Office provides final FY18 enrollment projections

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FY 2017-18

Budget Adoption Calendar

Date	Description
March 7, 2017	Presentation of Preliminary FY18 General Fund budget at the Committee of the Board meeting
March 8, 2017	Presentation of Preliminary FY18 Budget to Principals
March 21, 2017	Presentation of Preliminary FY18 General Fund budget at the Board of the Board meeting
March 31, 2017	Distribute school allocations
March 27- April 21, 2017	Joint budget & staffing meetings (Principals, Human Resources & Finance)
March – June 2017	Community review and input
April 11, 2017	Update Committee of the Board on FY18 General Fund Budget and State demographer's report on future population trends
April 14, 2017	Distribute General Fund program allocations

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FY 2017-18

Budget Adoption Calendar

Date	Description
April 24, 2017	School budgets returned Program budgets returned (no later than Apr 28) HR Staffing worksheets due
April 25, 2017	Presentation to the Board of Education on the FY18 General Fund budget and school & program budget updates
May 2, 2017	Update to the Committee of the Board of Education on FY18 General Fund budget
May 4, 2017	Bond rating calls that will determine District's bond rating
May 16, 2017	Presentation to the Board of Education on the FY18 General Fund budget
June 13, 2017	FY 2017-18 Budget presentation to the Committee of the Board
June 20, 2017	FY 2017-18 Budget adopted by Board of Education

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Questions?

IT'S TIME
to CHOOSE
a GREAT
SCHOOL!



SCHOOL APPLICATION DEADLINE:
FEBRUARY 15, 2017

APPLY ONLINE
at apply.spps.org

DISCOVER YOUR SAINT PAUL PUBLIC SCHOOL

Descubra sus opciones escolares (651-632-3751) | ရှာဖွေရန်အတွက်ဆက်သွယ် (651-632-3716) | Heliitanka tikuukiti aad dooran lahayd (651-632-3709) | Tuaj rithiara lo lub tseiv kawm nitawv uas koj nyiam rau koj cov me nyuam mus kawm (651-632-3706)



SCHOOL CHOICE SEASON

2017-18 Lottery Results



Admission Priorities

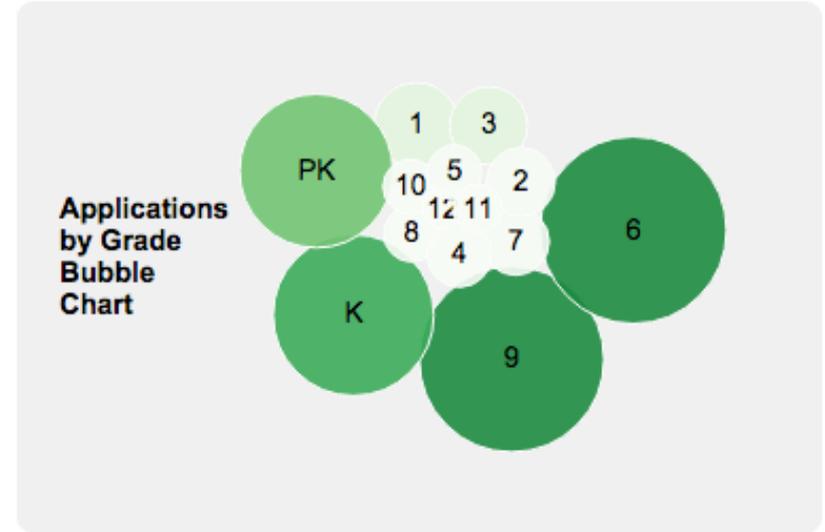
	Pre-K*	Elementary			Middle and High School
		Community	Regional	District	
1	Community School Zone	Community School Zone	Regional	Reflecting St. Paul	Magnet/Articulation
2	Area	Reflecting St. Paul	Reflecting St. Paul	Specific Employee Consideration	Area
3	Regional	Specific Employee Consideration	Specific Employee Consideration	District	Specific Employee Consideration
4	District	Area	District	Out of District	Regional
5	Out of District	District	Out of District		District
6		Out of District			Out of District

*NOTE: All Pre-K programs give priority enrollment consideration based on income guidelines, home language and/or special education.

Taken from page 6 of 2015 School Selection Guide

Lottery Facts

- Completed March 24, 2017
- **5,890 on-time** participated ↓
- **2,683 Reserved Seats** ↑
- **925 late applications** ↓
(651 placed) ↓



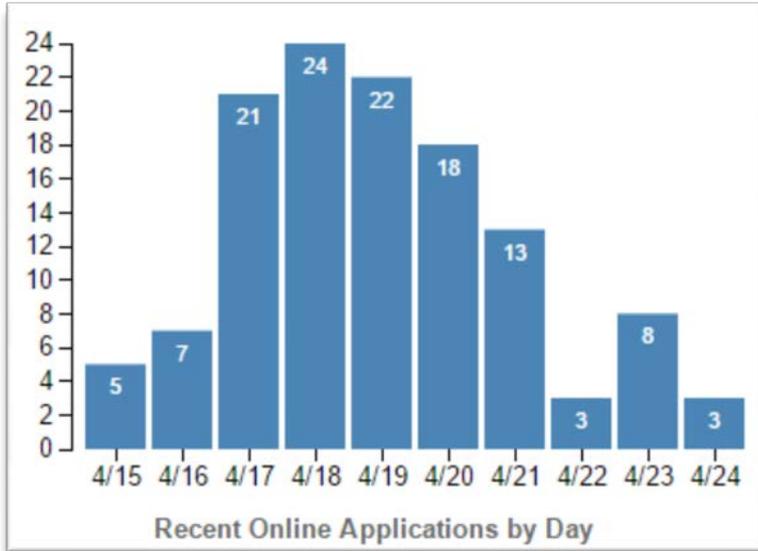
Kindergarten Lottery Results

- **1,627 participated**
(on-time and late) ↓
- **91% of students** placed received
their **first choice** ↑
- **95% of students** were placed
 - 82 no placement ↓



What's Next

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- Phone Calls
- Site-based Outreach
- Late Applicants
- Managing Incoming
 - Waitlist
 - Walk-ins
 - Online & Paper Applications
- Enrollment Task Force

Grade 1-12 Lottery Results

- 3,525 students participated ↓
- 80% of students placed received their 1st or 2nd choice ↑



Pre-Kindergarten

- **1,663** students participated ↑
- **77%** of students placed
- **386** students on waiting list ↑



Schools with Waiting List

(does not include PK)

Elementary	K-8	Middle	High School
JJ Hill (81)	Capitol Hill (416)	Highland Park Middle (94)	Central (41)
St. Anthony Park (59)	Farnsworth (31)	Open* (135)	Washington (173)
Nokomis (48)			Highland Park Sr. (99)

*grades 6-12

Reflecting St. Paul Sites

- Capitol Hill Gifted and Talented
- Chelsea Heights
- Expo
- Groveland Park
- Horace Mann
- Jie Ming Chinese Immersion
- JJ Hill Montessori
- L'Etoile Du Nord
- Nokomis South
- Randolph Heights
- St. Anthony Park

1,266 seats available



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Reflecting St. Paul



- 253 Available Seats ↓
- 138 Applicants ↓
- 95% of students placed **received their first choice** ↑
- 32% of seats filled ↓

Schools requested with no available seats: Capitol Hill, Chelsea Heights, Expo, Groveland, JJ Hill, Nokomis South, Randolph Heights

Questions/Comments



HUMAN RESOURCE TRANSACTIONS
March 1, 2017 through March 31, 2017
April 25, 2017

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
McKeever, J. P.	Classroom Teacher	03/06/2017	\$32.68	Johnson Achievement Elem
Osborne, J. R.	Classroom Teacher	03/27/2017	\$35.02	Battle Creek Elementary
Slifka, M. A.	Classroom Teacher	02/27/2017	\$32.03	Benjamin Mays/Museum
Phenow, J. P.	School/Community Professional	03/18/2017	\$21.70	RiverEast Elem/Secondary
Sanchez Pliego, A. A.	Education Assistant	02/27/2017	\$19.32	Colborne Admin Offices
Beckstrom, M. K.	Teaching Assistant	03/16/2017	\$13.12	Obama Service Learning
Edwards, A. J.	Teaching Assistant	03/27/2017	\$13.98	Ramsey Middle School
Green, A. R.	Teaching Assistant	03/13/2017	\$14.79	Farnsworth Aerospace Upper
Hamer, A. G.	Teaching Assistant	03/13/2017	\$13.12	Capitol Hill Magnet
Hubbard, L.	Teaching Assistant	03/09/2017	\$13.25	Washington Tech Sec
Neiger, S. J.	Teaching Assistant	02/21/2017	\$13.86	Capitol Hill Magnet
Phifer, I. B.	Teaching Assistant	02/15/2017	\$14.79	Parkway Montessori
Pimentel, K. P.	Teaching Assistant	02/27/2017	\$13.64	The Heights Community
Vang-Yang, K. A.	Teaching Assistant	04/12/2017	\$13.25	Phalen Lake Hmong
Hanna, T. W.	Carpenter	02/20/2017	\$36.22	Como Service Center
Corey, A. E.	Clerical	03/20/2017	\$23.21	Colborne Admin Offices
Price, L. M.	Clerical	03/22/2017	\$24.21	Eastern Heights Elem
Schilling, L. L.	Clerical	03/28/2017	\$18.96	Frost Lake Elementary
Williams, R. A.	Clerical	03/06/2017	\$26.23	Colborne Admin Offices
Thell, G. M.	Custodian	03/27/2017	\$24.95	Frost Lake Elementary
Wielinski, A. R.	Custodian	04/01/2017	\$24.95	Linwood Monroe Arts Plus Upper

HUMAN RESOURCE TRANSACTIONS
March 1, 2017 through March 31, 2017
April 25, 2017

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Funes, Romero, M.	Nutrition Services Personnel	03/21/2017	\$11.66	Central Senior High
Ibrahim, M.	Nutrition Services Personnel	03/21/2017	\$11.66	Expo for Excellence Elem
Novosad, M.	Nutrition Services Personnel	04/03/2017	\$32.38	Como Service Center
Plumley, B. J.	Nutrition Services Personnel	03/21/2017	\$11.66	Harding Senior High
Sanchez, D.	Nutrition Services Personnel	03/21/2017	\$11.66	American Indian Magnet
Wood, J.	Nutrition Services Personnel	04/11/2017	\$11.66	Nokomis Montessori North
Woods, C. L.	Nutrition Services Personnel	03/21/2017	\$11.66	American Indian Magnet
Dolata, R. D.	Professional Employee	02/27/2017	\$37.34	Como Service Center
Soriano, J. M.	Professional Employee	03/20/2017	\$31.62	Como Service Center
Algyer, H. M.	Supervisory	04/03/2017	\$40.27	Colborne Admin Offices

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lindell, E. K.	Classroom Teacher From: Teaching Assistant	03/01/2017	\$29.68	L'Etoile du Nord Lower
Xiong, W.	Classroom Teacher From: Education Assistant	03/04/2017	\$35.60	Washington Tech Sec
Vang, Y. M.	Superintendency From: Principal	02/27/2017	\$62.50	Colborne Admin Offices
Espinoza-Day, P.	School/Community Professional From: Teaching Assistant	03/04/2017	\$19.91	RiverEast Elem/Secondary
Fairrow, G. D.	School/Community Professional From: Teaching Assistant	02/27/2017	\$24.04	Benjamin Mays/Museum
Haaf, S.	School/Community Professional Career Progression	12/10/2016	\$38.65	Homecroft Early learning

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Moua, G.	Education Assistant Career Progression	03/01/2017	\$23.19	Colborne Admin Offices
Yang, M.	Education Assistant From: Teaching Assistant	02/21/2017	\$15.00	Homecroft Early Learning
Braddock, M. J.	Clerical Career Progression	02/20/2017	\$27.65	Colborne Admin Offices
Rodriguez, A. M.	Clerical Career Progression	03/18/2017	\$25.85	Colborne Admin Offices
Zubulake, F. A.	Clerical Career Progression	02/20/2017	\$30.65	Colborne Admin Offices
Groebner, J. L.	Custodian Career Progression	02/24/2017	\$26.46	Murray Middle School
Hamm, R. L.	Custodian Career Progression	02/24/2017	\$25.81	Homecroft Early Learning
Oviedo Rodriguez, Y.	Custodian Career Progression	02/27/2017	\$25.81	Humboldt Secondary
Goodman, B. J.	Professional Employee From: Clerical	03/04/2017	\$30.36	Colborne Admin Offices
Rice, M. W.	Professional Employee From: Technical	02/27/2017	\$31.51	Como Service Center
McHenry, M. C.	Supervisory Career Progression	03/06/2017	\$53.64	Como Service Center

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Eckols-McCoy, C. A.	Classroom Teacher	03/06/2017	\$21.52	Crossroads Montessori
McDonald, R. R.	Classroom Teacher	03/10/2017	\$37.47	Ramsey Middle School
Sarasti, S. L.	Classroom Teacher	03/18/2017	\$26.64	Highland Park Middle
Schmidt, D. M.	Classroom Teacher	03/08/2017	\$37.47	Hazel Park Preparatory
Manderfield, M.	Classroom Teacher	03/27/2017	\$34.25	271 Belvidere Bldg
Beam, S. L.	Classroom Teacher	03/18/2017	\$26.64	International Academy LEAP
Ly, S. M.	Classroom Teacher	03/07/2017	\$28.24	International Academy - LEAP

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TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Meyers, K.	Classroom Teacher	03/13/2017	\$26.64	Linwood Monroe Arts Plus Upper

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Faltesek, A. L.	Classroom Teacher	04/18/2017	L'Etoile du Nord Lower
Jones, L. W.	Classroom Teacher	04/20/2017	Washington Tech Sec
Nordby, B. E.	Classroom Teacher	04/28/2017	Adams Spanish Immersion
Ringaman, B. A.	Classroom Teacher	03/31/2017	Como Park Senior High
Shasky, K. V.	Classroom Teacher	03/29/2017	Expo for Excellence Elem
Shomion, D. J.	Classroom Teacher	03/25/2017	Ramsey Middle School
Vang, M.	Classroom Teacher	03/28/2017	Jackson Preparatory Elem
Webb, C. J.	Classroom Teacher	03/08/2017	Humboldt Secondary
Yang, K. Y.	Classroom Teacher	03/30/2017	Mississippi Creative Arts
Kiflai, F. T.	Classroom Teacher	03/24/2017	Highwood Hills Elem
Keller, N. J.	Classroom Teacher	02/14/2017	Boys Totem Town
Braman, E. R.	Classroom Teacher	03/13/2017	Wellstone Elementary
Christoferson, K. A.	Classroom Teacher	03/14/2017	271 Belvidere Bldg
Pultz, J. E.	Classroom Teacher	04/10/2017	Frost Lake Elementary
Richards, M. A.	Classroom Teacher	03/25/2017	Bridge View
Monteith, C. L.	School/Community Professional	03/30/2017	Journey's Secondary
Harlin, K. S.	Education Assistant	02/22/2017	Four Seasons A+
Grosz, A. C.	Teaching Assistant	03/10/2017	Como Park Senior High
Harris, L. E.	Teaching Assistant	02/08/2017	Nokomis Montessori South
Kramer, P. W.	Teaching Assistant	02/14/2017	Nokomis Montessori North
McKinley, K. K.	Teaching Assistant	02/20/2017	Hamline Elementary

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Waters, J. A.	Teaching Assistant	01/03/2017	St. Paul Music Academy
Waters, J. A.	Teaching Assistant	03/01/2017	St. Paul Music Academy
Whitney, D. L.	Teaching Assistant	02/13/2017	Cherokee Heights Elem
Aguirre, F. M.	Clerical	03/17/2017	Crossroads Science
Johnson, T. A.	Clerical	03/03/2017	Como Park Senior High
Payton, C. E.	Clerical	03/11/2017	Juvenile Service Center
Gladis, H. H.	Nutrition Services Personnel	03/01/2017	Groveland Park Elem
Zschokke, C. A.	Nutrition Services Personnel	02/22/2017	Bruce F Vento Elementary

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S., C.	Classroom Teacher	03/31/2017
B., A.	Education Assistant	03/15/2017
K., A. M.	Teaching Assistant	03/10/2017
M.P., R. G.	Teaching Assistant	03/08/2017
S., K. E.	Teaching Assistant	03/17/2017
W., T.	Teaching Assistant	03/30/2017

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lee, B.	Education Assistant	03/13/2017	\$31.27	Battle Creek Middle

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Baker, C.F.	ASAP	05/01/2017	\$44.13	Colborne Admin Offices
Carter, S. M.	Teaching Assistant	03/09/2017	\$18.60	Randolph Heights Elem
Lor, K. L.	Teaching Assistant	03/22/2017	\$14.54	Central Senior High
Vang, M.	Teaching Assistant	03/27/2017	\$13.86	Crossroads Science
Garcia, A. B.	Custodian	03/04/2017	\$24.95	Como Service Center
Palumbo, J. L.	Custodian	03/27/2017	\$25.81	Washington Tech Sec

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REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Powell, V. J.	Nutrition Services Personnel	03/21/2017	\$11.66	Highland Park Senior

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Khang-Lee, C.	Classroom Teacher	03/13/2017	271 Belvidere Bldg
Larson, E. A.	Classroom Teacher	03/06/2017	Benjamin Mays/Museum
Schoot, J. E.	Classroom Teacher	02/21/2017	Adams Spanish Immersion
Webster, L. D.	Classroom Teacher	03/20/2017	Crossroads Science
Wickenhauser, K. L.	Classroom Teacher	02/27/2017	Groveland Park Elem
Hotujec, J. J.	Classroom Teacher	03/13/2017	271 Belvidere Bldg
Lindsey, C. M.	Education Assistant	03/13/2017	Focus Beyond (18-Adult)
Weyaus, W.	Education Assistant	03/20/2017	Ronald M Hubbs Center
Conwell, D.	Teaching Assistant	02/23/2017	Murray Middle School
Lasky, A. C.	Teaching Assistant	03/16/2017	Open World Learning
Salween, D.	Teaching Assistant	02/27/2017	Phalen Lake Hmong
Williams-Davis, C. J.	Teaching Assistant	03/13/2017	Expo for Excellence Elem
Herman, T. L.	Clerical	03/20/2017	1780 W. 7th Street
Johnson, T. A.	Clerical	03/14/2017	Como Park Senior High
Miller, B. L.	Custodian	03/14/2017	Hazel Park Preparatory
Gladis, H. H.	Nutrition Services Personnel	03/07/2017	Groveland Park Elem
Jones, J.	Nutrition Services Personnel	03/06/2017	Mississippi Creative Arts
Taube, L. D.	Nutrition Services Personnel	03/01/2017	Open World Learning
Wells, P. M.	Nutrition Services Personnel	03/06/2017	Como Service Center
Vang, N.	Technical	03/06/2017	Como Service Center

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REHIRE AFTER TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Roppeau, W. J.	Custodian	03/01/2017	\$26.46	Murray Middle School
Vang, M.	Teaching Assistant	04/10/2017	\$13.86	American Indian Magnet

RESCISSION OF RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Fee, D. J.	Classroom Teacher	11/03/2017	Plato Admin Offices

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Mondry, S.	Classroom Teacher	06/24/2017	\$53.02	The Heights Community

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., T.	Classroom Teacher	02/27/2017
A., E.	Classroom Teacher	04/13/2017
A., E.	Classroom Teacher	04/20/2017
A., E.	Classroom Teacher	04/27/2017
A., E.	Classroom Teacher	05/04/2017
A., E.	Classroom Teacher	05/11/2017
H., B. A.	Classroom Teacher	03/24/2017
H., B. A.	Classroom Teacher	04/03/2017
H., B. A.	Classroom Teacher	04/04/2017
H., B. A.	Classroom Teacher	04/05/2017
H., B. A.	Classroom Teacher	04/06/2017
H., B. A.	Classroom Teacher	04/07/2017
H., B. A.	Classroom Teacher	04/18/2017
H., B. A.	Classroom Teacher	05/10/2017
H., B. A.	Classroom Teacher	05/18/2017
H., B. A.	Classroom Teacher	05/30/2017
C., R. R.	Custodian	03/13/2017

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Fee, D. J.	Classroom Teacher	06/30/2017	Colborne Admin Offices

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bu, N. D.	Classroom Teacher	03/25/2017	Jackson Preparatory Elem
DelCastillo, A.	Classroom Teacher	03/18/2017	Crossroads Science
Wheeler, L. C.	Classroom Teacher	02/23/2016	No Assigned Bldg
Ludtke, A. M.	Classroom Teacher	03/02/2017	Linwood Monroe Arts Plus Upper
Seifert, H. D.	Classroom Teacher	03/15/2017	Benjamin Mays/Museum
Aden, F. G.	Teaching Assistant	03/11/2017	Harding Senior High
Blesbois, E. C.	Teaching Assistant	02/25/2017	Eastern Heights Elem
Cosey, R.	Teaching Assistant	03/15/2017	Washington Tech Sec
Delli Bovi, J. L.	Teaching Assistant	04/09/2017	Four Seasons A+
Foster, I. J.	Teaching Assistant	03/17/2017	Parkway Montessori
Mercado-Ramirez, C.	Teaching Assistant	03/10/2017	Adams Spanish Immersion
Pelini, S. A.	Teaching Assistant	03/04/2017	Capitol Hill Magnet
Pope, L.	Teaching Assistant	03/18/2017	Capitol Hill Magnet
Tilander, K. N.	Teaching Assistant	11/26/2016	Linwood Monroe Arts Plus Upper
Wolf, B. L.	Teaching Assistant	03/30/2017	St. Paul Music Academy
Shellenberger, M.	Teaching Assistant	04/21/2017	Riverview School
Warner, N. C.	Clerical	03/04/2017	Farnsworth Aerospace Upper
Harris, D.	Nutrition Services Personnel	03/11/2017	Washington Tech Sec
Sowoudji, A.	Nutrition Services Personnel	02/18/2017	Rondo Education Center
Pinkalla, S. J.	Professional Employee	03/18/2017	Como Service Center
Schmitz, K. J.	Professional Employee	04/15/2017	Como Service Center
Worwa, J.	Professional Employee	04/01/2017	Como Service Center

HUMAN RESOURCE TRANSACTIONS
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TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
H., R. M.	Teaching Assistant	03/25/2017
L., M. C.	Teaching Assistant	02/25/2017
N., S. L.	Teaching Assistant	03/24/2017
P., I. B.	Teaching Assistant	02/24/2017
W., J. L.	Teaching Assistant	02/04/2017
R., S. A.	Nutrition Services Personnel	02/15/2017

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., A.	Education Assistant	03/24/2017
M., R. G.	Teaching Assistant	03/09/2017
V., M.	Teaching Assistant	03/09/2017
J., M. R.	Custodian	03/14/2017
R., W. J.	Custodian	03/01/2017
C., B. L.	Machinists	03/04/2017

TERMINATION OF TEMPORARY EMPLOYMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Loun, G. J.	Classroom Teacher	02/17/2017	American Indian Magnet
Sanders Dokas, D. L.	Classroom Teacher	04/01/2017	Murray Middle School
Schmidt, D. M.	Classroom Teacher	03/10/2017	Hazel Park Preparatory
Wallin, M. O.	Classroom Teacher	03/11/2017	Linwood Monroe Arts Plus Upper
Mohammed, A.	Specialist Two	03/30/2017	Discovery Club

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

DATE: April 18, 2017

TOPIC: West St. Paul Commercial Club Gift for Humboldt Scholarship Donation
2017

A. PERTINENT FACTS:

1. An gift in a total amount of \$7,000 has been provided to assist Humboldt students in post high school educational opportunities.
2. This gift is designated by West St. Paul Commercial Club for support of educational expenditures for Humboldt's top seniors pursuing post secondary education.
3. This gift will meet the District strategic plan goal of sustainability.
4. This item is submitted by Michael Sodomka, Principal, Humboldt High School and Theresa Battle, Assistant Superintendent Grades K-12

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the \$7,000 gift from the West St. Paul Commercial Club and provide a letter expressing appreciation for the gift.

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

DATE: April 25, 2017

TOPIC: Request for Permission to Accept a Grant from Dick's Sporting Goods Foundation

A. PERTINENT FACTS:

1. Dick's Sporting Goods Foundation's Sports Matter Initiative supports programs that inspire and enable youth participation in sports.
2. Como Park Senior High School prepared an application and received a grant for approximately \$2,000 to purchase athletic equipment. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of Achievement.
4. This item is submitted by Theresa Neal, Principal, Como Park Senior High School; and Theresa Battle, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from Dick's Sporting Goods Foundation to purchase sports equipment at Como Park Senior High School; and to implement the project as specified in the award documents.

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

DATE: April 25, 2017

TOPIC: Request for Permission to Submit a Grant Application to the Caring Tree Program of the Kids in Need Foundation

A. PERTINENT FACTS:

1. The Kids in Need Foundation's Caring Tree program is currently accepting grant applications from social services agencies for projects that get school supplies into the hands of students in need.
2. Saint Paul Public Schools' Project REACH has prepared an application for in-kind provision of school supplies for students experiencing homelessness. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$5,000 (in kind). 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 Anne McInerney, Homeless Liaison; Cheryl Carlstrom, Director, Title I Federal Programs; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Kids in Need Foundation for school supplies for students experiencing homelessness in the district; 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: April 25, 2017

TOPIC: Request for Permission to Submit a Grant to the Minnesota Department of Education – 21st Century Community Learning Center, Cohort 7 Grant

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for the 21st Century Community Learning Center Grant Program. The purpose of these learning centers is to provide students, particularly those who attend high-poverty and low-performing schools, with high quality programs for supporting the whole child, primarily during non-school hours, including before school, after school, evenings, school release days and summer.
2. Saint Paul Public Schools Community Education, in partnership with the Office of Alternative Education, has prepared an application for funds to continue Flipside! Afterschool programming for students in grades 6-8 at the following schools: Humboldt High School, Open World Learning Community, Farnsworth Aerospace - Upper Campus, American Indian Magnet School, Murray Middle School, Ramsey Middle School and Washington Technology Magnet. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$2.64 million over three years. Staff at the program researched this grant opportunity and consulted with staff and administration for the schools included in the cohort.
3. This project will meet the District strategic plan goals of achievement.
4. This item is submitted by Lynn Gallandat, Director, Community Education; Jon Peterson, Executive Director, College & Career Readiness; Lisa Sayles-Adams, Assistant Superintendent, K-8 and Middle Schools; Dr. Kate Wilcox-Harris, Chief Academic Officer; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for funds for cohort 7 of the 21st Century Community Learning Centers Grant 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: April 25, 2017

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

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting application for allocations through the Carl D. Perkins Vocational and Applied Technology Education Act.
2. Saint Paul Public Schools' Career and Technical Education has prepared an application for funds to expand CTE programs and career pathways in the coming school year. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$576,100. 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 Kathy Kittel, Program Manager, CTE; Jon Peterson, Executive Director, Office of College and Career Readiness; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to Minnesota State Colleges & Universities for funds to expand CTE programming in the district; 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: April 25, 2017

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Ornithologists' Union

A. PERTINENT FACTS:

1. The Minnesota Ornithologists' Union is currently accepting grant applications for projects that benefit birds, increase understanding of birds, or expand or diversify Minnesota's birding community.
2. Saint Paul Public Schools Murray Middle School has prepared an application for funds to cover supplies and field trip costs for ornithological research activities. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$4,400. 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 Stacy Theien-Collins, Principal; Lisa Sayles-Adams, Assistant Superintendent; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Ornithologists' Union for funds to conduct ornithological research at Murray Middle 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: April 25, 2017

TOPIC: Request for Permission to Accept a Grant from the NEA Foundation

A. PERTINENT FACTS:

1. The NEA Foundation's Learning & Leadership grant program provides grants to teachers to participate in high-quality professional development opportunities or to fund collegial study and mentoring.
2. Staff at Phalen Lake Hmong Studies Magnet Academy prepared an application and received a grant for approximately \$5,000 for creating an outdoor classroom and garden with school families.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Catherine Rich, Principal, Saint Paul Music Academy; Efe Agbamu, Assistant Superintendent; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the NEA Foundation to fund a garden and outdoor classroom at Phalen Lake Hmong Studies Magnet Academy; and to implement the project as specified in the award documents.

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

DATE: April 25, 2017

TOPIC: Request for Permission to Submit a Grant Application to the National Writing Project

A. PERTINENT FACTS:

1. The National Writing Project's LRNG Innovation Challenge accepts grant applications for projects that develop partnerships and programs that connect in-school and out-of-school learning and create opportunities for young people to follow their interests and do ambitious work.
2. Staff at Harding Senior High School have prepared an application for funds to launch a Creativity and Innovation Center, based on Maker Space principles, to deeply engage students in challenging projects of their choice with real world applications. The grant is for approximately \$20,000.
3. Staff at the school researched this grant opportunity.
4. This project will meet the District strategic plan goal of achievement.
5. This item is submitted by Doug Revsbeck, Principal; Theresa Battle, Assistant Superintendent; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the National Writing Project's LRNG Innovation Challenge for funds to launch a Creativity and Innovation Center at Harding 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: April 25, 2017

TOPIC: Request for Permission to Submit a Grant Application to the National Writing Project

A. PERTINENT FACTS:

1. The National Writing Project's LRNG Innovation Challenge accepts grant applications for projects that develop partnerships and programs that connect in-school and out-of-school learning and create opportunities for young people to follow their interests and do ambitious work.
2. Staff at Ramsey Middle School have prepared an application for funds to develop curriculum aimed to leverage student inquiry in the sciences and digital technologies. The request is for approximately \$20,000. 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 Teresa Vibar, Principal; Lisa Sayles-Adams, Assistant Superintendent; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the National Writing Project's LRNG Innovation Challenge for funds to develop curriculum for student inquiry in the sciences and digital technologies at Ramsey Middle 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: April 25, 2017

TOPIC: Request for Permission to Submit a Grant to Open Your Heart to the Hungry and Homeless

A. PERTINENT FACTS:

1. Open Your Heart to the Hungry and Homeless has been targeting donations to help hungry and homeless Minnesotans since 1986. They fill specific, unmet needs, helping food and shelter providers of all sizes serve more people.
2. Project REACH of Saint Paul Public Schools has prepared an application for approximately \$5,000 to purchase school supplies and hygiene items for families experiencing homelessness.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Cheryl Carlstrom, Director, Title I Federal Programs; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to Open Your Heart to the Hungry and Homeless to school supplies and hygiene items for use with SPPS families experiencing homelessness; to accept the grant 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: April 25, 2017

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

A. PERTINENT FACTS:

1. Rutgers University's Johnson & Johnson School Health Leadership Program provides grants to support school health fellow teams in the initiation and implementation of sustainable change plans.
2. Saint Paul Public Schools' Student Health and Wellness prepared an application and received a grant for approximately \$1,200 to build staff capacity and infrastructure in electronic records. 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 Mary Yackley, Student Health and Wellness Supervisor; Alecia Mobley, Interim Director of Specialized Services; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from Rutgers University to improve staff capacity around electronic records in SPPS; and to implement the project as specified in the award documents.

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

DATE: February 21, 2017

TOPIC: Request for Permission to Accept a Grant from Search Institute

A. PERTINENT FACTS:

1. Search Institute is dedicated to discovering what kids need to succeed. Its research, resources, and expertise are used to help partners in organizations, schools, and community coalitions solve critical challenges in the lives of young people.
2. Battle Creek Middle School prepared an application and received a grant for approximately \$18,000 to build capacity to enhance perseverance and other character skills in its students.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by LaNisha Paddock, Principal, Battle Creek Middle School; Lisa Sayles-Adams, Assistant Superintendent; and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from Search Institute to improve student perseverance and character 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: April 25, 2017

TOPIC: Request for Permission to Enter into a Contract with Right Track to Provide Jobs and/or Internships for Youth Career Connect (YCC) Students

A. PERTINENT FACTS:

1. SPPS (through the Youth Career Connect Grant) will partner with the City of Saint Paul youth jobs program, known as Right Tack, to provide jobs to students in the Academy of Finance at Como Park Senior High School and the Academy of Information Technology at Humboldt High School.
2. This Memorandum of Understanding defines roles and responsibilities for both parties to work efficiently and effectively.
3. This project will meet the District strategic plan goals of increasing Student Achievement, and providing Sustainability.
4. This item is submitted by Daniel Mesick, Principal on Special Assignment, Department of Post Secondary Partnerships, Office of College and Career Readiness, Jon Peterson, Director, Office of College and Career Readiness and Kate Wilcox-Harris, Chief Academics Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or Designee) to permit SPPS and the City of Saint Paul, Right Track, to work together to provide jobs to the students in the Academy of Finance at Como Park Senior High School and the Academy of Information Technology at Humboldt High School.

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

DATE: April 25, 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 Alecia Mobley, Interim Assistant Superintendent, Office of Specialized Services.

B. RECOMMENDATION:

That the Board of Education excludes the named students from school effective April 27, 2017, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

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

DATE: April 25, 2017

TOPIC: Salary Schedule Change for ECFE Coordinator

A. PERTINENT FACTS:

1. The Early Childhood and Family Education office runs utilizing a combination of licensed and non-licensed staff. The area supervisor manages the licensed staff and relies on the ECFE Coordinator to help with schedules and to work direct the non-licensed staff. The greater requirement for decision making and the influence to budgeting support the move from salary schedule 2 to salary schedule 3. Further, the position will move from a 10 month position to a 12 month position to provide planning assistance to the upcoming school year. It is recommended that the current incumbent be adjusted to the new salary level.
2. The funds for this position are available in the Community Education Department Budget.
3. The request supports the Districts target area goal of sustainability
4. This item is submitted by Laurin J. Cathey, Executive Director, Human Resources; Lynn Gallandat, Director, Community Education and Jackie Turner, Chief Operations Officer

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the salary schedule change for the ECFE Coordinator effective December 9, 2016; that the Board of Education declare that the upgrade be applied to the current incumbent on the effective date of the change.

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

DATE: April 25, 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 February 1, 2017 – February 28, 2017.

(a) General Account	#672080-673681 #0002402-0002449 #7002170-7002224 #0001430-0001468	\$32,228,215.45
(b) Debt Service	-0-	\$29,329,261.56
(c) Construction	-0-	<u>\$1,315,202.28</u>
		<u>\$62,872,679.29</u>

Included in the above disbursements are payrolls in the amount of \$38,231,079.90 and overtime of \$183,657.54 or 0.48% 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 July 31, 2017.

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

DATE: April 25, 2017

TOPIC: RFP #A2088827-A Amendment of Request for Prime Vendor Groceries

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a prime vendor contract for furnishing and delivery of groceries with Indianhead Foodservice Distributor.
2. The original contract was approved for a one-year period, beginning July 1, 2016, through June 30, 2017, for the estimated value of \$4,500,000.
3. The Nutrition Services Department requests authorization to amend the contract to increase the established amount by \$1,000,000 to \$5,500,000. This increase will accommodate Nutrition Services decision to utilize this contract more comprehensively and accommodate consumption of products in the National School Lunch Program.
4. This amendment 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 amendment of RFP #A2088827-A to increase the dollar amount of the contract with Indianhead Foodservice Distributor by \$1,000,000 to a total of \$5,500,000 for furnishing and delivery of groceries.

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

DATE: April 25, 2017

TOPIC: Bid No. A210939-A Linwood Monroe – Upper Major Building Renovation

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for the Linwood Monroe – Upper Major Building Renovation.
2. The following bids were received:

	<u>Lump Sum Base Bid</u> <u>Plus Alternate No. 1</u>
Shaw Lundquist.....	\$18,439,000.00
LS Black	\$18,540,600.00
Corval Group	\$18,705,740.00
Schreiber Mullaney.....	\$18,912,900.00

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

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

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

B. RECOMMENDATION:

That the Board of Education authorize the award of Bid No. A210939-A Linwood Monroe – Upper Major Building Renovation project to Shaw Lundquist for the lump sum base bid plus alternate 1 for \$18,439,000.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211023-A Linwood Monroe Arts Plus – Lower Building Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for the Linwood Monroe Arts Plus – Lower Building Addition.

2. The following bids were received:

	<u>Lump Sum Base Bid</u>
	<u>Plus Alternate Nos. 2,3,4,5</u>
Donlar Construction.....	\$19,798,000.00
LS Black	\$19,910,500.00
Shaw Lundquist.....	\$19,956,000.00
Graham Construction	\$19,972,000.00
Corval Group	\$20,614,000.00
Morcon Construction	\$21,058,600.00

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

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

4. Bids were reviewed by Bradley Miller, Purchasing Manager.

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

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

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

B. RECOMMENDATION:

That the Board of Education authorize the award of Bid No. A211023-A Linwood Monroe Arts Plus – Lower Building Addition project to Donlar Construction for the lump sum base bid plus alternates 2,3,4,5 for \$19,798,000.00.

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

DATE: April 25, 2017

TOPIC: Request for Proposal No. A211038-A Contract for Facilities Cleaning Assessment Services

A. PERTINENT FACTS:

1. This request for proposal provides for all labor, materials, equipment and services necessary to the development of a district-wide Facilities Cleaning Assessment program. The program should include, but will not be limited to, the provision of staff training in the area of facilities cleaning and related cleaning products. for a three year period beginning July 1, 2017 and ending June 30, 2020 with an option to renew for two – 1 year extensions.
2. Proposals were evaluated by a committee and scored based on best value criteria including: demonstrated successful implementation of a Facilities Cleaning Assessment program in other similar-sized educational settings; use of industry recognized standards to evaluate collected data; dynamic database that allows SPPS maximum access, flexibility and ability to update data as needed to reflect ongoing facility updates and changes; vendor must provide ongoing database support and any updates as they become available; and vendor must be able to provide cost-effective, state-of-the-art and proven environmentally responsible supplies and equipment used for facility maintenance.
3. The District received proposals from the following vendors.

Dalco Enterprises, Inc.
Supply Works
Hillyard
4. Dalco was selected based on the above criteria. The contract value of \$800,00.00 is based on estimated annual requirements of District custodial services.
5. The proposals have been reviewed by Brad Miller, Purchasing Manager.
6. Funding will be provided from the general fund.
7. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities,
8. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATIONS:

That the Board of Education authorize award of Request for Proposal No. A211038-A contract for Facilities Cleaning Assessment Services for a three year period beginning July 1, 2017 to the best value proposer, Dalco Enterprises, Inc. for an estimated annual cost of \$800,000.00.

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

DATE: April 25, 2017

TOPIC: Bid No. A211150-A Rondo Education Center Partial Flooring Replacement –
REVISED

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Partial Flooring Replacement at Rondo Education Center.
2. The following bids were received:

<u>Lump Sum Base Bid</u>
<u>Plus alternates no. 1 & 2</u>
Schreiber Mullaney Construction. \$641,719.00
3. A recommendation to award was submitted to the Board at the March 21, 2017 meeting for \$641,717.00. This item is being submitted to ratify the contract award for the correct bid value of \$641,719.00.
4. Bids were reviewed by Bradley Miller, Purchasing Manager.
5. This is an advertised bid and accordingly, contract documents for this project were made available for examination at the Architect's office, on the District's online platform and at the following:

Builders Exchange of St. Paul
MEDA Construction Connection
Minneapolis Builders Exchange
Dodge McGraw Hill Construction Plan Room
Reed Construction Data Plan Room
iSqFt/AGC of MN Plan Room
6. Funding will be provided from Long-Term Facilities Maintenance Revenue.
7. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
8. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education ratify the award of Bid No. A211150-A Rondo Education Center Partial Flooring Replacement to Schreiber Mullaney Construction for the lump sum base bid plus alternates 1 & 2 for the revised value of \$641,719.00.

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

DATE: April 25, 2017

TOPIC: RFP #A211174-A Petite Bananas

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has received offers to establish a contract for furnishing and delivery of petite bananas for a one-year period beginning September 1, 2017 through June 30, 2018.
2. The following companies were scored based on the proposal they submitted. The total score possible was 100 points.

J&J Distributing.....	86
Russ Davis Wholesale.....	94
3. The Nutrition Services Department requests authorization to establish the contract with Russ Davis Wholesale, Inc. for a one year period, beginning September 1, 2017 through June 30, 2018, for the estimated value of \$245,000.
4. This contract 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 # A211174-A to Russ Davis Wholesale, Inc. for furnishing and delivery of petite bananas for the period of September 1, 2017 through June 30, 2018, for an estimated value of \$245,000.

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

DATE: April 25, 2017

TOPIC: Rescission of Authorization of Award on Bid No. A211214-A
Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project was to provide all labor, materials, equipment and services for Testing and Balancing at Adams Spanish Immersion School.
2. This was an advertised bid and accordingly, contract documents for this project were made available for examination at the Architect's office, on the District's online platform and at the following:

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

3. Bids were opened on February 16, 2017. Recommendation was made to reject all bids and include testing and balancing in a different scope of work. A March 21, 2017 Board Agenda Item, recommending awarding the contract to Bal-Tech, was submitted to the Saint Paul Public Schools Board of Education in error. Because of the error, no contract was issued or executed on behalf of the District.
4. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education rescind the authorization of award of Bid No. A211214-A Adams Spanish Immersion School Renovation and Addition to Bal-Tech for the lump sum base bid for \$39,000.00.

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

DATE: April 25, 2017

TOPIC: Bid No. A211481-A, Sale of District iPads

A. PERTINENT FACTS:

1. The School Board approved the sale of District iPad at the February 21, 2017 meeting. In addition to accounting for the costs associated with the iPad purchase and lease adjustments, combining these schedules in to one lot for sale provides:
 - a. Support for personalized learning through technology ,upgrading all iPads for improved features, larger memory capacity, and a common operating system;
 - b. Savings and efficiency in the labor and cost of packing and shipping iPads at the end of the lease;
2. The following bids were received for purchasing of District iPads

	<u>Lump Sum Base Bid</u>
My Fav Electronics, Inc	\$4,896,667.50
Cal State Electronic Recycling	\$4,828,727.50
Dynamic Recycling	\$4,352,824.00
Impulse Technology, LLC	\$4,245,432.50
Diamond Assets	\$4,044,250.00
Union Trading, LLC	\$2,244,082.25
SourcePlus	\$947,325.00
Data Sales, Co.	\$277,236.75

Pricing above is based on 40,675 units, final price will be adjusted depending on actual units available at a per unit price of \$131.10 for iPad Airs and \$92.10 for iPad Mini2s.

3. Bids have been reviewed by Bradley Miller, Purchasing Manager.
4. Funds will be allocated to the General Fund.
 - a. This project will meet the District target area goals by ensuring high academic achievement for all students, aligning resource allocation to District priorities and strengthen relationships with families. Equitable access to iPads for all SPPS students: a) Enhances student engagement and access to resources that reflect student cultural and racial identities; b) Provides multiple ways of learning; c) Allows for learning to extend beyond the classroom; d) Can be customized to student needs; and e) Provides a platform for increased communication with families.
5. This item is submitted by Hans Ott, Assistant Superintendent, Office of Teaching and Learning; Idrissa Davis, Deputy Chief of Technology Services; Jackie Turner, Chief Operations Officer and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the award of Bid No. A211481-A Sale of District iPads to the highest bidder My Fav Electronics, Inc for approximate price of \$4,896,667.50.

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

DATE: April 25, 2017

TOPIC: Bid No. A211487-A Como Senior High School Field - REVISED

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Site Utilities and Synthetic Grass System at the Como Senior High School Field project.
2. At the March 21, 2017 Board of Education Meeting the award presented for authorization did not identify a necessary alternate for the execution of the project.
3. The following bids were received and reflect the lump sum base bid plus the addition of the cost of the alternates:

	<u>Lump Sum Base Bid</u> <u>Plus Alternate 2</u>
Peterson Company.....	\$1,383,000.00
Veit Companies	\$1,479,621.00
G.L. Contracting	\$1,655,924.00
Rachel Contracting.....	\$1,502,713.00
Astroturf	\$1,321,544.00
Ramsey Companies	\$1,741,490.00
Max Steininger	\$1,623,100.00

4. This is an advertised bid and accordingly, contract documents for this project were made available for examination at the Architect's office, on the District's online platform and at the following:
 - Builders Exchange of St. Paul
 - MEDA Construction Connection
 - Minneapolis Builders Exchange
 - Dodge McGraw Hill Construction Plan Room
 - Reed Construction Data Plan Room
 - iSqFt/AGC of MN Plan Room
5. Bids will be reviewed by Bradley Miller, Purchasing Manager.
6. Funding will be provided from Capital Bonds and External Grant.
7. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
8. 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 revised award of Bid No. A211487-A Como Senior High School Field project to Peterson Company for the lump sum base bid plus alternate 2 for \$1,383,000.00.

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

DATE: April 25, 2017

TOPIC: Bid No. A211596-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Selective Demolition at St. Anthony Park Addition and Remodel.

2. The following bids were received:

	<u>Lump Sum Base Bid</u>
	<u>Plus Alternate No. 1</u>
Century Construction.....	\$490,275.00

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

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

4. Bids were reviewed by Bradley Miller, Purchasing Manager.

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

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

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

RECOMMENDATION:

That the Board of Education authorize the award of Bid No. A211596-A St. Anthony Park Addition and Remodel project to Century Construction for the lump sum base bid plus alternate 1 for \$490,275.00.

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

DATE: April 25, 2017

TOPIC: Bid No. A211597-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Masonry at St. Anthony Park Addition and Remodel.

2. The following bids were received:

	<u>Lump Sum Base Bid</u> <u>Plus Alternate No. 1</u>
B&D Associates.....	\$819,800.00
Maertens-Brenny Construction	\$854,500.00
Axel H Ohma	\$861,400.00
Crosstown Masonry.....	\$894,000.00

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

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

4. Bids were reviewed by Bradley Miller, Purchasing Manager.

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

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

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

B. RECOMMENDATION:

That the Board of Education authorize the award of Bid No. A211597-A St. Anthony Park Addition and Remodel project to B&D for the lump sum base bid plus alternate 1 for \$819,800.00.
bid

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

DATE: April 25, 2017

TOPIC: Bid No. A211598-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Entrances, Storefront & Curtain Wall at St. Anthony Park Addition and Remodel.

2. The following bids were received:

	<u>Lump Sum Base Bid</u>
S&J Glass Inc.....	\$598,600.00

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

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

4. Bids were reviewed by Bradley Miller, Purchasing Manager.

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

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

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

B. RECOMMENDATION:

That the Board of Education authorize the award of Bid No. A211598-A St. Anthony Park Addition and Remodel project to S&J Glass Inc. for the lump sum base bid for \$598,600.00.

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

DATE: April 25, 2017

TOPIC: Bid No. Bid No. A211599-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Wood, Terrazzo, Resilient and Carpet Flooring at the Adams Spanish Immersion School Renovation and Addition.
2. The following bids were received:

	<u>Lump Sum Base Bid</u>
Commercial Flooring Services, LLC.....	\$652,325.00
Hamernicks Decorating Center	\$680,257.00
Grazzini Brother & Company	\$799,900.00
3. This is an advertised bid and accordingly, contract documents for this project were made available for examination at the Architect's office, on the District's online platform and at the following:

Builders Exchange of St. Paul
MEDA Construction Connection
Minneapolis Builders Exchange
Dodge McGraw Hill Construction Plan Room
Reed Construction Data Plan Room
iSqFt/AGC of MN Plan Room
4. Bids were reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital Levy.
6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the award of Bid No. A211599-A Adams Spanish Immersion School Renovation and Addition project to Commercial Flooring Services, LLC for the lump sum base bid for \$652,325.00.

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

DATE: April 25, 2017

TOPIC: Bid No. A211600-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Masonry at the Adams Spanish Immersion School Renovation and Addition.

2. The following bids were received:

	<u>Lump Sum Base Bid</u>
Axel Ohman.....	\$845,000.00
Steenberg-Watrud.....	\$1,084,423.00
B&D Associates.....	\$1,332,600.00

3. Axel Ohman bid was withdrawn due to a data transfer and computational error resulting in an incorrect bid

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

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

5. Bids were reviewed by Bradley Miller, Purchasing Manager.

6. Funding will be provided from Capital Levy.

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

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

B. RECOMMENDATION:

That the Board of Education authorize the award of Bid No. A211600-A Adams Spanish Immersion School Renovation and Addition project to Steenberg-Watrud Construction, LLC for the lump sum base bid for \$1,084,423.00.

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

DATE: April 25, 2017

TOPIC: Bid No. A211626-A New K-8 School RiverEast

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Alum Entrances & Storefronts, Curtain Walls, Alum Windows, and Glazing at New K-8 School RiverEast.
2. The following bids were received:

	<u>Lump Sum Base Bid</u>
Northern Glass & Glazing, Inc.....	\$596,000.00
S & J Glass Inc.....	\$731,714.97
3. This is an advertised bid and accordingly, contract documents for this project were made available for examination at the Architect's office, on the District's online platform and at the following:

Builders Exchange of St. Paul
MEDA Construction Connection
Minneapolis Builders Exchange
Dodge McGraw Hill Construction Plan Room
Reed Construction Data Plan Room
iSqFt/AGC of MN Plan Room
4. Bids were reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital Levy.
6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the award of Bid No. A211626-A New K-8 School RiverEast project to Northern Glass & Glazing, Inc. for the lump sum base bid for \$596,000.00.

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

DATE: April 25, 2017

TOPIC: Adams Spanish Immersion School Portables, Lunchroom & Atrium

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for the portables, lunchroom and atrium project at Adams Spanish Immersion School.
2. The following bid was received per the terms and conditions of Ramsey County Contract No C-26263A-3.

	<u>Lump Sum Base Bid</u>
RAK Construction Inc.	\$159,132.00
3. The bid was reviewed by Bradley Miller, Purchasing Manager.
4. Funding will be provided from Capital Levy.
5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of the Adams Spanish Immersion School Portables, Lunchroom & Atrium bid to RAK Construction Inc. for the lump sum base bid for \$159,132.00.

DRAFT AMENDMENTS – 3/3/17

Adopted: 1974

Saint Paul Public Schools Policy

501.03

Revised: 6/ 17/ 2008

501.03 STUDENT DRESS CODE

1. The principal or the principal's designee shall mandate minimum standards of cleanliness and neatness.
2. Footwear is required.
3. There shall be no other restrictions, except as previously stated, on any student's hair style or manner of dress unless the hair style or manner of dress presents a clear and present danger to the student's health and safety, causes an interference with work or creates classroom or school disorder.
4. Dress code mandates may not set limitations or requirements of students based on gender.

LEGAL REFERENCES :

CROSS REFERENCES :

102.00 -- Equal Opportunity / Non-discrimination

500.00 -- Gender Inclusion

501.04, Student Dress: Uniforms

Policy Update

Regular Board Meeting
April 25, 2017



Student Dress Code – Policy 501.03

- Second reading of amended policy
- Summary of Amendments
 - Added cross-references to existing SPPS policies
 - 102.00 Equal Opportunity / Nondiscrimination
 - 500.00 Gender Inclusion
 - Added statement restricting requirements based on gender, *“Dress code mandates may not set limitations or requirements of students based on gender”*

Building Names – Policy 801.01

- Second reading of amended policy
- Summary of Amendments
 - Added cross-reference to Racial Equity policy 101.00
 - Added statement with requirements for naming after a person, *“When buildings or programs are named for a person, that person must possess a legacy that aligns with the values of the District.”*

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

Proposed Policy:

Proposed Policy Revision:

801.01 BUILDINGS AND GROUNDS: NAME SELECTION

First Reading	<u>March 21, 2017</u>
Second Reading	<u>April 25, 2017</u>
Third Reading	<u></u>

COMMENTS:

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

DRAFT AMENDMENTS – 2/6/17

Adopted: 9/ 4/ 1990
Revised: 6/ 17/ 2008

Saint Paul Public Schools Policy

801.01

801.01 BUILDINGS AND GROUNDS: NAME SELECTION

New names of schools and school programs and school mascots and logos shall reflect the diversity of the District. When buildings or programs are named for a person, that person must possess a legacy that aligns with the values of the District.

NAMING OF SCHOOLS AND BUILDINGS

The Board shall name all district-owned schools and buildings. The Board shall name the schools in consultation with the school community.

NAMING OF SCHOOL PROGRAMS

Elementary and secondary school programs that are located within a building that already has a name, or are assigned to a building that will house several programs, may recommend to the Board of Education a name to identify the program that is consistent with its goals and purposes.

AREAS WITHIN BUILDINGS

The Superintendent shall develop procedures for the naming of areas within buildings.

MASCOTS AND LOGOS

The Board shall approve names of mascots and logos.

LEGAL REFERENCES :

CROSS REFERENCES :

101.00, Racial Equity

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 \$15,000,000 GENERAL OBLIGATION
SCHOOL BUILDING BONDS, SERIES 2017A;
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 \$15,000,000 General Obligation School Building Bonds, Series 2017A (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 finance the acquisition and betterment of school 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.

C. WHEREAS, the District has retained Springsted Incorporated, in Saint Paul, Minnesota ("Springsted"), as its independent financial 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); and

Adopted _____

CHAIR Board of Education

CLERK Board of Education

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. The Regulations also generally require that the bonds be issued and the reimbursement allocation made from the proceeds of the bonds 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 bonds; and

E. 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 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.

6. Official Intent Declaration.

(a) The District has determined to finance various capital improvements to existing District facilities and grounds (the "Project").

(b) Other than (i) expenditures to be paid or reimbursed from sources other than the Bonds (as hereinafter defined), (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 Bonds to be issued by the District in an estimated maximum aggregate principal amount of \$15,000,000 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 Bonds, 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 Bonds. 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 Bonds 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

\$15,000,000*

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

GENERAL OBLIGATION SCHOOL BUILDING BONDS, SERIES 2017A

(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, May 16, 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

* *Preliminary; subject to change.*

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 February 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:

2018	\$645,000	2022	\$580,000	2026	\$700,000	2030	\$815,000	2034	\$ 920,000
2019	\$520,000	2023	\$605,000	2027	\$735,000	2031	\$840,000	2035	\$ 945,000
2020	\$535,000	2024	\$635,000	2028	\$770,000	2032	\$865,000	2036	\$ 975,000
2021	\$555,000	2025	\$665,000	2029	\$795,000	2033	\$890,000	2037	\$1,010,000

* 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 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 is the differential between the price paid to the District for the new issue and the prices at which the securities are 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 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 of the Bonds will be used to finance various capital improvements to existing district facilities and grounds.

BIDDING PARAMETERS

Proposals shall be for not less than \$15,000,000 (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 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.

GOOD FAITH DEPOSIT

To have its proposal considered for award, the lowest bidder is required to submit a good faith deposit to the District in the amount of \$150,000 (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 lowest bidder 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, St. 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 lowest bidder (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 June 15, 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 April 25, 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 \$25,965,000 CERTIFICATES OF PARTICIPATION, SERIES 2017B

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 \$25,965,000 Certificates of Participation, Series 2017B (the "Certificates") pursuant to Minnesota Statutes, Chapter 475 and Minnesota Statutes, Section 126C.40, Subdivision 1, to finance the acquisition and construction of a facility to provide early childhood education services; and

B. WHEREAS, the District has retained Springsted Incorporated, in Saint Paul, Minnesota ("Springsted"), as its independent financial 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

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

Adopted _____

CHAIR Board of Education

CLERK Board of Education

D. 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. 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.

5. Official Intent Declaration.

(a) The District has determined to finance the acquisition and construction of a facility to provide early childhood education services (the "Project").

(b) Other than (i) expenditures to be paid or reimbursed from sources other than the Certificates (as hereinafter defined), (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 \$25,965,000 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.

6. 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.

7. 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

\$25,965,000*

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

CERTIFICATES OF PARTICIPATION, SERIES 2017B

(BOOK ENTRY ONLY)

Proposals for the above-referenced obligations (the "Certificates") will be received by Independent School District No. 625, Saint Paul, Minnesota (the "District") on Tuesday, May 16, 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 February 1, 2018. Interest will be computed on the basis of a 360-day year of twelve 30-day months.

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

2019	\$ 955,000	2023	\$1,095,000	2027	\$1,315,000	2031	\$1,510,000	2035	\$1,720,000
2020	\$ 980,000	2024	\$1,135,000	2028	\$1,380,000	2032	\$1,560,000	2036	\$1,785,000
2021	\$1,020,000	2025	\$1,195,000	2029	\$1,425,000	2033	\$1,610,000	2037	\$1,845,000
2022	\$1,050,000	2026	\$1,255,000	2030	\$1,465,000	2034	\$1,665,000		

* *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 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 is the differential between the price paid to the District for the new issue and the prices at which the securities are 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 purchaser, as a condition of delivery of the Certificates, will be required to deposit the Certificates with DTC.

TRUSTEE

U.S. Bank, National Association will serve as trustee (the “Trustee”) for the Certificates, and the District will pay for the services of the Trustee.

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 prepay 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 lease payments to be made by the District pursuant to a Lease-Purchase Agreement (the "Lease") entered into between the District and Trustee. The Lease is 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 must make an annual appropriation in its budget each year to cover the lease payments, and will annually apply for a separate lease levy with which to fund its lease payments. The proceeds of the Certificates will be used to acquire and construct a facility to provide early childhood education services.

BIDDING PARAMETERS

Proposals shall be for not less than \$25,965,000 (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 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.

GOOD FAITH DEPOSIT

To have its proposal considered for award, the lowest bidder is required to submit a good faith deposit to the District in the amount of \$259,650 (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 lowest bidder 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, St. 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 lowest bidder (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 June 15, 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 April 25, 2017

BY ORDER OF THE SCHOOL BOARD

/s/ Mary Vanderwert
Clerk

Board of Education Meetings

(Regular meetings at 6:05 unless otherwise noted)

- May 16
- June 13 - Non-Renewals - 4:00 p.m.
- June 20
- July 11
- August 15
- September 19
- 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 (Non-Renewals)
- June 19
- July 17
- August 21

Committee of the Board Meetings

(4:30 p.m. unless otherwise noted)

- May 2
- June 13 - 4:45 p.m.
- July 11
- September 12
- October 3
- November 7
- December 5
- January 9, 2018 - 5:00 p.m.
- February 6
- March 6
- April 10
- May 8
- June 12
- July 17