



Saint Paul Public Schools

Regular Meeting

Tuesday, March 21, 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

March 21, 2017
6:05 PM

A G E N D A

I. CALL TO ORDER

II. ROLL CALL

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- A. Recognition of Schools, Teams, Individuals, and Coaches in Our St. Paul Public Schools That Have Won Athletic Awards and Championships. 9
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 2. Hazel Park Middle School Boys' Basketball Team
 3. Washington Technology Magnet Wrestling Team
 4. Washington Technology Magnet Boys' Basketball Team
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 6. Johnson Senior High School Wrestling Team State Tournament Qualifiers
 7. Harding Senior High School Wrestling Team State Tournament Qualifier
 8. Como Park Senior High School Girls' Basketball Team
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 10. Central Senior High School Girls' Nordic Ski Team State Tournament Qualifier
 11. Central Senior High School Boys' Nordic Ski Team State Tournament Qualifier
 12. Central Senior High School Boys' Swim Team State Tournament Qualifier
 13. Highland Park Senior High School Boys' Nordic Ski Team
 14. Highland Park Senior High School Girls' Nordic Ski Team
 15. Highland Park Senior High School/SPA Boys' Co-op Swim Team
 16. Highland Park Senior High School Girls' Gymnastics Team

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Department of Education

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

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- A. Action to Schedule a Board of Education Meeting Related to Selection of New SPPS Superintendent (March 30 - 5:30 p.m. 238)
- B. Board of Education Meetings (6:05 p.m. unless otherwise noted)
- C. Committee of the Board Meetings (4:30 unless otherwise noted)

XIV. ADJOURNMENT

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

DATE: March 21, 2017

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Murray Middle School** – The middle school girls' basketball team was city champion. Brian Pearson is the coach. The team roster consists of:

Hementii Apet
Abrianna Armenta, Manager
Theodora Burr
Aynesia Chapple-McCullough
Tenia Childs
Harmonie Fulford
Hannah Hausman
Mary Holm
Jada James
Kayla James
Morgan Nichols
Demya Riley
Shamni Terrell

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

B. RECOMMENDATION:

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

**INDEPENDENT SCHOOL DISTRICT NO. 625
BOARD OF EDUCATION
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DATE: March 21, 2017

TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
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A. PERTINENT FACTS:

1. **Hazel Park Middle School** – The middle school boys' basketball team was city co-champion. Terrell Jones is the coach. The team roster consists of:

Khalil	Benson
ZayOnte	Bolton
Jonathan	Fields
Rico	Hall
Michael	Harris
Kiounta	Hudson
Jevon	Jones
Jason	Lobdell
Treyvon	Molette
Kamaal	Morris
Daniel	Peters
Christopher	Richardson
Jakai	Shelton
Julian	Smiley
Jelani	Smith
Jayden	Thomas
Dewayne	Thompson
Cooper	Triepke
Carion	Turner
Calvin	Williams
Marvel	Williams

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A. PERTINENT FACTS:

1. **Washington Technology Middle School** – The middle school wrestling team was city champion. Dave Anderson is the coach. The team roster consists of:

Htoo Baw	Rojan Monger	Mar D Well
No Ber	Lwee Moo	Cheng Xiong
Marcus Bizzell	Gay Tal Wah Paw	Boon Lee Yang
Ronald Butler	Chit Plen	Muang Yoe
Hsa Doh	Hsa Ray	
Estevan Escandon	Ler Say	
Eh Say Ku Htoo	Eh Klu Say	
Ku Htoo	Hello Soe	
Long Htoo	Chee Meng Thao	
Deven Just-Otto	Yang Thao	
Htoo Kpu	El Thirr	
Brong Lee	Nikorn Vang	
Ger Lee	Nue Vang	
Thomas Lee	Suichai Vang	
Hsa La May	Blor Wah	

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Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Washington Technology Middle School** – The middle school boys' basketball team was city co-champion. Jon Schuh is the coach. The team roster consists of:

Damonie Adams
Emmanuel Ajayi
Kevvan Anderson
Jahaud Brown
Aden Dahir
Curtis Favors
Latrell Littles
Anton McDaniels
Sesrome Mohammed
Roman Osberg
La'Kendrick Reed
Dorian Singer
Ka'Von Trotter
Jaylon Washington
James Williams
Devon Williamson

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Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Washington Technology High School** – The wrestling team was city champion. Richard Taylor is the coach. The team roster consists of:

Gabrial Clark	Christ Oh
Nathanial Clark	Francisoco Anorve Perez
Alphonso Cooper	Hser The Yue Plaw
Alejandro Vicuna Diaz	Johnny Poe
Jesus Espinoza	Lor Der Say
Doh Han	Taw Nay Say
Jesse Honorato	Jeremiah Searcie
Pow Shi Hsi	Malachi Searcie
Baw Mu Htoo	Mo Shay
Nay Soe Kmaw	Lah Gay Shee
Chit Ko	Eh Taw Soe
Eh Ku Mwee Ku	Kler Kue Soe
Jet Lao	Moua Thao
TouqueKhong Lao	James Vo
Yim Leng Lee	Has Mu Wah
Christ Moo	Sam Win
Taw Loe Moo	Chai Yo
Ywah Moo	
Mocco Nah	

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TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Johnson High School** – The boys' wrestling team had two state tournament qualifiers. Mason Fong is the coach. The state qualifiers names are:

Luis Cirilo
Chizaram Azonwu

2. This item will meet the District target area goals of accelerating the path to excellence.
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Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Harding High School** – The wrestling team had one state tournament qualifier. Otto Kraus is the coach. The state qualifier was:

Jet Mi Ka

2. This item will meet the District target area goals of accelerating the path to excellence.
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TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
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A. PERTINENT FACTS:

1. **Como Park High School** – The girls' basketball team was city champion. Alexis Gray is the coach. The team consists of:

Raiyne Adams
JaShawna Baker
Isabella Brown
Demaiyah Hill
Aazhra'rae Jackson
Caitlin Jones
Elaina Jones
Linda Mitchell
Don'nikka Patterson
Dinnea Riley
Zarina Sementelli
Asiza Shepherd
Autumn Tucker
Makayla Van Nett

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A. PERTINENT FACTS:

1. **Central High School** – The boys' basketball team was city champions. Scott Howell is the coach. The team consists of:

Re'Twan Balenger
Shawn Blanchard, Jr.
Elijah Brown-Kane
Daveonte Davis
Dion Ford
Willie Fountain
Quincy Irmeter
Luke McElroy
Ronnell Porter
Erving Stewart
Kelson Valentine
Nauticus Williams

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TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Central High School** – The girls' Nordic ski team had one state tournament qualifier and one all-state academic honor qualifier. Robb Lageson is the coach. The team roster consists of:

Siena Leone-Getten
Maddie Scott

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A. PERTINENT FACTS:

1. **Central High School** – The boys' Nordic ski team qualified for the state tournament. Robb Lageson is the coach. The team roster consists of:

Simon Brooks
Ben Dufresne
Aidan Finnegan
Leland Johnson
Noah Johnson
Liam McCully
Aidan Meekin
Elliott Norton-Bower
Leif Saveraid

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TOPIC: Recognition of Schools, Teams, Individuals and Coaches in Our
Saint Paul Public Schools that have won Athletic Awards and Championships

A. PERTINENT FACTS:

1. **Central High School** – The boys' swim team one state tournament qualifier. David Albornoz is the coach. The state qualifiers was:

Aiden Fairman

2. This item will meet the District target area goals of accelerating the path to excellence.
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A. PERTINENT FACTS:

1. **Highland Park High School** – The boys' Nordic ski team was city champion and qualified for the state tournament. Brad Moening is the coach. The team roster consists of:

Nate Alden
Ben Earl-Moseley
Collin Hartogh
Kris Johnson
Gabe Pfeiffer
Harry Pretel
Otto Schmidt
Tristin Schulz
Josip Temali
Henry Wortman

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A. PERTINENT FACTS:

1. **Highland Park High School** – The girls' Nordic ski team was city champion and qualified for the state tournament. Brad Moening is the coach. The team roster consists of:

Celeste Alden
Anna Engelhardt
Caroline Krall
Erica Meyers
Erin Moening
Maeve Moening
Molly Moening
Amarah Otto
Libby Pearson
Anna Schmidt

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A. PERTINENT FACTS:

1. **Highland Park High School** – The boys' co-op swim team was city champion and had two state tournament qualifiers. Kathryn VanDam is the coach. The team roster consists of:

Charlie Abenth	Axel Lange
Eliot Aust	Aidan Lanz
Aidan Alme	Indy Larsen
Darnell Anderson	Alexander Law
Senai Assefa	Jasper Law
Bjorn Birkeland	Ian Matenaer
Henry Cheney	Thomas Minner
Terry Cheney	Andrew Noecker
Jackson Cross	Noah Rice
Cesar Degollado	Parker Scanlon
David Desotelle	Sean Stepheson
Cesar Gallagher	Matt Suzuki
Breandan Gibbons	Nathaniel Tran
Owen Gifford	Jacob Wahlberg
Cameron Guest	
Noah Hanson-Best	
Parker Johnson	
Harrison Jones	
Ethan Kahn	
Rocco Kylo	
Ned Laird-Raylor	
Anders Lange	

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A. PERTINENT FACTS:

1. **Highland Park High School** – The girls' gymnastic team was city champions. Kathy Balzart is the coach. The team consists of:

Maggie Blomgren
Holly Kampa
Lucy Lipscomb
Emma Reichl
Amelia Smith
Sarah Wall
Lia Wallace

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A. PERTINENT FACTS:

1. Highland Park High School – The boys' wrestling team had one state tournament qualifier. Dan Merth is the coach. The state qualifiers name is:

Istvan Tifan

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

B. RECOMMENDATION:

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

February 21, 2017

I. CALL TO ORDER

The meeting was called to order at 6:05 p.m.

II. ROLL CALL

PRESENT: Mr. Vue, Ms. Vanderwert, Mr. Schumacher, Mr. Marchese, Mr. Brodrick, Superintendent Thein, Ms. Cameron, General Counsel and Ms. Polsfuss, Assistant Clerk, Ms. Muumin and Ms. Sutton representing SEAB

ABSENT: Ms. Ellis and Ms. Foster

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Mr. Schumacher moved approval of the Order of the Main Agenda with the addition of a Staff Recognition item. The motion was seconded by Ms. Vanderwert.

The motion passed with the following roll call vote:

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

IV. RECOGNITIONS

BF 30727 Acknowledgement of Good Work Provided by Outstanding District Staff

The Chief Academic Officer recognized two SPPS staff members, **Rebecca Tetlie**, Speech and Language Pathologist and **Teresa Glass**, Occupational Therapist, on achieving certification for assistive technology professional services for SPPS students and staff from the Rehab Engineers and Assistive Technology Society of North America (RESNA). They will work with students receiving special education services but needing extra technology to effectively access curriculums. This will help to level the playing field for students with disabilities.

IV. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Mr. Schumacher moved approval of the Order of the Consent Agenda with the exception of Items C1 - Engagement of Cushman & Wakefield NorthMarq (CWN) for the Sale of 900 Albion; D1 - iPad Fair Market Lease Purchase Agreement, F1 - Bid A210790-A Demolition at 1050 Kent; Items F2-31 - New K-8 School River East; and F32 - Request for Bid: iPads all of which were pulled for separate consideration. Motion was seconded by Ms. Vanderwert.

The motion passed with the following roll call vote:

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

V. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of January 24, 2017

MOTION: Mr. Schumacher moved approval of the Minutes of the Regular Meeting of the Board of Education on January 24, 2017. The motion was seconded by Ms. Vanderwert.

The motion passed with the following roll call vote:

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

VI. COMMITTEE REPORTS

A. Committee of the Board Meeting of February 7, 2017

A representative from Ray and Associates provided an Update on the Superintendent Search outlining the status of the project to date along with the results of the surveys from the community input.

Next steps will be:

- 2/8/17 - Print and post flyer – flyer is collateral information with profile imbedded in it.
- 2/8/17 - Active recruitment/acceptance of candidate application materials
- 3/7/17 - Status report
- 3/8/17 - Application close date
- 3/9/17 - Review of pool and selection of most qualified based on surveys and results
- 3/22/17 - Finalist selection

Selection of finalist will be as follows:

- 3/20/17 - semifinalist candidate (9-13) information will be shared with Board, Human Resource Director, Administrator and Attorney
- 3/22/17 - Consultants will solicit input from each board member
- 3/23-25/17 - Board will issue a public announcement disclosing the names of the three finalists and specific schedule of community review and engagement meetings with each candidate.

Four Parent Advisory Councils provided the Board with an overview of what their group does and recommendations from the group as to what they would like to see done to enhance the academic achievement of their students. The groups were:

- Gender & Sexual Diversity PAC
- Karen PAC
- Special Education Advisory Council
- Parents of African American Students Advisory Council

The Chief Financial Officer provided the First Budget Revision FY 2016-17.

RECOMMENDED MOTION: That the Board of Education approve the revised budget for FY 2016-17 as presented.

The motion passed with the following roll call vote:

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

Mr. Marchese	Yes
Mr. Brodrick	Yes

She then went on to present the December 2016 Quarterly Report which is an update to the Board of Education on the current fiscal year 2016-17 budget and includes a projection of Revenue, Expenditures and Fund Balance as of June 30, 2017.

RECOMMENDED MOTION: That the Board of Education Accept the Quarterly Financial Report for the Period Ending December 31, 2016.

The motion passed with the following roll call vote:

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

The Director of Planning, Policy & Funding Partnerships provided a presentation on Re-Starting School Start Times 2016-17 to update the Board on work being done to date and the proposed timeline for next steps.

The Director of Facilities provided an update on the FMP along with a financial impact update from Springsted.

The Work Session involved a discussion on implementation of the SEAB recommendations for inclusivity.

MOTION: Mr. Schumacher moved the Board of Education accept the report of the February 7 COB meeting and approved the minutes of that meeting as published. Ms. Vanderwert seconded the motion.

The motion passed with the following roll call vote:

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

VII. SUPERINTENDENT'S REPORT

A. Human Resource Transactions

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

The motion passed with the following roll call vote:

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

VIII. CONSENT AGENDA

MOTION: Mr. Schumacher moved approval of all Items on the Consent Agenda with the exception of Items C1 - Engagement of Cushman & Wakefield NorthMarq (CWN) for the Sale of 900 Albion; D1 - iPad Fair Market Lease Purchase Agreement, F1 - Bid A210790-A Demolition at

1050 Kent; Items F2-31 - New K-8 School River East; and F32 Request for Bid: iPads all of which were pulled for separate consideration. Motion was seconded by Mr. Brodrick.

The motion passed with the following roll call vote:

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

A. Gifts - None

B. Grants

BF 30728 Request for Permission to Accept a Grant from Assistance League of Minneapolis and St. Paul

That the Board of Education authorize the Superintendent (designee) to accept a grant from The Assistance League of Minneapolis and St. Paul to provide winter boots to homeless students in SPPS;

BF 30729 Request for Permission to Submit an Application to KaBOOM

That the Board of Education authorize the Superintendent (designee) to submit an application to KaBOOM for an in-kind grant of creative play materials to Mississippi Creative Arts Elementary School; to accept such materials, if awarded; and to implement the project as specified in the award documents.

BF 30730 Request for Permission to Submit a Grant Application to the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for funds to improve cafeteria equipment at Ramsey Middle School and Battle Creek Middle School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30731 Request for Permission to Submit a Grant Application to the Minnesota Department of Education

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for funds to support cohort 2 of the St. Paul Urban Teacher Residency Program; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30732 Request for Permission to Accept a Grant from the Minnesota Department of Health

That the Board of Education authorize the Superintendent (designee) to accept grants from the Minnesota Department of Health to deliver asthma education and improve asthma awareness at schools in the district; and to implement the projects as specified in the award documents.

BF 30733 Request for Permission to Submit a Grant Application to PrairieCare Child and Family Fund

That the Board of Education authorize the Superintendent (designee) to submit a grant to the PrairieCare Child and Family Fund for funds to professional development on childhood trauma at River East Elementary and Secondary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30734 Request for Permission to Submit a Grant Application to the School Nutrition Foundation and Winston Industries

That the Board of Education authorize the Superintendent (designee) to submit a grant to the School Nutrition Foundation and Winston Industries for funds to purchase ten (10) hot holding cabinets; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30735 Request for Permission to Accept Field Trip Grants from Target

That the Board of Education authorize the Superintendent (designee) to accept these grants from Target, via Scholarship America, for field trip costs at Nokomis Montessori, Mississippi Creative Arts, Chelsea Heights, Frost Lake, Phalen Lake, Capitol Hill, Central High, Wellstone, Journeys, Eastern Heights and Linwood Monroe Arts Plus; and to implement the project as specified in the award documents.

C. Contracts

BF 30736 Request for Permission to Enter into an MOU with Genesys Works to Place Students into Internships for the Youth Career Connect (YCC) Grant

That the Board of Education authorize the Superintendent (or Designee) to enter into a Memorandum of Understanding (MOU) with Genesys Works and to place students into internships for the Youth Career Connect (YCC) grant.

D. Agreements

BF 30737 Memorandum of Understanding, Saint Paul Public Schools and Saint Paul Public Library Regarding Library Go!

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

E. Administrative Items

BF 30738 Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and District Lodge No. 77 International Association of Machinists and Aerospace Workers AFL-CIO, Exclusive Representative for Machinists

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those machinist employees in this school district for whom District Lodge No. 77 International Association of Machinists and Aerospace Workers AFL-CIO, is the exclusive representative; duration of said Agreement is for the period of July 1, 2015, through June 30, 2017.

BF 30739 Approval of Employment Agreement Between Independent School District No. 625 and Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 Representing Teaching Assistants

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for teaching assistant employees in this school district for whom the Minnesota Teamsters Public and Law Enforcement Employees Local No. 320 is the exclusive representative; duration of said Agreement is for the period of July 1, 2016, through June 30, 2019.

BF 30740 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 2, 2017, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

BF 30741 Facilities Department FY17 Purchases over \$100,000

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

BF 30742 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period December 1, 2016 – December 31, 2016.

(a) General Account	#669240-670787	\$56,263,859.79
	#0002309-0002355	
	#7002083-7002138	
	#0001348-0001390	
(b) Debt Service	-0-	\$410,000.00
(c) Construction	-0-	<u>\$2,925,780.06</u>
		<u>\$59,599,639.85</u>

Included in the above disbursements are payrolls in the amount of \$36,779,120.61 and overtime of \$174,972.71 or 0.48% 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 May 31, 2017.

BF 30743 Oracle Database – Utilize Iceberg Technology Group to Assist with PeopleTools 8.55 Upgrade to Support New Oracle Cloud & Production Environments

That the Board of Education authorize administration to approve the proposal from Iceberg Technology Group for the PeopleTools 8.55 upgrade services in the amount not to exceed \$153,600.

BF 30744 Oracle Database – Purchase of Production Server Unit, Installation and Support

That the Board of Education authorize administration to approve the purchase of the Oracle Database Appliance (ODA) production server unit, including installation and support from Collier IT in the amount of \$119,036.63.

F. Bids

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 30745 Engagement of Cushman & Wakefield NorthMarq (CWN) for the Sale of 900 Albion

Mr. Brodrick stated: *"I will provide written copies of my remarks and I want them entered into the record of the discussion of this Consent Agenda Item.*

In regard to the consent agenda item tonight dealing with the efforts of SPPS to dispose of our ownership of the Riverside school site at 900 Albion, I would like to offer some comments.

I am very afraid that we have reduced the sale of 900 Albion to a simple real estate deal. I submit to you that this sale is actually and symbolically part of a set of questions which we have not truly grappled with. I have continually called for the Board to publicly and in a very transparent manner talk about the Facilities Master Plan in its totality as it relates to the SSSC. I do not believe we have done that.

Tonight, as we take another step to sell 900 Albion, I ask whether we have answered all questions and concerns as to how this sale fits into our total plan and as to whether it reminds us of real estate blunders which we have recently made.

Charter schools have been aggressively recruiting students in St. Paul they have also been acquiring property and building at a huge scale. Quite honestly, they have seen the bigger picture better than we have. Could the sale of 900 Albion be another mistake on our part???

I do not know. But, I want to have full Board discussion of that, and other questions, before we make a decision we could regret.

The Riverside School site has been part of SPPS for about 100 years. It has not only been a school; it has been a green space and a place where kids have played in the evenings and weekends for years. The West Seventh Street/Fort Road corridor has a dearth of green space east of Lexington Parkway and Riverside has provided that kind of space to a unique and sometimes forgotten neighborhood. While SPPS cannot get into the business of parks and recreation, we cannot renege on our responsibility to our neighborhoods.

Whatever a developer puts on that land we will be responsible for.

We need to talk more about this sale and about our long-range plans for our Facilities Master Plan as it supports Strong Schools Strong Communities. Until we do so, I cannot approve this Consent Agenda item and, I hope I have convinced other Board members to join me."

QUESTIONS/DISCUSSION:

The Board Chair called on the Director of Facilities to respond to questions.

- Is SPPS doing the right thing at this time? Does it need a larger strategy? Response: This item is a vehicle for selling the property not necessarily whether SPPS will sell it or not. With regard to this site, Administration has consulted with the City around its plans for the West Seventh corridor. Coming out of that process SPPS has tried to market the property with the City. Ultimately SPPS did not feel it was getting a proper valuation for that property and it was felt Facilities needed added support to achieve a valuation appropriate to the site in a reasonable time period. Regarding the long-term responsibility for the property, SPPS does want to honor the role it has held since the early 20's but ultimately the City zoning process is what is responsible for what is developed on that site. As to timing, is there value in waiting? SPPS looked at this site during development of the FMP; for 43 years SPPS has struggled to find an appropriate use for the site. The driver of value is what is happening in the market now (Senior housing, multi-use, etc.). Now is a prudent time to divest the property from the SPPS portfolio.
- How long has the building been empty? Response: Since 2014.
- What is cost of SPPS leaving it as is? Response: The actual operating/maintenance costs are negligible at about \$14,000/year. The building is an opportunity lost in that it ties up resources in a building that has no current use to the District.
- What will be different if SPPS markets the property this way with a professional company, how will that lead to increased value as part of the sale? Response: Initially there was value of partnering with the City, however staff time has been a delay due to other pressing commitments. Utilizing professional services will provide for better more timely marketing and "hand holding" efforts and opportunities. When we look at what has changed since the initial proposal it is that the senior housing market has picked up steam. Selling the property involves a fair amount of work and coaching of prospects through the process to see the value of the property, representation needs to be present in the process in a timely and ongoing fashion, this can be provided by

professional representation. The market is changing and professional resources are needed to take advantage of the market as it changes.

- This is an agreement with a broker, what is the end value? Response: We expect, with the inclusion of an outside partner it will pay for itself several times over.
- There are not a number of available lots on West Seventh, does that affect the value of the parcel? Doesn't that argue to waiting? Response: Facilities cannot answer that – other than that it is one of the biggest plots available now.
- So there are no alternative uses for district purposes – what is the history? Response: The shape renders much of the site useless for a school site; the location is undesirable and access is poor. SPPS cannot put a financially viable size building on the site without losing most of the outdoor space for student activity. The access and functional space is very problematic. It is however good for a high density, mixed use plan.
- Are the population trends in that area for senior housing rather than families? Response: Facilities does not have that information available.
- The RFP in conjunction with the City – how long is that an operating document? Response: It is an "evergreen document" that can be reactivated at any point in time. An external partner is more advantageous at this point. If the direction of the Board is not to complete this agreement the property would remain on the market.
- Is there a price point under which it would not be sold? Response: The contract sets compensation rates and exclusivity for one year.
- It was noted the City has a comprehensive plan put together with work from all the various districts, the community has indicated what they feel is in their best interest. SPPS has the FMP which was the result of an extensive planning process. Both the City and SPPS have worked to honor a plan on how to move forward. From a process standpoint there has been a comprehensive process gone through and I personally am not concerned as this moves forward. Due diligence is what we want to see when making big decisions and that has been done in this case.
- It was stated the FMP is a plan in flux as SPPS looks at enrollment, etc. SPPS needs to assess changes as they occur. At one point this property was considered for the relocation of RiverEast. Response: SPPS continues to assess its best path forward. Up until the deed changes hands SPPS will continue to assess the use of the property for SPPS.
- It was stated, again this is a contract to engage a broker to market the property, further discussion can be had when SPPS has an offer to purchase the property in hand. The expectation is to review the FMP during its annual reassessment and take a holistic look at it so the Board can make better decisions.
- Does this allow SPPS more flexibility in the future as to needs? Response: Yes, that is the case. By approving this contract SPPS is not committing any funds until an offer is available on the property. Administration believes that by approving this contract it gives the district flexibility on what can be done with the property or income from the property as the sale process progresses.

MOTION: Mr. Schumacher moved that the Board of Education authorize administration to enter into an agreement with Cushman & Wakefield NorthMarq (CWN) for the sale of 900 Albion. Ms. Vanderwert seconded the motion.

The motion passed with the following roll call vote:

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

Mr. Marchese
Mr. Brodrick

Yes
No

BF 30746.
BF 30747

IPAD Fair Market Lease Purchase Agreement
Request For Bid: IPADS

QUESTIONS/DISCUSSION:

- What is the Board being asked to do? Response: When the Board agreed to go into the Personalized Learning Process it did so judiciously with a set up of four different lease schedules for iPad purchases. It was aware that over the eight years of the referendum SPPS would have to refresh the devices and now is that time. The schedule of leases is due and they need to be either turned in or purchased. SPPS has worked with Apple to consolidate future purchases into one lease. Right now it is only iPad leases that are coming due, MacBooks will occur later. The plan is to lease new iPads and sell the old devices.
- There are 44,370 devices. Some devices have been lost or damaged, these will be prorated to current value. Some devices will be retained for use by EAs and TAs.
- What is the projected value of those sold? Response: The purchase is \$3,462,800. The estimated sale value is \$4.5 million. This is all dependent upon timing and following defined SPPS purchasing procedures.
- Is this an advantageous time to sell? Is there a market for used technology? Response: Yes
- Will SPPS continue to lease? Response: Yes, it is a good model so equipment can be kept updated. Staff and students have indicated a need for more memory. Again these will be under one lease schedule which will be easier to manage.
- How does this affect the bottom line and fund balance – is it a profitable operation? Response: Yes, this is profitable for the district and provides more opportunities for the District and puts resources back into the general fund.
- When would SPPS get the money? Who evaluates this? Response: The leaseholder has a fair market value for the devices. When SPPS sells them it has an RFP process to have companies come in to see and grade the devices based on a valuation sampling. SPPS has discussed the process with other districts who have utilized the process. This shortens the cash flow process.
- Staff provided a quick review of the results they have on the value of Personalized Learning to students and teachers.
- The Board stated it needs to be able to document the success of the Personalized Learning Program for future referendum and sooner rather than later.
- Does SPPS have flexibility on timing of purchases and sales? Response: Yes, however SPPS does need to own the devices before it can sell them.
- If SPPS does not like the bids is there another plan for use of iPads? Response: The devices are at the end of their schedule and have to be returned to the leasing agency. If they are purchased and kept they will reach "end of life"; to postpone this puts SPPS into a poorer financial situation later. Timing is everything and now is the time.
- If we continue to use purchased iPads would we lease fewer iPads? Response: SPPS goal is to stay with the latest and greatest technology. We need to keep in mind the current iPads will go end of life and SPPS will not be able to use certain aspects of the programming. iPads have a 3-5 years timeline in best practice. It is not wise to do pay as you go for technology.
- Is there a stable market for used devices? Response: Yes, the devices do depreciate in value but iPads have a good depreciation history. In looking at timing for purchasing the newest devices IT uses a 6 month lag time for the price drop.
- It was noted the lease for new iPads is not on consent agenda this month. SPPS is working with Apple to negotiate a new agreement and IT hopes to have that to the Board in March. What is happening with these two items is SPPS is accepting the letter of intent to sell and intent to buy once a full lease agreement is negotiated. There is a delineated time line for the process.

MOTION: Mr. Marchese moved the Board of Education authorize the Superintendent to sign the iPad Fair Market Lease Purchase Agreement and that the Board of Education authorize the Offices of Teaching and Learning and Technology to post a request for bid for the sale of iPad inventory.

The motion passed with the following roll call vote:

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

Mr. Brodrick indicated that for the next items F1-F31 he would be voting no. He indicated he is not voting against providing a facility for SPPS's most needy students but rather he is voting no as he has been disappointed in the process that resulted in putting the facility at an undesirable site in his opinion.

MOTION: Mr. Schumacher moved, seconded by Ms. Vanderwert, that the Board of Education authorize award of Bid No. A210790-A Demolition at 1050 Kent to Landwehr Construction Inc for the lump sum base bid for \$283,964.00. And, that the Board authorize the award of Bid Numbers A211238-A, A211239-A, A211240-A, A211241-A, A211242-A, A211243-A, A211244-A, A211245-A, A211246-A, A211247-A, A211248-A, A211249-A, A211250-A, A211251-A, A211252-A, A211253-A, A211254-A, A211255-A, A211256-A, A211257-A, A211258-A, A211259-A, A211260-A, A211261-A, A211262-A, A211263-A, A211264-A, A211265-A, A211266-A, A211267-A and A211268-A for the New K-8 School *RiverEast to the lowest* responsible bidder

The motion passed with the following roll call vote:

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

<u>BF 30748</u>	Bid No. A210790-A Demolition at 1050 Kent
<u>BF 30749</u>	Bid No. A211238-A New K-8 School RiverEast
<u>BF 30750</u>	Bid No. A211239-A New K-8 School RiverEast
<u>BF 30751</u>	Bid No. A211240-A New K-8 School RiverEast
<u>BF 30752</u>	Bid No. A211241-A New K-8 School RiverEast
<u>BF 30753</u>	Bid No. A211242-A New K-8 School RiverEast
<u>BF 30754</u>	Bid No. A211243-A New K-8 School RiverEast
<u>BF 30755</u>	Bid No. A211244-A New K-8 School RiverEast
<u>BF 30756</u>	Bid No. A211245-A New K-8 School RiverEast
<u>BF 30757</u>	Bid No. A211246-A New K-8 School RiverEast
<u>BF 30758</u>	Bid No. A211247-A New K-8 School RiverEast
<u>BF 30759</u>	CONSIDERATION - Bid No. A211248-A New K-8 School RiverEast
<u>BF 30760</u>	CONSIDERATION - Bid No. A211249-A New K-8 School RiverEast
<u>BF 30761</u>	CONSIDERATION - Bid No. A211250-A New K-8 School RiverEast
<u>BF 30762</u>	CONSIDERATION - Bid No. A211251-A New K-8 School RiverEast
<u>BF 30763</u>	Bid No. A211252-A New K-8 School RiverEast
<u>BF 30764</u>	Bid No. A211253-A New K-8 School RiverEast
<u>BF 30765</u>	CONSIDERATION - Bid No. A211254-A New K-8 School RiverEast
<u>BF 30766</u>	Bid No. A211255-A New K-8 School RiverEast
<u>BF 30767</u>	CONSIDERATION - Bid No. A211256-A New K-8 School RiverEast
<u>BF 30768</u>	CONSIDERATION - Bid No. A211257-A New K-8 School RiverEast
<u>BF 30769</u>	CONSIDERATION - Bid No. A211258-A New K-8 School RiverEast
<u>BF 30770</u>	Bid No. A211259-A New K-8 School RiverEast
<u>BF 30771</u>	CONSIDERATION - Bid No. A211260-A New K-8 School RiverEast
	Bid No. A211261-A New K-8 School RiverEast

<u>BF 30772</u>	CONSIDERATION - Bid No. A211262-A New K-8 School RiverEast
<u>BF 30773</u>	Bid No. A211263-A New K-8 School RiverEast
<u>BF 30774</u>	Bid No. A211264-A New K-8 School RiverEast
<u>BF 30775</u>	Bid No. A211265-A New K-8 School RiverEast
<u>BF 30776</u>	CONSIDERATION - Bid No. A211266-A New K-8 School RiverEast
<u>BF 30777</u>	CONSIDERATION - Bid No. A211267-A New K-8 School RiverEast
<u>BF 30778</u>	Bid No. A211268-A New K-8 School RiverEast

IX. OLD BUSINESS - None

X. NEW BUSINESS

A. Project Labor Agreements

1. L'Etoile du Nord French Immersion Upper, 1760 Ames Place - HVAC Replacement
2. Murray Jr. High School, 2200 Buford Avenue - HVAC Replacement

BF 30779 Multiple Sites (Bridge View, Four Seasons, Student Placement Center, Central High School) - Fire Suppression and Alarm System Replacements

MOTION: Mr. Brodrick moved the Board of Education accept Administration's recommendations to approve the use of a PLA on the Multiple Sites (Bridge View, Four Seasons, Student Placement Center, Central High School) - Fire Suppression and Alarm System Replacements projects and that no PLA be used on the L'Etoile du Nord French Immersion Upper, 1760 Ames Place - HVAC Replacement and the Murray Jr. High School, 2200 Buford Avenue - HVAC Replacement. Mr. Marchese seconded the motion.

The motion passed with the following roll call vote:

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

XI. BOARD OF EDUCATION

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

XII. FUTURE MEETING SCHEDULE

- A. Action to Approve COB/BOE Meeting Dates for Balance of 2017 Through August of 2018

MOTION: Mr. Schumacher moved approval of the COB/BOE Meeting Dates for Balance of 2017 Through August of 2018 as presented. The motion was seconded by Mr. Marchese.

The motion passed with the following roll call vote:

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

The dates approved are:

COB Meetings

9/12/17

10/3

11/7

12/5

1/9/18

2/6

3/6

4/10

5/8

6/12

7/17

--

BOE Meetings

9/19/17

10/17

11/14

12/19

1/23/18

2/20

3/20

4/24

5/22

6/12 - Special Non-Renewals

6/19

7/17

8/21

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

- March 21
- April 18 - Rescheduled to 4/25
- April 25
- May 16
- June 13 - Non-Renewals - 4:00 p.m.
- June 20
- July 11
- August 15

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

XIII. ADJOURNMENT

MOTION: **Mr. Brodrick moved the meeting adjourn; seconded by Mr. Schumacher.**

The motion passed with the following roll call vote:

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

The meeting adjourned at 7:43 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
March 7, 2017**

PRESENT: School Board: Mr. Schumacher, Mr. Brodrick, Mr. Vue, Mr. Marchese and Ms. Vanderwert

Absent: Ms. Ellis and Ms. Foster

Staff: Superintendent Thein, M. Schrul, H. Kilgore, E. Agbamu, I. Davis, J. Engen, J. Peterson, L. Sayles-Adams, M. Hoerth, K. Wilcox-Harris, A. Collins, T. Battle, L. Cathey, K. Sterns, J. Jonassen, J. Turner, Y. Vang, S. Jones, M. Pope, C. Mahaney, T. Wylie, J. Dums, S. Masini, A. Musachio, P. Matamoros, L. Cathey, S. Akyea, N. Bets, J. Allen, K. Her

Other: J. Verges, T. Lonetree, T. Dreker, K. Sterns, L. Zheng, A. Wilson, C. Jones, J. Bjoraker, M. Brandt, , A. Xiong, K. Thao, L. Vang, K. Chang, C. Yang, Z. Thao, G. Moua, C. Xiong, R. Her, J. Fang, M. Xiong, N Her, C. Lee, G. Moua, M Kong, N Yang, K. Yang, C. Thao, T. Yang, P. Yang, Y. Chang, P Yang, Z. Vang, X. Lee, P. Grafstrom, H. Ali, A. Mohamed, D. Mohamed, A Kard, A. Samatay, K. Mohamed, H. Yussef, M. Muhamud, B. Albulahni

I. CALL TO ORDER

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

II. AGENDA

A. 2017-18 Budget Guidelines

The Chief Financial Officer stated the proposed budget will reflect the District's Strong Schools, Strong Communities 2.0 (SSSC 2.0) strategic plan as adopted by the Board of Education (BOE). The budget is the District's financial plan that must sustain the academic plan. The District must maintain a stable financial system and effective operational practices, so that students and staff have the resources they need to succeed inside and outside the classroom. School and Program budgets will use the five focus areas: Racial Equity, Personalized Learning, Program Articulations and Alignment, Post-Secondary Preparation, and Infrastructure and Systems, in their budget preparations.

1. Preparing Budget Calculations

The Budget Model will be a modified roll-over budget method. Revenue will be calculated using current law. The Finance Office will project salary and fringe benefits using actual salary and benefit amounts if labor contracts have been negotiated and all non-personnel budget items will reflect no more than two percent (2%) inflation except for items related to contractual commitments.

The Office of Research, Evaluation, and Assessment (REA) will prepare District enrollment projections for 2017-2018.

A table detailing the average salary and benefits will be provided for budget preparations.

In accordance with BOE policy, the budget will maintain an unassigned fund balance of five percent (5%) of annual General Fund expenditures. District administration will inform the BOE on potential use of unassigned fund balance during the initial budget planning presentation to the BOE. The District will continue to increase its future unassigned fund balance level to six percent (6%) or greater.

2. Creating the Budget

For the Schools, a continuation of a refined blended Site-Based and Centralized funding method will be used for schools in 2017-2018. Most staffing allocations are criteria based and determined by enrollment and type of school.

Non-School Programs will be reported into three (3) categories: Central Administration, District-wide Support, and School Service Support.

3. Compiling and Presenting the FY18 Budget

Summary information will be presented for schools and programs in the preliminary budget document. Each summary page will include an analysis of the changes to the current year budget that are impacting the schools and programs.

Fully Financed budgets with anticipated revenues and expenditures that are over \$500,000 for the 2017-18 school year will be included in the Adopted budget.

Other Resources Allocated to Schools will show up in the adopted budget document and will include a school by school detail of resources allocated to schools such as grants, special education, operations, and student activities, to name a few.

Administration will present a balanced budget to the BOE. The budget for 2017-18 must be approved by the Board of Education by June 30, 2017. The Adopted budget will be published on the Business Office website (<http://businessoffice.spps.org>).

MOTION: Mr. Brodrick moved the Committee of the Board recommend the Board of Education accept the 2017-18 Budget Guidelines as presented. Ms. Vanderwert seconded the motion.

Motion passed

B. FY 18 General Fund Budget Rollout

The CFO stated she was providing an overview of the preliminary FY 2017-18 General Fund budget and the timeline for the Board.

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 presented the proposed FY 17-18 budget adoption calendar.

QUESTIONS/DISCUSSION:

- The Fund Balance is 5.8%. How much does the .8 represent? Response: \$ \$4 million.
- PERA – have they been contacted for discussion; No - when looked at this last year PERA is larger and not entirely dependent upon SPPS. They are hopeful SPPS will discuss this with them so they can, in turn, discuss with staff.
- Is St. Paul Federation of Teachers interested in SPPS applying for QComp funds? Response: They have indicated they have six conditions to be met before they will agree to enter into it.
- The options for reductions – SPPS has set up a budget advisory committee and asked them to provide feedback on reduction recommendations. The group's feedback will assist the Board in their considerations.
- For the areas for reduction – which will result in staff reductions in buildings or elsewhere? Response: Eliminating one time allocations - \$2 million went to supplies and one-time only funding. SSSC 2.0 program additions for the most part went for positions needed in different schools to offset FTE loss -- IB coordinator, Aerospace

coordinator, fill mandated programs, etc.) Enrollment related staff reductions will have staff reductions at building or program level. 1% program reductions will affect central admin budgets. Vacant positions attrition, etc. will involve staff. A Board member noted it would be helpful to unpack this a little to better understand this. When SPPSs has retirements (approximately 120/year) the individuals are at the top of their salary scale when they are replaced there is generally a lesser cost in salary. Negotiated contracts – HR is working on this process to allow for some savings; SPPS needs to slow salary growth somewhat over next couple years. SPPS is looking at significant staff reductions or holding the line so it is important when thinking about added revenue sources. An absence of additional revenue will lead to staff layoffs. SPPS is looking at protecting what is going on in the buildings as far as possible.

- Would the budget committee need to look at funding sources and designate what is considered important to the district and how to support those? Looking at it strategically.
- Need to make bargaining units aware of what is to come as there may be hard choices in the future for both the district and employees.
- On the SSSC items, we will get input from many; can this input be tied into SSSC considerations?. Yes.
- It was noted the SSSC funds offered additional support to magnet schools.
- SPPS and the Board need to be more strategic in budget discussions and reductions. We need to resolve inequities, etc within district also. We need more information on the SSSC program items.
- We should also have hopes/expectations about programs that could grow.
- It was stated SPPS hopes the community understands decisions made are for the common good and needs of all programs. There is a strong equity focus and concern that all children do well and budget reflects this.
- The Superintendent stated he is optimistic – SPPS is an excellent district with excellent people working for it. There is a need to talk about what the focus will be on and build on that. The district needs to be structurally sound. He stated 85% of every dollar goes for salary and benefits. SPPS knows enrollment is the way to grow revenue. The purpose of SPPS is teaching and learning. SPPS needs to develop partnerships with employee groups.

C. Racial Equity Spotlights: SPPS/NUA & Innocent Classroom

SPPS identified an achievement gap that was predictable by race. Academic results for students of color have historically been lower than those of white students and this is true regardless of income.

To address this SPPS has built a foundation based on Pacific Educational Groups "Beyond Diversity" training and their Courageous Conversations which utilizes the four agreements (stay engaged, experience discomfort, speak your truth and expect/accept non-closure); the six conditions (focus on personal, local and immediate, isolate race, normalize social construction & multiple perspectives, monitor agreements, conditions and establish parameters, use a working definition for race and examine the presence and role of whiteness) and the Courageous Conversations compass in order to engage, sustain and deepen interracial dialogue about race.

The District's desire was to move toward "culturally responsive instruction." However, the language was used widely, the term was used in very general terms and had no clear definition. The Office of Equity created a framework for Culturally Responsive Teaching and used the LEARN framework to identify programming that built on foundational training and developed learning environments which were engaging, rigorous, equitable and safe for all staff and students.

LEARN is an acronym for Lesson strategies and classroom practices (classroom action), Examination of data through a racial and cultural lens (matching the strategy to data), Awareness (putting up the mirror), Racial equity leadership (my role as an educator),

Navigating cultural competence and personal development (windows and mirrors). More in-depth descriptions of each letter was provided.

The learning cycle is building awareness and raising consciousness, shifting mind-sets and beliefs and putting it into practice. A definition of the "Vision of Equity" was provided in the presentation.

The programs used to reach this end are:

- Innocent Classroom - the program rebuilds the relationship between educators and students, particularly students of color. It guides teachers to uncover students' basic motivation and goodness and helps them channel that insight into learning and growth. This approach undermines the negative effects of societal stereotypes, low expectations and implicit bias.
- SPPS/National Urban Alliance (NUA)'s ground text is "The Pedagogy of Confidence" by Dr. Yvette Jackson and concentrates on five classroom focus areas: Increasing student engagement/motivation, situating learning in the life of the student, providing culturally responsive teaching, concentration on classroom climate and self-directed learning.

The Heights Community School provided a "spotlight presentation" on their use of Innocent Classroom. They created a strong community with focused instruction and critical partnerships that effectively met the academic and social needs of all students.

The process for developing this began in SY 2015-16 with two new administrators who utilized an assessment of culture and belief and an assessment of needs of staff as a starting point. The leadership team focused on representing all grade levels, use of specialists (SPED/MLL/Admin), ensuring a feedback loop, building shared leadership and building capacity around equity work (protocol tools and leadership retreats in 2015 and 2016). The Office of Equity collaborated with them by having them complete the Banks Survey, conducting sessions on "cracking the code," instituting the use of the AMAZE curriculum in PLCs and ensuring all staff were trained in Beyond Diversity.

Innocent Classroom is a natural progression in the process as it acknowledges racial diversity, provides tools to talk about racial equity and how staff see and talk about their students with the use of tools in connection to racial equity.

In SY 2016-17 the school continued building their leadership team, grew a Reflective Teacher Practice, continued their annual leadership retreat and utilized a book study for the leadership team of "Between the World and Me" and began connecting the work with IC, RC and AMAZE in their PLCs and referral process. All licensed staff has been trained in Innocent Classroom, Responsive Classroom and are sustaining IC in their work. They are utilizing the AMAZE curriculum and have connected their work with IC, RC and AMAZE in their PLCs and referral process. They are growing a Reflective Teacher Practice and continuing their leadership retreats. Learn about scholars and unpack their needs and desires

In SY 2017-18 they will work toward building a racial leadership team and then roll it out to all staff along with moving deeper into reflective practices. The school is moving toward an Innocent Classroom School three-year plan along with equity learning walks.

The school has seen shifts in school culture in relationships, a calm culture, bus referrals and ODR referrals. Evidence of success with Innocent Classroom: 53% reduction in weekly referrals reported since beginning the IC training; 81% of educators have a more positive daily outlook as a result of taking IC; 91% of educators have seen more academic growth than usual in students as a result of taking IC; 92% of educators reported an increase in academic mindset when they used IC strategies and 95% of educators are better able to redirect student behavior in a positive direction because of the knowledge, skills and practice gains from IC.

Bruce Vento staff provided an overview of culturally responsive instructional practice from NUA (National Urban Alliance). NUA is a supplemental curriculum based on the belief that every child should be given access to strategies used for gifted students. It values the concept that all students have the capacity to attain their innate intellectual potential, regardless of race.

Staff outlined Vento values.

- Collaboration and Relationships - knowing their students, families and colleagues, co-teaching at all grade levels and working in partnership with the U of MN.
- Racial Equity and Success - they are reflective regarding school-wide practices and beliefs and value an inclusive environment.
- Positive and safe environment - reflecting school pride/culture and consistency across the building
- Whole Child Development - NUA offers understanding how the brain works, culturally responsive teaching, multiple means of representation and being a trauma sensitive school.
- Innovation - an example being the Vento Community Garden and NEU model-college partnership.

Staff reviewed their equity journey from 2014 through 2017. Their instructional focus started with having NUA notebook when lesson planning, it is now embedded in daily instruction, pulling out resources as needed. It is "brain-based" training. It involves higher engagement utilizing culturally responsive NUA strategies.

In the 2015-16 school year the 5th grade had the highest proficiency they have ever had coming in. 23% of students made 10 or more points growth in both reading and math from the OLPA to the MCA; 41% of students made 10 or more points growth in reading or math from the OLPA to the MCA.

Evidence of success with SPPS/NUA shows 100% of survey respondents agreed or strongly agreed that the professional development helped them incorporate culturally relevant strategies into their teaching practices. 79% of respondents indicated they met with their colleagues on a regular basis to talk and share culturally relevant teaching strategies. 86% of respondents indicated they incorporate NUA strategies into their teaching practices more than a few times a week and 100% of respondents indicated they noticed an increase in student engagement since implementing the NUA strategies.

QUESTIONS/DISCUSSION:

- How did the program come to the Heights? Response: The school looked at options offered by Office of Equity to establish next steps. It is 3 year program. The Office of Equity used the Heights as a pilot program to see what the program is like when it goes whole school.
- Time commitment how does that work with staff over three years? Response: The first year was very intense. We looked at a timeline for staff development and put it into PLCs and other work.
- What are labs? Response: An IC presenter does a refresher and staff have conversations around specific students. This work helps in finding student's good and help them with academic achievement, self regulation and behaviors. Labs are important as they involve intensive engagement, individualized to students/teachers.

D. Hmong PAC Presentation.

The vision of the Hmong Parent Advisory Council (HPAC) is to develop and implement equitable practices for and with their students, their families, district leaders and community members. Its mission is to advance parent partnership with SPPS in the design and evaluation of district curriculum, policy and research.

Their successes include: support and resources for PACs, ad hoc committee for superintendent search, budget committee, hiring Dr. Yeu Vang as director of Multilingual Learning Department, allocating resources to support HPAC host council and district-wide events and continued support and growth for HDL.

Their long-term goal is to expand the Hmong Dual Language program so it continues to grow, thrive and provide equitable access to learning in both the English and the focused language and culture - Hmong, including district-wide busing, rigorous curriculum, strong family and community partnerships. They envision an individual building dedicated to the program available for the entire district.

Hmong PAC recommendations for the 2017-18 school year are:

1. HDL Transportation

Challenges are transportation is not available district-wide. Students are turned away from regional HDL program due to full capacity. HPAC recommends SPPS provide transportation across the district if the regional school's HDL program has reached enrollment capacity. Noted expansion of two charter schools that will impact SPPS enrollment. Lost families due to new transportation guidelines SPPS implemented.

2. HDL Curriculum

The challenge here is HDL students do not have equitable access to curriculum and materials like mainstream classes. HPAC recommends SPPS provide more resources to develop and grow the current HDL curriculum. Resources have been developed by teachers and translated by them as well. Resources are very limited.

3. Hiring Vacant Jackson Principal Position

HPAC recommends SPPS hire a principal who is knowledgeable of the HDL program, immersion education and that a community partnership be built that is knowledgeable of the Hmong community, history and culture. Important to know new leader who needs to be culturally sensitive to value systems and support staff and teachers. Advocate to improve achievement gap and work with families and community to support the children and celebrate community diversity.

4. Hire Teachers of Color

HPAC stated SPPS teachers of color are not reflective of the student population and recommends SPPS hire more teachers of color for the schools that have a larger diversity of student population.

HPAC completed a survey of current HDL families (both Phalen and Jackson). Of 122 surveyed, 100 responses were received. The objective of the survey was to:

- Find how interested parents are in Hmong culture, language and literacy -- 83.67% were very interested, 16.33% were somewhat interested.
- How important transportation is -- 85% were very interested, 13% somewhat interested.
- What is the greatest determining factor for choosing an HDL program -- 59% curriculum, 15% program services, 7% class size and 19% a combination of the factors.
- How much exposure should a student have to Hmong language per day -- 33% (100% one-way immersion), 57% (two-way immersion) and 10% a combination
- How much support is out there for HDL one-way immersion program and/or school -- 67% very likely, 9% somewhat, 1% not interested and 23% other comments.

Conclusions reached from the survey were:

- Parents in HDL program highly value the Hmong culture, language and literacy
- Transportation is very important in choosing a school
- HDL curriculum is the greatest concern and value when choosing a program
- Parents want exposure to Hmong language between 50-90%

- Parents are most likely supportive of a one-way immersion Hmong language program or school
- Parents want choice of programs offered: one-way and two-way immersion.

HPAC's next step in requesting a written response from the Board (Administration) by March 31 outlining the intentions, plans and actions. HPAC needs better responsiveness in their requests for data. They have requested that SPPS be the first district to disaggregate MDE data. They stated they are holding the Board responsible to address Hmong PAC requests.

QUESTIONS/DISCUSSION:

- When looking at HDL programs if they were provided with citywide transportation that suggests the schools become citywide magnet schools? Response: Yes, citywide transport and/or one building for Hmong studies. The community wants to grow the program.

E. Somali PAC Presentation

The Somali PAC (SPAC) presented their 2016-17 recommendations to the SPPS Board and Administration. SPAC is a parent group supported and coordinated through the Office of Family Engagement and Community Partnerships. It was created in 2011 to encourage Somali families and parents to become active participants in their children's education. Somali parents and the Somali community value all levels of education and view education as an important step to success for integration and socio-economic advancement.

The Goals of SPAC are:

1. Somali Culture - create and implement Somali language and culture classes at school sites by providing a culturally responsive K-12 social studies curriculum. Provide Muslim/Somali cultural orientation that would showcase examples of Muslim/East African members as positive role models within the SPPS community.
2. Literacy - revise reading materials that are being used in the schools. SPAC found some books for children not appropriate for their community cultural values.
3. Recruiting/Retaining Somali Personnel (Support in the Schools) - Hire more Somali staff to support schools with Somali students (interpreters, bilingual EAs and teachers). Utilize Somali staff in the areas most needed rather than performing other tasks not directed at supporting students and families.
4. A Safe and Welcoming Environment -- reassure the Somali school community that the SPPS district will not tolerate bullying and intimidation against the Muslim/Somali community.

SPAC's next steps include:

- Continued work with the Office of Family Engagement and other SPPS departments
- Organizing monthly meetings to inform and educate Somali parents with education related topics
- Strengthen the collaboration among home, school and community.

QUESTIONS/DISCUSSION:

- What are the issues with the books? Response: They are books talking about gods, Greek mythology.
- Is the Somali community aware of SPPS and the Board's January statement about immigration and how the schools work with all children to keep them safe? Are parents familiar with policy? Response: Yes. This was followed by in depth discussion around bullying, harassment, etc. of Somali students in the schools.
- SPAC stated they need someone who understands their culture and language to help them work through the system at schools where there are Somali students. Teachers and administration's job is to provide someone to help them culturally and with language so their students can succeed. Lacking this, families will move to charter schools.

F. Presentation on Achievement and Integration Plan

The purpose of the presentation was to present the Achievement and Integration (AI) Plan for 2017-2020 school year and for the Board to approve the plan. The AI program is required by Minnesota statute section 124D.861 and 124D.862. The purpose of the program 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.

In previous plan had very aggressive goals, the goals offered for 2017-20 are more realistic and more in line with what other districts are doing.

Goal 1 is Growth, to reduce the largest difference among student racial groups by three percentage points or more of the percentage of students making medium or high growth by 2020, as measured on the MCA reading exam. The baseline is in 2016 the largest gap was 12 points between Black students at 60% and Asian students at 72%. Interventions under Goal 1 included:

- Racial equity PD
- AVID PD
- Bilingual EA PD
- Preschool partnership
- Student field trips (Belwin and Planetarium)
- Classroom partnerships
- Summer programs
- Racial equity - Multicultural Resource Center
- Family engagement.

Goal 2 – Graduation goal is to increase the district graduation rates for all student groups of color by two percentage points by 2020, as measured by the MDE four-year graduation rates. Baseline 2016 rate was American Indian 50.0%, Asian 77.6%, Black 70.7% and Hispanic 71.8%. Interventions in this area include:

- AVID
- American Indian studies
- American Indian transition services
- American Indian supplemental services
- Student leadership and engagement programs
- HBCU college tour

Goal 3 is School Choice goal is to support families as they navigate the school choice process, SPPS will deliver and/or participate in 200 or more outreach events related to school choice each school year through 2019-20 (baseline is SY 15-16 - 195 events). Interventions under goal 3 included:

- Transportation services
- Magnet school FTEs
- Student Placement Center and Reflecting St. Paul
- Facilities Master Plan

A school is designated as a Racially Identifiable School (RIS) if its percentage of students of color is 20 points or more higher than the district average for schools serving the same grade level. The RIS(s) for SY 16-17 are: Mississippi, Obama, Phalen Lake, Riverview and Highwood Hills. Each school set their own Achievement and Integration goals.

The budget (\$16.2 million) breakdown/allocations according to category are 90% direct student services, 7% Admin indirect and 4% PD. By category (in millions)

- Transportation \$7.2

• Magnet school FTEs	4.5
• RIS school FTEs	1.6
• Student Placement Center	1.1
• American Indian Programs	0.7
• Racial equity PD	0.6
• RIS innovation allocations	0.5
• AVID	0.3
• Other	0.5

Next steps are to submit the plan and budget to MDE by March 15; to include the final plan and budget on the Consent Agenda at the March 21 Board meeting and present the final annual report for the current plan in December.

QUESTIONS/DISCUSSION:

- The committee that did the work on this – do you have a roster? The Board would like to see the makeup of the group before the March BOE meeting
- The Integration Task Force as it works on looking at things down the road, may have items with fiscal impact requiring programmatic changes. Can SPPS make adjustments to the Plan for FY 19? Response: Yes, we have built some flexibility into the plan.
- If Crosswinds joins the SPPS portfolio of schools it will have opportunity to play a part in the integration plan. Can that be built in for future years? Response: Yes, through the FMP piece.
- When the Plan is sent to MDE do they approve it? Response: They do, it may take some time (month to 6 weeks) to get approval or a response as to where changes might be needed. The Plan is put into the overall district budget.
- Has MDE not approved a plan? Response: They may have but it has not happened to SPPS.
- There is a lot of money directed at transportation. Does SPPS track it to see how effective it was. Response: That is tracked through one of the VisionCards in the data on how many students attending schools other than their community school, another community school or a magnet that meets students' needs. In Middle and High school many more students do attend their community/pathway school. For magnet schools SPPS wants to see fairly equal number of students from all areas. For community schools it wants a disproportionate number attending their community schools. It also looks at how those attending community schools stay within defined pathways.

MOTION: **Mr. Marchese moved the Committee of the Board recommend the Board of Education accept the 2017-2020 SPPS Achievement and Integration Plan. The motion was seconded by Ms. Vanderwert.**

Motion passed.

G. Standing Item: SEAB Statement on Policy -- See Policy Update

H. Standing Item: FMP Update - None

I. Standing Item: Policy Update

1. Policy 501.03 - Students - Dress Code

Revision of this policy was included in SEAB's December inclusivity presentation. The Policy Work Group met and developed amendments to the current policy. A draft of the changes was sent to all principals and SEAB for feedback.

Amendments included:

- The addition of cross-references to existing SPPS policy
- Addition of a statement restricting requirements based on gender.

The Work Group recommendation is to advance the revised policy to the Board for the three reading process.

MOTION: Mr. Marchese moved the Committee of the Board recommends the Board of Education bring Policy 501.03 - Students-Dress Code to the March 21 Board meeting for its first of three readings. Ms. Vanderwert seconded the motion.

Motion passed

2. Policy 801.01 - Buildings & Grounds - Name Selection

Revision of this policy was included in SEAB's December inclusivity presentation. The Policy Work Group met and developed amendments to the current policy.

Amendments included:

- The addition of cross-reference to the Racial Equity Policy.
- Addition of a statement with requirements for naming after a person.

The Work Group recommendation is the advance this policy for the three reading process. It was noted the SEAB does not agree with the Work Group's recommendations.

The SEAB representative asked "why did the work group leave it up to communities to advocate for name change rather than doing it administratively? Response: That is the way it has been set up through policy. The communities have a lot to do with schools and making decisions without community input on their feelings regarding a name change would not be acknowledging that involvement. SPPS is a public organization and a community driven process to change a school name should involve the school community. The existing process works well for groups most invested in the school community. SEAB could advocate with school but changing a school name should start within the school community.

The policy is clear to communities if there is interest in making a change and the process is in place to accomplish a name change and the process has worked well historically.

MOTION: Ms. Vanderwert moved the Committee of the Board recommends the Board of Education bring Policy 801.01 - Buildings & Grounds - Name Selection to the March 21 Board meeting for its first of three readings. Mr. Schumacher seconded the motion.

Motion passed

Upcoming policy agenda topics include working with the Special Education Advisory Council and the Office of Specialized Services on major updates to Policy 508.00 - Pupils with IEPs and working with the Wellness Committee on updates to Policy 533.00 - Wellness Policy to align it with new mandates in the Healthy and Hunger-Free Kids Act.

QUESTIONS/DISCUSSION:

- The graduation attire policy, where are we on that? Response: We are not making any adjustment to the policy but will pilot the proposed process at two schools.

J. Standing Item: SSSC 2.0 Update - None

K. Work Session

The Board spent time reviewing the selection and interview process as outlined by the Design Team and the consultants. A Board training session will be presented by the consultants on the process.

III. ADJOURNMENT

A motion was made to adjourn the meeting by Mr. Marchese, seconded by Ms. Vanderwert. The motion passed.

The meeting adjourned at 9:47 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk



FY 2017-2018 Preliminary General Fund Budget Board of Education

March 21, 2017

Marie Schrul, Chief Financial Officer

Purpose

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



Agenda

- Preliminary FY 2017-18 General Fund budget numbers & assumptions
- Areas of consideration
- Budget Adoption calendar

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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



FY 2017-18 General Fund

Areas of Consideration for Reductions

Items	Amount \$M
Reduced inflationary allocations in the areas of Fees, Supplies and Transportation	\$(2.6)
Eliminate one time FY17 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)

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FY 2017-18 Potential Revenue Increases

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

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FY 2017-18 General Fund

Preliminary Big Picture Options 1 & 2

	FY17 Board Adopted (in millions)	Option 1 FY18 Preliminary (in millions)	Option 1 Difference	Option 2 FY18 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 Education increases and all reductions to preliminary expenditures.

FY 2017-18

Budget Adoption Calendar

Date	Description
March 1, 2017	REA Office provides final FY18 enrollment projections
March 7, 2017	Presentation of FY18 Budget Guidelines & Preliminary FY18 General Fund budget at the Committee of the Board meeting
March 8, 2017	Presentation of Preliminary FY18 Budget to Principals
March 27, 2017	Distribute school allocations Distribute General Fund program allocations
March 27- April 21, 2017	Joint budget & staffing meetings (Principals, Human Resources & Finance)
March – June 2017	Community review and input
April 24, 2017	School budgets returned Program budgets returned HR Staffing worksheets due
June 20, 2017	FY 2017-18 Budget adopted by Board of Education

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Questions?

Superintendent Search Update

Board of Education
March 21, 2017

Kaohly Her - Administrator Board of Education

Purpose

To provide an update on the superintendent search and overview of upcoming events.



Community Engagement

- Completed all Community Engagement
 - 4 Community forums
 - 2 Online surveys
 - 3 Community events
 - 21 Targeted meetings
- Feedback was collected and posted on the SPPS superintendent search website



Meet the Candidate

- Meet the Candidates Community Event
 - 3/29/17 at Washington Technology from 6:00pm-8:30pm
 - Interpreter services will be provided for the four major languages spoken in the district
 - Communications will send out an announcement and reminder on 3/23
 - Livestream of the event and can be accessed from the SPPS Superintendent Search website:
spps.org/superintendentsearch



Recruitment

- Application submission deadline 3/8/17
- 65 candidates applied
- 13 semifinalists will be brought forward on 3/22 for the Board to consider
- From the semifinalist pool, 3 finalists will be invited for final interviews



Next Steps

- 3/22/17: Board to narrowing the semifinalist pool to 3 finalists
- 3/29/17 – 3/31/17: Interview with 3 finalists
- 4/3/17 – 4/14/17: Board/Staff to visit finalists districts
- Dated TBD: Board announces their superintendent selection
 - Authorizes contract negotiation



Questions?

HUMAN RESOURCE TRANSACTIONS
February 1, 2017 through February 28, 2017
March 21, 2017

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Berg, E. S.	Classroom Teacher	01/30/2017	\$28.07	The Heights Community
Gilbertson, K. E.	Classroom Teacher	01/23/2017	\$36.35	Benjamin Mays/Museum
Krogh, N. P.	Classroom Teacher	02/06/2017	\$32.27	Cherokee Heights Elem
Salo, S. J.	Classroom Teacher	02/06/2017	\$26.64	Eastern Heights Elem
Vang, P.	Classroom Teacher	02/08/2017	\$48.38	Jackson Preparatory Elem
Blum, A.	Classroom Teacher	02/06/2017	\$36.35	Cherokee Heights Elem
Morris, S. K.	Classroom Teacher	02/06/2017	\$31.94	Wellstone Elementary
Fassbinder, M. L.	Classroom Teacher	02/27/2017	\$28.07	Frost Lake Elementary
Denow, A. D.	Classroom Teacher	02/22/2017	\$30.05	Cherokee Heights Elem
Medina Coste, L. C.	School/Community Professional	01/30/2017	\$24.04	271 Belvidere Bldg
Wilson, C. V.	School/Community Professional	01/30/2017	\$27.04	Student Placement Center
Davidson, M.	Education Assistant	02/20/2017	\$23.21	No Assigned Bldg - Misc
Donzo, V. E.	Education Assistant	01/18/2017	\$20.43	Ramsey Middle School
Carlson, L. L.	Teaching Assistant	02/06/2017	\$12.86	Nokomis Montessori North
Ertz, N. M.	Teaching Assistant	02/13/2017	\$12.86	Nokomis Montessori South
John, L. R.	Teaching Assistant	01/31/2017	\$14.52	Focus Beyond (18-Adult)
Lane, C. K.	Teaching Assistant	02/07/2017	\$13.52	Parkway Montessori
Leverich, A. L.	Teaching Assistant	02/06/2017	\$14.25	Eastern Heights Elem
Moua, P.	Teaching Assistant	02/14/2017	\$12.86	Nokomis Montessori North
Richie, B. R.	Teaching Assistant	02/06/2017	\$11.79	Hazel Park Preparatory
Schwab, S. I.	Teaching Assistant	01/30/2017	\$13.06	Riverview School of Excel
Sellers, G. T.	Teaching Assistant	02/13/2017	\$13.39	RiverEast Elem/Secondary
Undis, C. K.	Teaching Assistant	02/06/2017	\$13.59	Eastern Heights Elem
Webster, R. P.	Teaching Assistant	02/13/2017	\$13.71	The Heights Community
Whitaker, J. S.	Teaching Assistant	02/07/2017	\$14.52	RiverEast Elem/Secondary

HUMAN RESOURCE TRANSACTIONS
February 1, 2017 through February 28, 2017
March 21, 2017

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Yang, H.	Teaching Assistant	02/23/2017	\$13.06	Nokomis Montessori North
Hellem, M. D.	Clerical	01/30/2017	\$15.00	Ronald M Hubbs Center
Moua, K.	Clerical	01/31/2017	\$16.94	Groveland Park Elem
Wiechmann, M. L.	Clerical	02/21/2017	\$15.10	Central Senior High
Alderson, R. S.	Custodian	02/06/2017	\$16.05	Highland Park Senior
Barott, J. L.	Nutrition Services Personnel	02/09/2017	\$11.66	Four Seasons A+
Coe, R.	Nutrition Services Personnel	02/09/2017	\$11.66	Como Park Elementary
Duran Velasco, E.	Nutrition Services Personnel	02/22/2017	\$11.66	Highland Park Senior
Gross, M. J.	Nutrition Services Personnel	02/09/2017	\$11.66	Humboldt Secondary
Hatch, R. M.	Nutrition Services Personnel	02/09/2017	\$11.66	Open World Learning
Rousseau, B. A.	Nutrition Services Personnel	02/09/2017	\$11.66	Ramsey Middle School
Toombs, S. D.	Nutrition Services Personnel	02/22/2017	\$11.66	Phalen Lake Hmong
Williams, S.	Nutrition Services Personnel	02/22/2017	\$11.66	Johnson Senior High
Christen, M. R.	Professional Employee	02/27/2017	\$33.17	Como Service Center
Sevlie, S. M.	Professional Employee	02/27/2017	\$32.20	Como Service Center

HUMAN RESOURCE TRANSACTIONS
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March 21, 2017

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Donzo, V. E.	Classroom Teacher From: Education Assistant	01/30/2017	\$29.68	Ramsey Middle School
Kihega, D. R.	Classroom Teacher From: Teaching Assistant	02/06/2017	\$26.64	Farnsworth Aerospace Upper
Pradas Ten, M. A.	Classroom Teacher From: Education Assistant	02/07/2017	\$33.74	Highland Park Middle
Lander, C. A.	Classroom Teacher From: School/Community Professional	02/06/2017	\$27.01	Wellstone Elementary
Gayden, D.	Teaching Assistant	10/31/2016	\$13.52	Hazel Park Preparatory
Lor, M. N.	Clerical Career Progression	02/09/2017	\$16.94	Colborne Admin Offices
Payton, C. E.	Clerical Career Progression	02/03/2017	\$19.21	Juvenile Service Center
Whitesell, N.	Clerical Career Progression	02/13/2017	\$26.87	Creative Arts Secondary School
Yang, V. N.	Clerical Career Progression	02/09/2017	\$16.94	Como Service Center
Fellows, D. B.	Custodian Career Progression	02/21/2017	\$25.81	Randolph Heights Elem
Coleman, A. T.	Nutrition Services Personnel Career Progression	02/13/2017	\$14.26	Highland Park Elementary
Roppeau, K. A.	Nutrition Services Personnel Career Progression	02/20/2017	\$15.49	Mississippi Creative Arts
Saeland, T.	Nutrition Services Personnel Career Progression	02/06/2017	\$25.14	Agape High school (ALC)
Larson, T. M.	Professional Employee Career Progression	02/06/2017	\$39.23	Como Service Center
Selb-Sack, A. M.	Professional Employee Career Progression	02/06/2017	\$44.74	Como Service Center
Tranberg, T. P.	Professional Employee Career Progression	02/06/2017	\$45.26	Como Service Center

HUMAN RESOURCE TRANSACTIONS
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March 21, 2017

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Mosser, J. A.	Classroom Teacher	02/13/2017	\$34.82	Humboldt Secondary
Rosenthal, M. J.	Classroom Teacher	02/13/2017	\$47.42	L'Etoile du Nord Lower
Sanders Dokas, D. L.	Classroom Teacher	02/06/2017	\$36.96	Murray Middle School
Lally, M. B.	Classroom Teacher	01/31/2017	\$35.36	Linwood Monroe Arts Plus Lower
O'Malley, B. M.	Classroom Teacher	02/21/2017	\$53.02	St. Paul Music Academy
O'Neill-Catalan, E. E.	Classroom Teacher	01/30/2017	\$28.24	Humboldt Secondary

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Ananou, H. J.	Classroom Teacher	02/06/2017	L'Etoile du Nord Lower
Feland, S. M.	Classroom Teacher	04/17/2017	Bruce F Vento Elementary
Johnson, H.	Classroom Teacher	02/01/2017	Humboldt Secondary
Larson, E. A.	Classroom Teacher	02/17/2017	Benjamin Mays/Museum
Miller, P. A.	Classroom Teacher	02/17/2017	Obama Service Learning
Ransom, D. M.	Classroom Teacher	04/29/2017	Plato Admin Offices
Schubert, S. E.	Classroom Teacher	01/28/2017	Focus Beyond (18-Adult)
Schultz, K. A.	Classroom Teacher	03/20/2017	Highland Park Senior
Wulf, S. B.	Classroom Teacher	04/01/2017	Battle Creek Middle School
Maniaci, K. K.	Classroom Teacher	03/27/2017	Student Placement Center
Lovestrand, M. J.	Classroom Teacher	03/02/2017	Obama Service Learning
Neumann-Anderson, M. E.	Classroom Teacher	02/15/2017	Farnsworth Aerospace Upper
Weyandt, K. M.	School/Community Professional	01/26/2017	Colborne Admin Offices

HUMAN RESOURCE TRANSACTIONS
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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Casebeer, S.	Teaching Assistant	02/27/2017	Eastern Heights Elem
Conwell, D.	Teaching Assistant	02/16/2017	Murray Middle School
Lasky, A. C.	Teaching Assistant	01/24/2017	Open World Learning
Tschida, C. R.	Teaching Assistant	02/02/2017	Como Park Elementary
Waite, K. A.	Teaching Assistant	02/15/2017	JJ Hill Montessori Magnet
Xiong, K. Z.	Teaching Assistant	01/30/2017	Nokomis Montessori South
Dean, J. P.	Carpenter	02/24/2017	Como Service Center
Hayes, J.	Custodian	02/21/2017	Humboldt Secondary
Miller, B. L.	Custodian	03/02/2017	Hazel Park Preparatory
Wenker, K. A.	Custodian	01/24/2017	Hamline Elementary
Keaton, S.	Nutrition Services Personnel	03/04/2017	Chelsea Heights Elem
Taube, L. D.	Nutrition Services Personnel	01/30/2017	Open World Learning
Masanz, W. J.	Painter	01/05/2017	Como Service Center
Vang, N.	Technical	02/18/2017	Como Service Center

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., T.	Classroom Teacher	02/15/2017
B., W. E.	School/Community Professional	01/31/2017
V., M.	Teaching Assistant	02/17/2017

MILITARY LEAVE OF ABSENCE (WITHOUT PAY)

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Argetsinger, P. D.	Classroom Teacher	02/06/2017	Ramsey Middle School
Argetsinger, P. D.	Classroom Teacher	02/27/2017	Ramsey Middle School

HUMAN RESOURCE TRANSACTIONS
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REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lane, D.	Classroom Teacher	02/06/2017	\$33.18	271 Belvidere Bldg
Molohon, C. L.	Classroom Teacher	01/30/2017	\$29.68	Jackson Preparatory Elem
Fields, T. M.	Teaching Assistant	02/06/2017	\$12.39	Linwood Monroe Arts Plus Upper
Moua, P. K.	Teaching Assistant	02/14/2017	\$13.59	Nokomis Montessori South
Xiong, Y.	Teaching Assistant	02/15/2017	\$15.25	Eastern Heights Elementary

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Amaya, V. C.	Classroom Teacher	02/21/2017	Cherokee Heights Elem
Chisholm, C. S.	Classroom Teacher	01/27/2017	Benjamin Mays/Museum
Elliott, J. K.	Classroom Teacher	02/13/2017	Murray Middle School
Gamez, L. R.	Classroom Teacher	02/06/2017	Adams Spanish Immersion
Hutchinson, C.	Classroom Teacher	02/13/2017	Central Senior High
Manson, E. J.	Classroom Teacher	02/15/2017	271 Belvidere Bldg
McIntyre, N. P.	Classroom Teacher	01/30/2017	Highland Park Middle School
Quinn, S. R.	Classroom Teacher	01/30/2017	Harding Senior High
Schubert, S. E.	Classroom Teacher	02/13/2017	Focus Beyond (18-Adult)
Lee, Y.	Classroom Teacher	02/21/2017	Harding Senior High
Mleczewski, S. L.	Classroom Teacher	02/13/2017	Frost Lake Elementary
Ludtke, A. M.	Classroom Teacher	01/25/2017	Linwood Monroe Arts Plus Upper
Butler, T.	Classroom Teacher	03/06/2017	Daytons Bluff Achievement
Weyandt, K. M.	School/Community Professional	02/07/2017	Colborne Admin Offices
Knieff, C. J.	Teaching Assistant	02/01/2017	1780 W 7th Street - Disc Club
LaValle, R. A.	School Bus Driver	02/06/2017	Transportation Services

HUMAN RESOURCE TRANSACTIONS
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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Thomas, R. D.	Clerical	02/09/2017	Galtier Elementary
Breault, B.	Nutrition Services Personnel	02/13/2017	Highland Park Senior

RESCISSION OF DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
Hinrichs, S.	Nutrition Services Personnel	09/01/2016

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Day, T.	School/Community Professional	02/16/2017	\$32.59	Farnsworth Aerospace Upper

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
O., S. M.	Classroom Teacher	02/20/2017
B., T.	Classroom Teacher	02/27/2017
B., T.	Classroom Teacher	02/28/2017
B., T.	Classroom Teacher	03/01/2017
B., T.	Classroom Teacher	03/02/2017
B., T.	Classroom Teacher	03/03/2017
B., W.	School/Community Professional	02/06/2017
B., W.	School/Community Professional	02/07/2017
B., W.	School/Community Professional	02/08/2017
B., W.	School/Community Professional	02/09/2017
B., W.	School/Community Professional	02/10/2017

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Anderson, K. N.	Classroom Teacher	02/18/2017	Hazel Park Preparatory
Jarrett, T.	Teaching Assistant	02/01/2017	Crossroads Science
Fashingbauer, E. J.	Custodian	03/01/2017	Crossroads Science
Peterson, R. L.	Custodian	04/03/2017	Obama Service Learning

HUMAN RESOURCE TRANSACTIONS
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RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hinrichs, S.	Nutrition Services Personnel	09/06/2016	Parkway Montessori

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Mecozzi, L. K.	Classroom Teacher	03/04/2017	Crossroads Science
Skinner, M. J.	Classroom Teacher	01/03/2017	Jackson Preparatory Elem
Ludtke, A. M.	Classroom Teacher	03/02/2017	Linwood Monroe Arts
Strickland, T. C.	School/Community Professional	02/07/2017	Student Placement Center
Jimenez, O.	Teaching Assistant	03/01/2017	Mississippi Creative Arts
Knieff, C. J.	Teaching Assistant	02/01/2017	1780 W 7th Street -
Lee, C.	Teaching Assistant	02/11/2017	Nokomis Montessori North
Reiswig, J. K.	Teaching Assistant	03/09/2017	American Indian Magnet
Xiong, Y.	Teaching Assistant	10/15/2016	The Heights Community
Olson, C. A.	School Bus Driver	02/08/2017	Transportation Services
Schilling, R. E.	Clerical	03/07/2017	Colborne Admin Offices
Edelstein, B.	Custodian	02/11/2017	Linwood Monroe Arts Plus Lower
Lasar, J. F.	Galzier	01/11/2017	Como Service Center
Smith, V. A.	Nutrition Services Personnel	02/22/2017	Central Senior High

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
D., D. A.	Teaching Assistant	01/26/2017
J., C. E.	Teaching Assistant	02/09/2017
V., M.	Teaching Assistant	03/08/2017
M., M. K.	Nutrition Services Personnel	02/04/2017
M., S.	Nutrition Services Personnel	01/31/2017
D., J. E.	Supervisory	02/18/2017

HUMAN RESOURCE TRANSACTIONS
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DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., M. J.	Custodian	02/02/2017
M., J.	Technical	02/15/2017

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

DATE: March 21, 2017

TOPIC: Request for Permission to Accept a Gift from the Minnesota Super Bowl Host Committee

A. PERTINENT FACTS:

1. The Minnesota Super Bowl Host Committee is providing a gift to Saint Paul Public Schools, to be shared between Nutrition Services and the Office of College and Career Readiness. The total gift amount is \$47,000.
2. Nutrition Services will receive a gift of \$30,000 to purchase two breakfast carts for Harding High School and electronic menu boards for Washington Technology, Ramsey Middle School and Humboldt High School. Both purchases will help Nutrition Services pilot new strategies to increasing participation in meal programs.
3. The Office of College and Career Readiness will receive \$17,000 to provide summer internship stipends to students from the Academy of Finance at Como Park High School.
4. Staff from both departments were consulted during the development of this gift.
5. This project will meet the District strategic plan goals of achievement and sustainability.
6. This item is submitted by Stacy Koppen, Director, Nutrition Services; Jon Peterson, Executive Director, College and Career Readiness; Jackie Turner, Chief Operations Officer; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: March 21, 2017

TOPIC: Request for Permission to Accept a Gift from No Bully

A. PERTINENT FACTS:

1. No Bully is a nonprofit organization based in San Francisco that partners with schools to implement a non-punative and highly effective solution to bullying and harassment. Sponsored by the ESPN X Games, No Bully is providing a gift to Eastern Heights Elementary School.
2. Partner schools will receive the full series of No Bully leadership coaching, teaching trainings and parent workshops on how to implement the No Bully System ® to prevent and stop student bullying and harassment. The gift is valued at \$10,000.
3. Staff at the school researched this opportunity.
4. This project will meet the District strategic plan goal of sustainability.
5. This item is submitted by Howard Wilson, Principal of Eastern Heights; and Andrew Collins, Assistant Superintendent.

B. RECOMMENDATION:

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.

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

DATE: March 21, 2017

TOPIC: Request for Permission to Submit a Grant Application to FIRST

A. PERTINENT FACTS:

1. FIRST is currently accepting applications for the STEM Equity Community Innovation program. FIRST is committed to bringing its programs to students who would benefit most, and is providing funds to communities to address inequities in STEM. To ensure greater access and reduce inequalities, FIRST is providing funds to support communities in providing greater access to quality STEM experiences for targeted students.
2. Saint Paul Public Schools Office of College and Career Readiness has prepared an application to expand FIRST Tech Challenge teams at district 6-12 sites. Department staff researched this opportunity. 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 Jon Peterson, Executive Director of College and Career Readiness, and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: March 21, 2017

TOPIC: 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

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting applications from adult basic education consortia, which may include nonprofit organizations, public school districts, community-based organizations, faith-based organizations, public post-secondary institutions, Minnesota Department of Corrections or tribal authorities.
2. SPPS along with SPCLC is asking for approximately \$750,000 from federal funds. The exact amount will be based upon the final count of learner hours during the 2015-17 school year.
3. This Adult Basic Education funding will help empower Adult students throughout Saint Paul to receive basic skills education, English literacy training, occupational classes and wrap around services to help them transition to higher education or the workforce. This item supports the district goals of achievement.
4. This item is submitted by Scott D. Hall, Adult Basic Education Supervisor, Lynn Gallandat, Community Education Director and Jackie Turner, Chief Operation Officer.

B. RECOMMENDATION:

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.

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

DATE: March 21, 2017

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

A. PERTINENT FACTS:

1. The Minnesota Department of Transportation Safe Routes to School program is currently accepting grant applications for projects that increase the likelihood students will walk or bicycle safely to school.
2. Saint Paul Public Schools Office of Student Wellness has prepared an application for funds to enact a plan for safer routes around Benjamin E. Mays, Capitol Hill and Maxfield Schools. If successful, this request will result in planning assistance from a SRTS planning and facilitation expert hired by Minnesota Department of Transportation. Staff at the program researched this grant opportunity.
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; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: March 21, 2017

TOPIC: 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

A. PERTINENT FACTS:

1. The Minnesota State Arts Board Arts Learning Grant is currently accepting grant applications for projects that help lifelong learners acquire knowledge, understanding and skills in the arts.
2. Three schools have prepared applications for funds to bring in resident artists who will help students develop skills in the performing arts.

Mississippi Creative Arts School requests approximately \$23,158 to expand an arts learning partnership with Children's Theatre Company.

L'Etoile du Nord French Immersion School requests approximately \$33,120 to collaborate with Duniya Drum & Dance Company.

Saint Paul Music Academy requests approximately \$18,900 to collaborate with the Copper Street Brass.

Saint Paul Public Schools will serve as fiscal agent for these projects. Staff at the schools researched this grant opportunity. This project will meet the District strategic plan goal of achievement.

3. This item is submitted by Be Vang, Fatima Lemtouni and Barbara Evangelist, Principals; Andrew Collins and Efe Agbamu, Assistant Superintendents; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: March 21, 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 \$4,300 to purchase 30 cots, plus bedding and pillows to use nightly for families experiencing homelessness who require a safe, warm place to spend the night.
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 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.

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

DATE: March 21, 2017

TOPIC: Request for Permission to Submit a Grant Application to Ramsey County

A. PERTINENT FACTS:

1. Ramsey County is currently accepting applications for the Healthy Youth, Healthy Communities program. This program supports implementation of community projects to achieve policy, system and environmental changes designed to prevent chronic disease by promoting healthy eating.
2. Saint Paul Public Schools Nutrition Services has prepared an application to fund a contracted Project Advisor, materials and equipment to build a garden and greenhouse project at Hazel Park Preparatory Academy. Nutrition Services and school staff researched this opportunity. Saint Paul Public Schools will serve as fiscal agent for the project.
3. This project will meet the District strategic plan goal of alignment.
4. This item is submitted by Stacy Koppen, Director of Nutrition Services, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: March 21, 2017

TOPIC: Request for Permission to Submit a Grant to TKDA

A. PERTINENT FACTS:

1. TKDA, a Saint Paul-based engineering and architectural firm with more than a century of history, has begun a corporate giving program. It has invited, from Farnsworth Lower School, a proposal for STEM initiatives.
2. Farnsworth Lower School has in turn prepared an application requesting approximately \$5,000 to be used for a variety of STEM-related activities including field trips and supplies.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Laura Saatzer, Principal; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: March 21, 2017

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

A. PERTINENT FACTS:

1. The US Department of Education is currently accepting grant applications for the Magnet School Assistance Program, which seeks to prevent, reduce or eliminate minority group isolation by funding projects to implement magnet schools with academically challenging, innovative instructional approaches or specialized curricula designed to bring students from different social, economic, ethnic and racial backgrounds together.
2. Saint Paul Public Schools has prepared an application for funds to enhance the Creative Arts Pathway by building K-12 vertical alignment in arts curriculum, creating an integrated arts framework for each pathway school, and providing the necessary equipment, staffing and supplies to realize these activities. Ultimately, the project will provide a premier arts-focused education that prepares students for college and career. Saint Paul Public Schools will serve as fiscal agent. This grant is for up to \$15 million. Staff in the pathway schools and department leads have been included in the development of this project.
3. This project will meet the District strategic plan goals of achievement, alignment and sustainability.
4. This item is submitted by Dr. Carlondrea Hines, Principal of Creative Arts Secondary School; Bryan Bass, Principal of Linwood Monroe Arts Plus; Be Vang, Principal of Mississippi Creative Arts School; Heidi George, Principal of Four Seasons A+ Elementary School; Barbara Evangelist, Principal of Saint Paul Music Academy; Hans Ott, Assistant Superintendent of Teaching and Learning; Theresa Battle, Assistant Superintendent of High Schools; Lisa Sayles-Adams, Assistant Superintendent of K-8 and Middle Schools; Andrew Collins, Assistant Superintendent of PreK-5 Schools; Jackie Turner, Chief Operations Officer; and Dr. Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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

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

DATE: Tuesday, March 21, 2017

TOPIC: SPPS 2016 S-Term Site at St. Paul College

A. PERTINENT FACTS:

1. This recommendation reflects an amendment to a previous contract with St. Paul College in which the total amount exceeds \$100,000. St. Paul Public Schools utilized facilities at St. Paul College during Summer Term (S-Term) 2016 including classrooms, the cafeteria, laptop carts, and parking facilities.
2. S-Term classes at St. Paul College provided credit recovery opportunities for over 1000 incoming and outgoing 12th grade students.
3. This project meets the District strategic plan goal of credit recovery for students pursuant to [Minnesota Statute 124D.68](#), the Graduation Incentives Program. In addition, the opportunity for students to complete credit recovery on a college campus allows them to envision their own futures in higher education, as well as strengthening the relationship between St. Paul Public Schools and St. Paul College.
4. This item is submitted by Jon Peterson, Executive Director, Office of College and Career Readiness (OCCR) and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

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.

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

DATE: March 21, 2017

TOPIC: Permission to Enter into Lease Agreement with Apple for iPads

A. PERTINENT FACTS:

1. Permission to enter into a sole source lease agreement with Apple, Inc. for iPad devices. The agreement will also include technical support, professional development, iPad cases, Device Enrollment Program and AppleCare+ which includes: three year extended warranty; and extended phone support for students, parents and SPPS staff. This agreement will amend the Master Lease agreement dated August 1, 2014.
2. Lease Schedule No. 1 is a four-year lease agreement. It includes the financing of the early termination of Lease Schedule No. 1 to the Master Lease Purchase Agreement dated May 20, 2015 ("Refinanced Schedule"). The first payment will be due August 1, 2017 in a total amount of \$8,273,163.46. Subsequent payments will be \$6,501,740.46 per year with a total cost of \$27,778,384.84 over the life of the lease.
3. Apple, Inc. is the considered a sole source, with leases that offer the unique characteristics of serial number registration and the telephonic support for SPPS staff.
4. Funding for leases will come out of the Personalized Learning Referendum dollars.
5. 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.
4. 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 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.

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

DATE: March 21, 2017

TOPIC: Cisco VoIP

A. PERTINENT FACTS:

1. Our District Voice Over Internet Protocol (VoIP) is past end of life and needs to be replaced. Our VoIP system supports all of the front end Telephony services such as the various desk phones, sending and receiving voice calls, voice mail, call forwarding, Meet-Me conference, and other features. This request is to replace the back-end infrastructure that supports those features. It would include replacing routers, switches, gateways, installation and configuration. The plan is to not replace the current desk phones. In addition, the following additional solutions will be upgraded:
 - a. Prime Appliance – which manages our WiFi access points and now includes routers and switches for a single pane of glass to provide support.
 - b. Virtual Private Network (VPN) – allows users to dial in remotely to get access to IT services such as network shares (file sharing), and other tools that are not public facing.
2. The solution will be bought through our vendor DataLink, and the purchase will be made off of Minnesota State Contract #41910.
3. The purchase is over \$100,000 and board approval is required.
4. This purchase has been reviewed by Marie Schrul, Chief Financial Officer, and Tom Parent, Director of Facilities.
5. Funding will be provided by the Technology Services and Facilities budgets.
6. This purchase meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is submitted by Idrissa Davis, Deputy Chief, Technology Services.

B. RECOMMENDATION:

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.

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

DATE: March 21, 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 March 30, 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: March 21, 2017

TOPIC: Microsoft Office 365 Implementation Services

A. PERTINENT FACTS:

1. Technology Services is planning to move the District from Lotus Notes email system to Microsoft Office 365. This is part of Technology Services strategy to reduce licensing costs, email support, and improve email availability. In addition to upgrading email, Technology Services is planning to move User storage to the cloud (OneDrive), as well as roll-out a meeting and presentation tool called Skype for Business. In order to ensure a successful roll-out the District should utilize implementation expertise.
2. N2N Technologies has submitted a proposal that has been reviewed by Idrissa Davis, Deputy Chief, Technology Services.
3. The purchase is over \$100,000 and board approval is required.
4. Funding will be provided by the Technology Services budget. Total cost is not to exceed \$120,000.
5. This item meets the District's Strategic Plan goals of alignment and sustainability for resources for the use of productivity tools.
6. This item is submitted by Idrissa Davis, Deputy Chief, Technology Services.

B. RECOMMENDATION:

That the Board of Education authorize administration to approve the proposal from N2N Technologies for Microsoft Office 365 Implementation services in the amount not to exceed \$120,000.

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

DATE: March 21, 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 January 1, 2017 – January 31, 2017.

(a) General Account	#670788-672079	\$44,726,326.91
	#0002356-0002401	
	#7002139-700169	
	#0001391-0001429	
(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

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 June 30, 2017.

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

DATE: March 21, 2017

TOPIC: SPPS Achievement and Integration Budget for FY18

A. PERTINENT FACTS:

1. Achievement and Integration budget details for FY18.
2. The budget funds the plan to provide support through interventions that the district will undertake to increase proficiency of all students, decrease the achievement gap between students of color and white students, and provide opportunities for integration among students in the district.
3. This is in alignment with the 2017-20 SPPS Achievement and Integration plan that has also been submitted to MDE.
4. This item is submitted by Jackie Statum Allen, Asst Director of Strategic Planning and Policy; Marie Schrul, Chief Financial Officer, and Jackie Turner, Chief Operating Officer.

B. RECOMMENDATION:

That the Board of Education approve the Achievement and Integration budget for Saint Paul Public Schools for fiscal year 2017-18.

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

DATE: March 21, 2017

TOPIC: SPPS Achievement and Integration Budget for FY18

A. PERTINENT FACTS:

1. Achievement and Integration budget details for FY18. The Budget is for \$16,322,015.00.
2. The budget funds the plan to provide support through interventions that the district will undertake to increase proficiency of all students, decrease the achievement gap between students of color and white students, and provide opportunities for integration among students in the district.
3. This is in alignment with the 2017-20 SPPS Achievement and Integration plan that has also been submitted to MDE.
4. This item is submitted by Jackie Statum Allen, Asst Director of Strategic Planning and Policy; Marie Schrul, Chief Financial Officer, and Jackie Turner, Chief Operating Officer.

B. RECOMMENDATION:

That the Board of Education approve the Achievement and Integration budget for Saint Paul Public Schools for fiscal year 2017-18.

**Achievement and Integration Plan
July 1, 2017 to June 30, 2020**

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

District ISD# and Name: Saint Paul Public Schools, ISD 625

District's Integration Status: Racially Isolated District /Racially Identifiable School (RI/RIS)

Superintendent: John Thein
Phone: 651-767-8152
E-mail: john.thein@spps.org

Plan submitted by: Jackie Statum Allen
Title: Asst. Dir Strategic Planning and Policy
Phone: 651-767-8295
E-mail: jacqueline.allen@spps.org

Racially Identifiable Schools (RIS)

If you have been notified by MDE that your district has a racially identifiable school, please list each of those schools below, adding additional lines as needed.

- Highwood Hills
- Mississippi
- Obama
- Phalen Lake
- Riverview

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

Collaborating Districts Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. Rule 3535.0170). List your collaborating districts here, adding lines as needed. If your integration collaborative has a name, enter it here:
Collaborative name.

- South Washington County, 833 A - Adjoining
- Forest Lake Area Schools A - Adjoining

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval (Minn. Stat. § 124D.861 Subd. 4). Email it to MDE.integration@state.mn.us. Scan the signed coversheet and attach that to your email as a separate PDF.

School Board Approval (Minn. Stat. § 124D.861 Subd. 4)

We certify that we have formally approved and will implement the attached Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and in compliance with applicable federal, state, and local laws and regulations.

Superintendent: John Thein
Signature:

Date Signed: Enter date.

School Board Chair: Jon Schumacher
Signature:

Date Signed: Enter date.

COVERSHEET

Detailed directions and support for completing this plan are provided in the Achievement Integration Plan Guide available on the MDE Achievement and Integration page.

Plan Input Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 2 requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: Jackie Allen ISD 625, Aimee Mediger ISD 625, Jayne Williams ISD 625, Lisa Thao ISD 625, Kristine Schaefer, ISD 833, Cohnna Classon ISD, 833, Joyce Beaird, ISD 833, Carolyn Latady, Forest Lake

Community Collaboration Council: In the fall of 2016, SPPS established a task force to investigate school integration in district schools. The committee has met regularly for several months, and will continue to develop recommendations that may inform updates to the district's Achievement and Integration plans in future years. Members include: Jackie Turner (Chief Operating Officer), Jim Hilbert (NAACP), Roger Barr (Community Member), Clayton Howatt (Parent), Chue Vue (Board Director), Steve Marchese (Board Member), Mary Jane Somerville (Parent), Aida Martinez-Freeman (Parent), Bryan Bass (Principal), Dana Carmichael (Parent), Garse Reynolds (student), Rebecca McCammon (Teacher)

Leadership Team: Jackie Turner, Kate Wilcox-Harris, Hans Ott, Jon Peterson, Lynn Pham, Stacey Gray Akyea, Joe Munnich, Jackie Statum Allen, John Bobolink, Cheryl Carlstrom, and Myla Pope

Post to District Website Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website (Minn. Stat. § 124D.861 Subd. 3 (b)). Please provide the URL where your district's Achievement and Integration plan is posted.
<http://www.spps.org/Page/29231>

Plan Goals This plan must contain goals for reducing disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

GOAL # 1: Reduce the largest difference among student racial groups by 3 percentage points or more of the percentage of students making medium or high growth by 2020, as measured on the MCA reading exam. (Baseline: 2016 largest gap was 12 points between Black students at 60% and Asian students at 72%)

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Objective 1.1: Provide opportunities for teachers and instructional support personnel with targeted, robust professional development opportunities

Objective 1.2: Provide opportunities for students to receive pre-kindergarten services

Objective 1.3: Provide sound summer programming opportunities for students

Objective 1.4: Provide opportunities for students to learn in racially and socially diverse settings

Objective 1.5: Improve access to culturally relevant teaching, instruction, and curriculum

Objective 1.6: Empower families to support and advocate for their students and partner with educators to achieve success

GOAL # 2: Increase the district graduation rates for all student groups of color by 2 percentage pts by 2020, as measured by the MDE 4-year graduation rates. (Baseline 2016 rate: American Indian 50.0%, Asian 77.6%, Black 70.7%, Hispanic 71.8%)

Aligns with WBWF area: All students graduate from high school.

Objective 2.1: Provide AVID services to students to support college and career readiness and support graduation.

Objective 2.2: Provide services to American Indian students to increase school engagement, build cultural identity, and provide more regular support to encourage persistence through graduation.

Objective 2.3: Provide opportunities for students to build leadership and engagement in their school communities.

GOAL # 3: To support families as they navigate the school choice process, SPPS will deliver and/or participate in 200 or more outreach events related to school choice each school year through SY19-20. (Baseline: SY15-16, 195 events)

Aligns with WBWF area: All students are ready for career and college.

Objective 3.1: Provide a robust school choice process supported by transportation services

Objective 3.2: Offer a portfolio of magnet schools to complement community schools from which families can choose

Objective 3.3: Provide support to families through services offered by the Student Placement Center

Objective 3.4: Ensure building and site facilities projects are completed in a thoughtful manner with community engagement and are completed with geographic equity in mind

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Requirement for this section: At least one intervention must be designed and implemented to bring together students from the racially isolated district and students from that district's adjoining AI districts (Minn. Rule 3535.0170).

Copy and paste the text below for each intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

Intervention #1 Racial Equity Overview and Professional Development**This intervention supports the following goal objective: 1.1 and 1.5**

Type of Intervention: Professional development opportunities focused on academic achievement of all students.

Narrative description of the critical features of the intervention. Saint Paul Public Schools (SPPS) has significant disparities in student outcomes that are predictable by race. In 2009 the district embarked on a transformational journey to develop staff to interrupt systems and practices that perpetuate racialized outcomes. Phase one, focused on engaging, deepening, and sustaining conversations about race through the use of the Courageous Conversations about Race (CCAR) Protocol. District staff were required to attend Beyond Diversity, the foundational two-day training. Schools and departments were also encouraged to establish Equity Teams, the capacity building entity, to sustain continuous site-level equity development. System tools were also introduced at LEADS Booster sessions, which assisted in the development of the will, skill, knowledge, and capacity to address systemic disparities throughout SPPS.

Phase two began in July 2013. The Office of Equity developed a framework to inform practice in defining and creating culturally responsive learning environments. To inform practice, district level instructional coaches were on-boarded with racial equity and culturally responsive instructional training through four full-day training sessions. Also, select schools are participating in culturally responsive training sessions through SPPS/NUA cohorts and/or Innocent Classroom professional development.

Phase one and two are ongoing approaches toward success measures. Moving forward, SPPS will continue to provide Foundational training, while implementing Connected, Focused, and Targeted professional development opportunities. This training will be provided at the District Level, Building Level, and Department Level (please see table below).

Professional Development		
District Level	Building Level	Department Level
Focus: <ol style="list-style-type: none"> 1. Systems, practices, and interruption 2. Equity Team/Leadership Team Reboot 	Focus: <ol style="list-style-type: none"> 1. Foundational equity development 2. Culturally Responsive Instructional Practices 	Focus: <ol style="list-style-type: none"> 1. Systems, practices, and interruption 2. Culturally Responsive Content Focused PD
<ul style="list-style-type: none"> • Administrator's Academy • LEADS Booster (3 Sessions) <ul style="list-style-type: none"> • Principals Equity Team Development SDWAM - EOY Principal's Meeting	<p><u>Foundational PD</u></p> <ul style="list-style-type: none"> • Beyond Diversity <p><u>Connected PD</u></p> <p><i>CRT Development</i></p> <ul style="list-style-type: none"> • 4 R's of Culturally Responsive Teaching • Beyond the Cool Stuff: Going Deeper with MRC Materials <p><i>Building/E - Team Development</i></p> <ul style="list-style-type: none"> • BD and a Bite • Compass 4 Kids • Equity Film Showings • Racial Autobiography <p><u>Focused PD</u></p> <p><i>CRT Development</i></p> <ul style="list-style-type: none"> • Bdote Field Trip: This is a Dakota Place • Innocent Classroom • SPSS/NUA <p><i>Building/E - Team Development</i></p>	<ul style="list-style-type: none"> • Beyond Diversity • Personalized Learning Team Coaching and E-team Development • Literacy <ul style="list-style-type: none"> • LEADS Support • Curriculum, Materials, Resources, and Instructional Practices (CRT focused)

Grade levels to be served: Staff serving all grades

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Professional Development participant evaluations

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

- Singleton, G. E. (2005). *Courageous Conversations about Race*. Corwin Press Jackson, Y. (2011).
- The Pedagogy of Confidence- Inspiring High Intellectual Performance in Urban Schools. New York. Teacher's College

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
SPPS will increase the total number of participants in foundational racial equity training to 5,650 participants by 2020. Baseline: SY15-16 was 5,008 participants.	5,300	5,550	5,650

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #2 AVID Professional Development**This intervention supports the following goal objective: 1.1****Type of Intervention:** Professional development opportunities focused on academic achievement of all students.**Narrative description of the critical features of the intervention.**

AVID Training with Equity Alliance MN

For the past several years, SPSS has partnered with Equity Alliance MN (formerly EMID) to train teachers in AVID in a cross-district environment. The AVID Path Training happens twice a year. The training is available for \$280 per person, per training, plus substitute teacher costs during the year or a teacher stipend during the summer.

Grade levels to be served: 6-12

Location of services: AVID Schools (SY16-7 locations: American Indian Magnet, Battle Creek, Capitol Hill, Farnsworth, Linwood-Monroe, Murray, Open World Learning, Parkway, Ramsey, AGAPE, Central, Como, Harding, Highland, Humboldt, Johnson, Washington

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Pre and post classroom observations, AVID site team plans, AVID site team meeting agendas and minutes

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. "Of the 2009 AVID graduates, 99.6 percent graduated from high school with 92 percent planning to attend college ~ 60 percent to a four-year college and 32 percent to a two-year college. In addition to outstanding graduation rates, AVID students perform well-above their peer groups. AVID students completed four-year college entrance requirements at a rate of two and a half times greater than the national average in 2009." Sources: AVID Center Senior Data Collection System, 2006 - 2009 (N=52,870). Greene, J.P., Forster, G. "Public High School Graduation and College Readiness Rates in the U.S." Manhattan Institute, Ed. Working Paper 3. 2003

Positive results from numerous research studies evaluating the effectiveness of the AVID program may be accessed at <http://www.avid.org/AC-Research-and-White-Papers.ashx>.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
SPSS will participate in AVID training with Equity Alliance MN districts each year.	10-12 teachers	10-12 teachers	10-12 teachers

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #3 Professional Development for Bilingual EAs**This intervention supports the following goal objective: 1.1**

Type of Intervention: Professional development opportunities focused on academic achievement of all students.

Narrative description of the critical features of the intervention. In order for bilingual Education Assistants (EAs) to be fully utilized to support teaching and learning in the classroom, they must be provided opportunities to receive professional development. Under this intervention, these support personnel will receive relevant and robust training to support our emergent bilingual students.

Grade levels to be served: All grade levels

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Evaluations from participants in PD sessions

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Culturally Proficient Practice: Supporting Educators of English Learning Students;, Reyes L. Quezada, Delores B. Lindsey, Randall B. Lindsey; October 2012

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
At least one PD course will be offered each year that is targeted towards bilingual EAs.	1 or more targeted course	1 or more targeted course	1 or more targeted course

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #4 Preschool Partnership**This intervention supports the following goal objective: 1.2 and 1.4**

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☒ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

Narrative description of the critical features of the intervention.

SPPS partners with South Washington Schools to provide Pre-K services for SPPS students at Woodbury Elementary. Through a research-based pre-K program, up to 16 SPPS students attend yearlong Pre-K program. The program has staff trained in cross-cultural relationship building. The two districts jointly plan and implement this program to ensure successful Integration of students from both districts.

Grade levels to be served: Pre-K

Location of services: Woodbury Elementary

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Pre-K assessments

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Derman- Sparks, L & Edwards, J. (2010). *Anti-Bias Education for Young Children and Ourselves*. Washington, DC. NAEYC Books.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase the percent of pre-K staff that report effective cross cultural relationships between students	15%	20%	25%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #5 [Student Field Trips](#)**This intervention supports the following goal objective: 1.4**

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

Narrative description of the critical features of the intervention.

Field trips will offer an opportunity for students to receive meaningful opportunities for intra- and inter- district integration experiences. The current venue that is being planned to host these field trips is Belwin Outdoor Science, with the possibility of expanding to additional venues in the future.

Through intentional scheduling and interactive student activities, students from SPPS and neighboring districts such as Forest Lake, Stillwater, and others will interact and learn in racially diverse groups. SPPS classrooms will partner one-on-one with a classroom in a neighboring district. The partnership will connect students via Skype, emails and/or letter writing prior to an in-person, full school day field trip at Belwin. While at Belwin students will connect to each other and to nature in teams of 12 or fewer facilitated by Belwin education staff. Students will participate in team building activities and use engaging outdoor science investigations as a vehicle to connect further with their partners on Belwin's 225 acre ecological preserve. Science investigations for 3rd graders could include exploring how animals survive in Belwin's prairies, forests and ponds. 5th graders could engage in a wide variety of activities including radio tracking, orienteering and nature photography

Grade levels to be served: Grades 3 and 5

Location of services: Belwin Nature Center and Como Planetarium

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)):

Formative assessments at Belwin will vary depending on grade level, and season of the field trip.

- 5th grade nature photographers will post pictures on [Belwin's student galleries](#) showing plant and animal structures and demonstrating artistic benchmarks such as rule of thirds, perspective, and contrast.
- 5th grade Orienteers will report on which Minnesota biome was represented at a particular site and how specific plants and animals survive in those habitats.

- 3rd graders will complete a data sheet demonstrating which animals live at Belwin, evidence students observed for those animals, and strategies those animals use for surviving at Belwin.
- Teachers and students frequently write letters to Belwin staff reflecting on their learning and experiences during their field trip. Participating classrooms could write similar letters responding to specific learning prompts as another type of formative assessment.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

- American Institutes for Research (2005) "Effects of Outdoor Education Programs for Children in California" Dhanapal, S., Lim, C. C. Y., (2013) "A comparative study of the impacts and students' perceptions of indoor and outdoor learning in the science classroom" Asia-Pacific Forum on Science Learning and Teaching, 14(2), 1 - 23
- Kuo, Frances E. and Andrea Faber Taylor, (2004) "A Potential Natural Treatment for Attention-Deficit/Hyperactivity Disorder: Evidence from a National Study" Am J Public Health. September; 94(9): 1580–1586
- Williams, D. R., Dixon, P. S., (2013). "Impact of garden-based learning on academic outcomes in schools: Synthesis of research between 1990 and 2010." Review of Educational Research, 1 -25

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Inter- and intra-district classroom experiences in science will increase to 11 classrooms per year.	5 classrooms	8 classrooms	11 classrooms

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #6 Classroom Partnerships (Intra- and Inter-district)**This intervention supports the following goal objective: 1.4**

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

Narrative description of the critical features of the intervention.

With its racially and socio-economically diverse portfolio of schools, SPPS can achieve authentic integration experiences by pairing classrooms both from different schools in the district, as well as with neighboring districts. The goal of the classroom partnerships is to increase student integration with a focus on high-quality education opportunities. In recent years, the Classroom Partnerships program was restructured to develop deeper connections between participating students. The program for secondary students will be a continuation of a long-term partnership with schools in the Forest Lake school district. The program for elementary students will be a new program in which SPPS schools with different predominant student race/ethnic student groups will be paired with one another.

Grade levels to be served: grades K-5 and 10-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): teacher and student program evaluations

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Hattie, J. (2012). *Visible Learning for Teachers- Maximizing Impact on Learning*. New York. Routledge. Derman- Sparks, L & Edwards, J. (2010). *Anti-Bias Education for Young Children and Ourselves*. Washington, DC. NAEYC Books.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
SPPS will increase the number of Classroom Partnerships to 6 or more by 2020. Baseline: SY16-17 is 2 partnerships	4 partnerships	5 partnerships	6 partnerships

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #7 Summer Programs**This intervention supports the following goal objective: 1.4**

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

Narrative description of the critical features of the intervention.

SPPS partners with adjoining school districts to offer multiple programs during the summer term. Those programs include, but are not limited to:

- National Youth Sports Program – four-week programs for grades 1-5 and 6-12
- Belwin Science Camp – one-week camp offered twice

All programs provide opportunities for SPPS students to interact cross-culturally with students from other districts.

Grade levels to be served: K-6

Location of services: Locations vary

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Participant evaluations

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Making Summer Count: How Summer Programs Can Boost Children's Learning; Jennifer Sloan McCombs, et al; RAND Corporation, 2011

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
SPPS will collaborate with other districts to provide students with two or more cross-district summer programs each year	2 or more programs	2 or more programs	2 or more programs

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #8 [Multicultural Resource Center](#)**This intervention supports the following goal objective: 1.1 and 1.5**

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

Narrative description of the critical features of the intervention.

Included in our Racial Equity Transformation work is the Multicultural Resource Center (MRC). The work at the MRC supports the SPPS strategic plan goal of Achievement and the specific focus areas: Racial Equity Transformation and Ready for College and Career.

Programming occurs throughout the year for SPPS students, staff, and community on various topics including the National Geographic giant map event, the Bdote field trip on Dakota history and culture, storytelling and creating art in response to the controversial art at the State Capitol.

The MRC supports student voice and choice by providing opportunities in a variety of areas, including peer teaching, leading professional development for teachers, and contributing to curricular materials. It also serves as an important resource for teachers by providing a lending library of instructional support materials such as learning trunks and other culturally relevant materials. Additionally, the MRC hosts programs for teachers, students, families and community members on topics such as racial equity, student achievement, culturally specific topics, social justice issues and more.

Grade levels to be served: PreK-12

Location of services: MRC

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Evaluations from participants

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

The MRC supports our district's racial equity and gender inclusion policies by developing and implementing resources and programming aligned to these policies. We use the research of scholar James Banks to ensure that our work connects multicultural education and student achievement. Two of his works that we use include [Equity Pedagogy](#) and [The Stages of Multicultural Transformation](#).

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase the numbers of students, staff and community members served by MRC resources and programming to 5400 annually by SY 2019-20.	4,700	5,100	5,400

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #9 Office of Family Engagement and Community Partnerships**This intervention supports the following goal objective: 1.6****Type of Intervention:** Family engagement initiatives to increase student achievement.**Narrative description of the critical features of the intervention.**

In Saint Paul Public Schools, we recognize that our mission to provide a premier education for all depends on broad-based support – from students, families, staff, partner organizations and community members. The Office of Family Engagement & Community Partnerships (OFECP) works to build this support. OFECP's work is in the following program areas: Parent Academy, several multilingual, race, and special interest based Parent Advisory Councils (PACs), Community Partnerships, Truancy Intervention Programs, Family Engagement, Ombudsperson, and Parent Information and Outreach. This multi-faceted support will lead to greater student engagement and achievement.

Grade levels to be served: Pre-K - 12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Program participant evaluations, PAC recommendations

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

U.S. Department of Education's Dual Capacity-Building Framework for Family-School Partnerships <http://www2.ed.gov/documents/family-community/frameworks-resources.pdf>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
6 or more parent advisory committees will present recommendations or identify priorities from previous recommendations to the school board or administration each year through 2020.	6 or more	6 or more	6 or more

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #10 AVID**This intervention supports the following goal objective: 2.1**

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☒ Increases graduation rates.

Narrative description of the critical features of the intervention.

SPPS has had Advancement Via Individual Determination (AVID) in schools since 2005 and is currently in sixteen schools, with plans for an increase next school year.

“AVID is a school-wide transformation effort focused on leadership, systems, instruction, and culture, and is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school.

AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum. The AVID College Readiness System is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, and it prepares all students for success in a global society.” Source: What is AVID? Brochure retrieved from http://www.avid.org/dl/about/brochure_whatisavid.pdf

SPPS offers an AVID AAMI, African American Male Initiative, at Central High School. SPPS will explore this targeted approach for other student groups in the district. Such as for the 2017-18 school year, Farnsworth Upper Campus is pursuing an AVID Elective course(s) for English Learners (ELs) in which AVID strategies will be utilized to promote the academic achievement of these students. Students of all demographics are allowed to take these courses if they so choose.

AVID FTEs

AVID staff will conduct site certification, build partnerships, sustain and grow AVID, and build system supports. In addition, they will increase site and student support, manage the experiential learning for students, and increase equity, professional development, coaching and feedback for teachers, administration and additional site staff. They will develop community outreach strategies, partnerships (community, district departments, AVID Center, families, post secondary institutions), and technical support for sites. They will build upon the partnerships

with OSS staff and Accelerated Services (AP/IB) to increase student success in advanced courses.

AVID College Visits, Career Exploration Events, Outdoor Experiential Learning

AVID students will visit two college campuses per year starting in seventh grade. By experiencing colleges and universities firsthand, students will be better able to envision themselves attending post-secondary after high school.

AVID students have participated in career exploration field trips and outdoor experiential learning as a way to build community, expose them to new opportunities, and to build skills.

AVID evaluation

We will provide each site data reports showing the number of AVID students by grade and broken down by gender and race/ethnicity. We will compare AVID students to the general school population in attendance, overall grades, advanced courses taken, and advanced course grades. We will also survey and offer focus groups to AVID students to gain feedback on their experience in AVID.

A goal of AVID is student participation and success in advanced courses. Program evaluation will regularly report on the number of students in Advanced Placement and International Baccalaureate classes, their grades each quarter, and their success on end-of-course examinations.

As we continue to work on our SCIP goal of college and career readiness and work towards an early college model for all, it would be beneficial to see how AVID supports students in CIS and dual enrollment courses, including our academies. This data will help us see how AVID can better support students.

Grade levels to be served: grades 6-12

Location of services: Current locations
(subject to change: AVID Schools:
American Indian Magnet, Battle Creek,
Capitol Hill, Farnsworth, Linwood-Monroe,
Murray, Open World Learning, Parkway,
Ramsey, AGAPE, Central, Como, Harding,
Highland, Humboldt, Johnson, Washington

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b):

- Report cards
- Graduation rates of participants
- Student Surveys
- Site team meeting plans and notes
- College access data
- AVID Data Center

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Assessing The Value-Added of Literacy Collaborative Professional Development on Student Learning: <http://www.literacycollaborative.org/docs/research/ESJ-value-added.pdf>

Identifying Predictors of College Success Through an Examination of AVID Graduates' College Preparatory Achievements: <http://journals.sagepub.com/doi/pdf/10.1177/1538192711402353>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Four year graduation rates for students who participate in four years of AVID in high school will continue to outperform graduation rates of students without AVID participation	90%	90%	90%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #11 American Indian Language and Culture Studies**This intervention supports the following goal objective: 2.2**

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☒ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

Narrative description of the critical features of the intervention.

The American Indian Studies Programs focus on the history, language, and culture of American Indians. Integration revenue funds positions at two schools: American Indian Magnet School (K-8) and Harding High school's American Indian studies, language, and culture magnet program. These positions support students through specialized instruction to build knowledge of American Indian culture and achieve academic success.

The American Indian Studies Program provides the opportunity for all students of all cultures to learn American Indian history, literature, art, and language from a Native perspective. The American Indian Studies Program provides accurate and authentic information about American Indians, which have historically been misrepresented in the traditional educational classroom. The American Indian Studies program promotes Racial Equity, which is aligned with our district Strategic Plan *Strong Schools, Strong Communities 2.0*.

Grade levels to be served: PreK-12

Location of services: American Indian Magnet School and Harding Sr. High

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Quarterly grade reports for American Indian History and Culture courses

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

- Meriam Report: The Problem of Indian Administration" (1928)
- "Indian Education: A National Tragedy" – A National Challenge – Kennedy Report (1969)

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase number of students graduating with American Indian Distinctions by 75% by 2020. Baseline data: 4 students graduated with Distinctions in 2015-2016.	5 students	6 students	7 students

Intervention #12 Transition Services for American Indian students**This intervention supports the following goal objective: 2.2**

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☒ Increases graduation rates.

Narrative description of the critical features of the intervention.

To support American Indian students in successfully transitioning from middle grades to high schools, FTE resources will be provided. Targeted services by a counselor and family engagement specialists will ensure students are prepared for the rigor of high school and remain on track during high school, especially during the critical freshman year.

Grade levels to be served: Grades 8-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Credits attained each quarter

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. "The Transition to High School as a Developmental Process Among Multiethnic Urban Youth" (2009) Aprile D. Brenner, Sandra Graham

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase the percent of American Indian high school students that earn full credit each year by 6 percentage points by 2020. Baseline: 29%	2% pt increase from baseline	4% pt increase from baseline	6% pt increase from baseline

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #13 Supplemental Support for American Indian Students**This intervention supports the following goal objective: 2.1**

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☒ Increases graduation rates.

Narrative description of the critical features of the intervention.

Supplemental support will be provided to American Indian students to improve engagement and outcomes. These resources may include, but not limited to, the hiring of mentors, grad navigators, tutors, and utilizing the Check and Connect program. Staff will engage American Indian students and their families to develop a trusting relationship, and create a connection between home and school. Staff will monitor American Indian academic progress, identify issues, identify barriers, and refer services as needed.

Grade levels to be served: Grades 6-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Student attendance

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. "Connecting Entrance and Departure: The Transition to Ninth Grade and High School Dropout" (2008) Ruth Curran Neild, Scott Stoner-Eby, Frank Furstenberg

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Decrease dropout rate for American Indian students by 3 percentage points by 2020. Baseline: 16.7% (MDE 2016 4-year graduation rate)	-1 %pt from baseline	-2%pts from baseline	-3%pts from baseline

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #14 Student Leadership and Engagement Programs**This intervention supports the following goal objective: 1.3 and 2.3**

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☒ Increases graduation rates.

Narrative description of the critical features of the intervention.

Empowering students with tools to get involved in their school community and to take ownership in their educational experiences and future opportunities, results in a more motivated and engaged learner. SPPS provides several student leadership and engagement programs.

The mission of the SPPS Hmong Youth Leadership Summit was to empower students to use their voices to interrupt systems that perpetuate inequities by strengthening cultural values and leadership capacity. The program was very successful with 106 student participants and over two dozen SPPS staff and community volunteers. SPPS will be looking for opportunities to expand similar convenings with other student groups in the district.

Additional student leadership programs include (but not limited to) programs such as:

- Dare 2 Be Real
- Racial equity focused programs for secondary students such as CLAY (Courageous Leadership Academy for Youth) and RELI (Racial Equity Leadership Institute)
- The Honoring Project
- Student Engagement and Advancement Board (SEAB)
- Racial/ethnic group graduation celebrations
- Girls Inc./ Girls in Action
- Urban Debate League

Grade levels to be served: grades 9-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Evaluations from program participants

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Armstrong, T. (2016). *The Power of the Adolescent Brain- Strategies for Teaching Middle and High School Students*. Virginia. ASCD

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Student summit participation will increase by 20% each year. (Baseline 106 students)	130 students	155 students	185 students

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #15 [HBCU College Tour](#)**This intervention supports the following goal objective: 2.3**

Type of Intervention: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of the critical features of the intervention.

The annual HBCU college tour occurs each year during spring break. It is a program that is organized by Progressive Baptist Church Education Ministry and PROCEED Inc. SPPS covers the costs of about 8-10 students to attend each year.

During the tour, participants have the opportunity to tour multiple campuses, speak with current students and faculty, discuss tuition costs and financial aid, learn about degree programs offered at the colleges and universities, and most importantly, learn about what they can do as high school students to best position themselves to be successful in college one day.

Grade levels to be served: 10-12

Location of services: Multiple HBCU campuses

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Participant evaluations

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Breaking through the Barriers to College: Empowering Low-Income Communities, Schools, and Families for College Opportunity and Student Financial Aid; De La Rosa; Mari Luna; Tieney, Williams; Center for Higher Education Policy Analysis, University of Southern California

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
SPPS will cover the costs for 8 or more SPPS students to attend the HBCU college tour each year	8 or more students	8 or more students	8 or more students

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #16 Transportation to support school choice**This intervention supports the following goal objective: 3.1**

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☒ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

Narrative description of the critical features of the intervention.

School Choice and Transportation

Saint Paul Public Schools believes students and families should have access to high-quality schools in their own community, as well as access to magnet schools that offer specialized academic programming. Our transportation services are integral to achieving this comprehensive school choice system.

Grade levels to be served: grades Pre-K-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Yearly analysis of efficiency of routes and system

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

http://blogs.edweek.org/edweek/inside-school-research/2009/07/its_one_thing_to_choose.html

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percentage of buses that are on time for their first bus stop of the day	95%	95%	95%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #17 Magnet Schools**This intervention supports the following goal objective: 3.2**

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☒ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

Narrative description of the critical features of the intervention.

Magnet Schools

SPPS has a robust school choice system. At the elementary level, 22 community schools offer high-quality general studies programs with a school choice preference to students who live within the school's Area. SPPS has eleven elementary district magnet schools and programs, which all students living in the city are eligible to attend. Likewise, there are ten regional elementary magnet schools and programs. A regional magnet program serves two or more Areas, and students living within the region are given school choice preference. Elementary magnet school options include aerospace, language and culture, gifted and talented, International Baccalaureate, language immersion, arts, science, and Montessori.

At the secondary level, each of the six Areas offers one community school option for middle and high school students. These schools also offer district and regional magnet programs. Additionally, for secondary students there are five district magnet schools. The secondary magnet options include aerospace, language and culture, gifted and talented, International Baccalaureate, advanced placement, language immersion, arts, science, and Montessori.

Achievement and Integration funding is used to fund positions at every magnet school.

Grade levels to be served: Grades PreK-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): School choice applications

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Integrated Magnet Schools: Outcomes and Best Practices; Institute on Metropolitan Opportunity at University of Minnesota Law School

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percentage of on time Kindergarten school choice applications as a % of total projected seats	70%	70%	70%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #18 Student Placement Center and Reflecting St. Paul**This intervention supports the following goal objective: 3.3**

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☒ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

Narrative description of the critical features of the intervention.**Student Placement Center**

The Student Placement Center (SPC) serves as the first stop for most families seeking an SPPS school; therefore, it is a key component of the district's school integration efforts. The SPC provides connections and services to three main groups: students and their families, district schools and departments, and the community (in the areas of enrollment and records).

The Student Placement Center oversees the district's school choice and application process for students entering all grades, PreK through twelve. Thus far in the 2014 school choice season, the SPC has processed over 7,151 applications. A multilingual staff provides information to families in their own language.

Another important component of the school choice process is outreach by SPC staff. Staff members from the SPC take part in hundreds of events each year, such as visits to ECFE groups, Head Start centers, preschools, family centers, parent groups, city events and celebrations, and other district programs.

Reflecting St. Paul

Reflecting St. Paul is a program designed to integrate our schools, while more closely aligning the demographic makeup at the district's lowest poverty schools with the demographics of the city. Reflecting St. Paul begins by identifying the district schools with low poverty – specifically a free and reduced-price lunch percentage that is 20 points or more below the district average. At those schools, 20% of available seats are reserved for students residing in high-need neighborhoods. Those high-need neighborhoods are identified as census blocks that have:

- high proportions of families with students eligible for free or reduced price lunch
- high proportions of residents with a home language other than English
- low rates of student reading and math proficiency.

This program supports the availability of choice for families from high-need neighborhoods. Typically, schools with the lowest poverty in the district are among those in highest demand, resulting in annual waitlists. The Reflecting St. Paul program gives these families preference in the school choice lottery process, if they choose to apply.

The program does not stop with placement at the low-poverty school. Supports must also be in place to ensure that Reflecting St. Paul students thrive in their performance at the school. District work in Culturally Responsive Teaching, is one such support. Additionally, the district's Office of Equity has the position of cultural specialist to support students and teachers as the schools progress in their equity work

Grade levels to be served: Grades PreK-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): School choice applications – timing and quantity

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Integrated Magnet Schools: Outcomes and Best Practices; Institute on Metropolitan Opportunity at University of Minnesota Law School

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Each year, 85% or more of Reflecting St. Paul (RSP) Seats go to RSP-eligible students	85%	85%	85%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #19 Facilities Master Plan for school improvements

This intervention supports the following goal objective: 3.4

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☒ Provides school enrollment choices.
- ☒ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

Narrative description of the critical features of the intervention.

As part of its Strong Schools, Strong Communities 2.0 strategic plan, Saint Paul Public Schools conducted an extensive planning process to develop a 10-year Facilities Master Plan (FMP) to ensure school buildings are able to meet the 21st century learning needs of students. The district consists of 72 facilities, 7.3 million square feet of space, and 465 acres of land—a key component of proactively managing these assets is through the development of a FMP.

Through improvement projects under the FMP, school buildings will be better equipped to meet the needs of students, teachers, and the overall community; thereby, enabling an increase in student outcomes. Projects include improving classroom space, building spaces for break-out instruction to targeted groups, and ensuring our infrastructure can support personalized learning through our 1:1 iPad learning environments. Racial equity, geographic equity, and community engagement were, and continue to be, priorities in the award-winning FMP process.

Grade levels to be served: PreK - 12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Annual FMP 5-year plan

Evidence of research-base

Psychology of Learning Spaces: Impact on Teaching and Learning; Vincent J. Granito, Mary E. Santana, Journal of Learning Spaces; 2016

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
At least one FMP project will occur in each of the districts Areas (A-F) each year.	At least one project in each Area	At least one project in each Area	At least one project in each Area

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Racially Identifiable School(s)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools (RIS), include achievement and integration goals and strategies for *each* Racially Identifiable School within your district.

If MDE has not notified your district that one of your sites is an RIS, please delete this section.

RIS Plan Goals The plan must contain goals for reducing the disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

Requirement for this section: At least one RIS objective shall be to increase racial and economic integration at that school (Minn. Rule 3535.0160).

RACIALLY IDENTIFIABLE SCHOOL INTERVENTIONS

Each Racially Identifiable School will receive an FTE allocation funded through Achievement and Integration revenue.

Additionally, each school will receive an allocation for an RIS Achievement and Integration Innovation Investment. This is an allocation to each school to support the achievement and integration goals set by the school.

At the time of submission of the District's AI plan and budget, specific uses for these innovation funds may not be specified. This is because schools have not yet received their full budget for the upcoming fiscal year. Rather than asking the RIS schools to make decisions regarding this allocation in isolation of their full budget, RIS schools will submit the uses for their innovation funds along with the rest of their budget. The requested use must be approved by the school's Assistant Superintendent and the administrator of the district Achievement and Integration plan.

Directions Racially identifiable schools may use AI revenue for the interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Copy and paste the text below for each RIS intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

HIGWOOD HILLS

RIS Goal #1 72% of 4th and 5th grade students who receive targeted supports will make medium or high growth by 2020 as measured on the annual MCA math tests by 2020.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

RIS Objective 1.1: Provide targeted math supports in small groups for identified students.

RIS Objective 1.2: Provide professional development and collaboration opportunities for staff tied to school-wide goals and objectives.

RIS Objective 1.3: Provide time for staff to focus on prevention efforts and build strong positive relationships with students with the goal of preventing exclusion from the classroom and loss of instructional time.

RIS Goal # 2 For three consecutive years, Highwood Hills will meet 95% of the projected enrollment numbers as measured by October 1 enrollment figures in 2018, 2019, and 2020

Aligns with WBWF area: Choose an item.

RIS Objective 2.1: Increase the number of family engagement opportunities per year

RIS Objective 2.2: Establish partnerships with various stakeholders in the community

RIS Objective 2.2: Partner with district Communications and Family Engagement Departments to enhance school marketing materials

To add goals and objectives, copy and paste the text above.

RIS Intervention #1: Highwood Hills Targeted Supports

This intervention supports the following goal objective: RIS 1.1, RIS 1.2, RIS1.3

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

Narrative description of the critical features of the intervention.

Highwood Hills will utilize funding from the RIS Achievement and Integration Innovation fund to allow for targeted support to provided to students and professional development

to be provided to instructional staff. Specifically, time will be provided to teach targeted math supports in small groups for identified students. Also, professional development resources and training will be provided to improve achievement of all students. Plus, time will be provided for classroom teachers to build relationships with students that are asset-based.

Grade levels to be served: PreK - 5

Location of services: Highwood Hills

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): MCA test results

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

http://www.jstor.org/stable/749186?seq=1#page_scan_tab_contents

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percent of students who will attain Medium/High Growth on the MCAs	63%	68%	72%

This data will be used to support evaluation of your plan (Minn. Stat. §124D.861 Subd. 5).

RIS Intervention #2: [Highwood Hills Community Engagement](#)

This intervention supports the following goal objective: RIS 2.1, RIS 2.2, RIS2.3

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention.

As we continue to build trust and positive relationships with families, more families will choose Highwood Hills for their children because of the positive school culture. Integration will be achieved through parent education and family engagement events that contribute to increased student achievement. As these improvements are made, families will gravitate towards Highwood Hills as an option for high quality education. Highwood Hills will also sustain partnerships by continuing effective communications with all stakeholders. Plus, Highwood Hills will work with school leadership and District Communications to create new school marketing materials to attract new families and retain current families.

Grade levels to be served: PreK - 5

Location of services: Highwood Hills

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Feedback from parents after events

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

U.S. Department of Education's Dual Capacity-Building Framework for Family-School Partnerships <http://www2.ed.gov/documents/family-community/frameworks-resources.pdf>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Highwood Hills will hold at least 3 parent engagement events each school year	3 events	3 events	3 events

This data will be used to support evaluation of your plan (Minn. Stat. §124D.861 Subd. 5).

PHALEN LAKE HMONG STUDIES MAGNET

RIS Goal #3 The percent of students scoring proficient in reading will increase to 38% by 2020 as measured on the annual MCA reading tests.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

RIS Objective 3.1: Provide targeted small-group reading instruction with students K-5 through implementation of specific goal setting utilizing The Continuum of Literacy Learning as a guide towards accelerating acquisition of grade level skills.

RIS Objective 3.2: Implement a repeated reading intervention with targeted 2nd, 3rd and 4th grade students identified as just below benchmark text level (strategic) for that grade based on fall reading assessments.

RIS Objective 3.3: Provide time for staff to continue job embedded professional development during the school day with a targeted focus on literacy instruction designed to meet the above mentioned goal.

RIS Goal # 4 By 2020 increase to 3% the number of White families visiting Phalen Lake Hmong Studies Magnet when considering a school for their child.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

RIS Objective 4.1: Promote awareness of family engagement events at PLHSM and provide information about our programming at those events.

RIS Objective 4.2: Promote our intended goal with our stakeholders.

RIS Objective 4.3: Partner with district Communications and Family Engagement Departments to enhance school marketing materials

To add goals and objectives, copy and paste the text above.

RIS Intervention #3: [Phalen Lake Targeted Supports](#)

This intervention supports the following goal objective: RIS 3.1, RIS 3.2, RIS 3.3

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.

significant family engagement events that can be targeted to increase the attendance of White families coming to the event to learn more about our school.

Our families also report deeply valuing the support provided them by our Family Room staff. PLHSM has an open door policy, offering new and current parents the opportunity to drop in for “tea and a tour” any time during the school day. The Family Room offers parents the opportunity to connect with community resources, to communicate with teachers, and to be involved in their child’s learning experience during the school day.

In collaboration with District Communications and Family Engagement Department, PLHSM will create an informative awareness package including a short video and flyers to inform white families within the community as well as with our stakeholders of the program options PLHSM has to offer.

Grade levels to be served: PreK - 5

Location of services: Phalen Lake

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Data from school visits during school choice season

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

U.S. Department of Education’s Dual Capacity-Building Framework for Family-School Partnerships <http://www2.ed.gov/documents/family-community/frameworks-resources.pdf>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percent of White families visiting Phalen Lake Hmong Studies Magnet will increase to 3% by 2020	1%	2%	3%

This data will be used to support evaluation of your plan (Minn. Stat. §124D.861 Subd. 5).

OBAMA

RIS Goal #5 Eighty-five percent of 3rd, 4th and 5th grade scholars who participate in the Schoolwide Enrichment Model and the Harmony Road/Critical Questioning partnership will make medium or high growth by 2020 as measured on the annual MCA math and literacy tests.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

RIS Objective 5.1: Expand our Schoolwide Enrichment Program to provide enrichment clusters based on scholar's' area of interests, learning preference and expression style from 2 session to 3 session each year.

RIS Objective 5.2: Provide professional development for teachers to enable them to move forward with the Schoolwide Enrichment Model program with understanding and confidence. Training will be focused on our goals of building capacity, enhancing understanding, knowledge and background, putting information into context, putting knowledge to work, creating ongoing support, and using evaluation data to improve the program.

RIS Objective 5.3: Increase achievement for our black male scholars through partnership with Harmony Road/Critical Questioning consultants. A year-long implementation of personalized teacher development, direct instruction, outreach and engagement, therapeutic/counseling support, systems change, and continuous improvement for all scholars with a laser focus on black males.

RIS Goal # 6 Obama Elementary will survey 80 % of parents using the ASPIRE Program and 50 % of those parents will actively participate in our Schoolwide Enrichment Model enrichment clusters.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

RIS Objective 6.1 Renew our contract with ASPIRE, a simple and effective program to foster mutually meaningful engagement with parents and other members of our school community.

Objective 6.2 Provide advanced training for staff on using the ASPIRE program to assess the collective talent pool of all parent and adults associated with our school as well as the assets and talents of our own community.

RIS Intervention #5: [Obama School wide Enrichment Model](#)

This intervention supports the following goal objective: RIS 5.1, RIS 5.2, RIS 5.3

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.

- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

Narrative description of the critical features of the intervention.

Obama Elementary will utilize funding from the RIS Achievement and Integration Innovation fund to expand our Schoolwide Enrichment Model program based on the research of Dr. Joseph Renzulli. Our school community's learning goal is to elicit from our scholars a personal motivation for learning and to provide the strategies needed for efficient and effective learning. The scholars at our school will benefit from this funding because we will continue to improve on our enrichment clusters which are an important part of the Schoolwide Enrichment Model program. An enrichment cluster involves scholars of various ages and talents working together to produce a product or service for an authentic audience. The enrichment cluster--part of Renzulli's overall Schoolwide Enrichment Model--provides a vehicle for children to develop their gifts & talents while collaborating in areas of interest. A cluster is true differentiation, where students are not all working on the same thing at the same time but rather working and learning in different areas based on the needs of the product and their particular areas of strengths.

RIS funding will also be used to help all teachers better understand and know their scholars and thus meet their diverse needs through an interest inventory (Renzulli Learning). Staff will also attend trainings enabling them to move forward because the training will develop understanding and confidence. We need to create a feeling of ownership and involvement in the program, the process and the need for improvement. Appropriate staff development and support will be what makes the difference between success and failure of the Schoolwide Enrichment Model program at our school. That is why RIS funding will also be used for selected staff to attend the SEM Conference at the University of Connecticut.

RIS funding will also be used to implement Phase II of the partnership between Obama Elementary School and Harmony Road/Critical Questioning consultants. This year-long implementation of personalized teacher development, direct instruction, outreach and engagement, therapeutic/counseling support, systems change, and continuous improvement will support teachers to modify their instructional program to positively meet the needs of Obama scholars.

Grade levels to be served: PreK - 5

Location of services: Obama

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): MCA test results

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

<http://gifted.uconn.edu/schoolwide-enrichment-model/sem3rd/>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percent of scholars who will attain medium / high growth on the MCAs for Reading will increase to 75% by 2020 (Baseline SY15-16: 56%)	60%	65%	75%

This data will be used to support evaluation of your plan (Minn. Stat. §124D.861 Subd. 5).

RIS Intervention #6: [Obama Survey Tool](#)

This intervention supports the following goal objective: RIS 6.1, RIS 6.2

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention.

Obama Elementary will utilize funding from the RIS Achievement and Integration Innovation fund to renew our contract with ASPIRE corporation enabling our staff to use this survey tool. This tool provides an inventory of 6 different variables and allows teachers to recognize and utilize parent and community contributions and increase their involvement within the school program. Knowing our parent and community members' assets, skills, profession, interests, relationships and environment will increase their role in each scholar's education.

RIS Achievement and Integration Innovation funds will also be used to provide advanced training for all staff using the ASPIRE program. Advanced training will enable teachers to analyze the "human capital" data that they collected from the ASPIRE survey, connect ASPIRE data to a specific unit of study and state standard. All of this will match parent and community members' skills with our scholar's needs with less effort, more meaning and greater returns.

Grade levels to be served: PreK - 5

Location of services: Obama

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): ASPIRE survey tool

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

U.S. Department of Education's Dual Capacity-Building Framework for Family-School Partnerships <http://www2.ed.gov/documents/family-community/frameworks-resources.pdf>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percentage of parents/guardians responding to survey will increase each year	35%	45%	50%

This data will be used to support evaluation of your plan (Minn. Stat. §124D.861 Subd. 5).

MISSISSIPPI

RIS Goal #7 83% of 4th and 5th grade students who receive targeted supports will make medium or high growth by 2018 as measured on the annual MCA reading tests.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

RIS Objective 7.1: Provide targeted reading supports in small groups for identified students.

RIS Goal # 8: By 2020, MCAS will establish a clear arts integration focus

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

RIS Objective 8.1: Establish a committee to lead the strategic work in developing a more robust arts program.

RIS Objective 8.2: Establish accountability measures to ensure arts integration goals are met

RIS Intervention #7: [Mississippi Targeted Reading Supports](#)

This intervention supports the following goal objective: RIS 7.1

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

Narrative description of the critical features of the intervention.

MCAS will utilize funding from the RIS Achievement and Integration Innovation fund to allow for targeted support to be provided to students and professional development to be provided to instructional staff. Specifically, time will be provided to teach targeted reading supports in small groups for identified students.

Reading Intervention Teacher will use research based reading program to address and support identified students in small groups.

Grade levels to be served: Grades 4 and 5

Location of services: Mississippi

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): MCA test results

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

https://ies.ed.gov/ncee/pubs/20164000/pdf/20164000_es.pdf

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
4 th /5 th grade students will attain Medium/High Growth on the MCAs. (Baseline: SY15-16: 83.4%)	85%	87%	90%

This data will be used to support evaluation of your plan (Minn. Stat. §124D.861 Subd. 5).

RIS Intervention #8: [Mississippi Arts Integration](#)

This intervention supports the following goal objective: RIS 8.1, RIS 8.2

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention.

In Fall of 2017, a new articulation of the re-designed and strengthened mission and vision of Mississippi creative Arts will be advertised to a wider community of Saint Paul Public Schools magnet community. The school will host two parent arts integration engagement events each school year, plus additional Arts showcase evenings. Also an Arts Integration staff/parent/community board will be formed and meet at least four times per year.

Grade levels to be served: PreK - 5

Location of services: Mississippi

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Parent feedback after events

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

U.S. Department of Education's Dual Capacity-Building Framework for Family-School Partnerships <http://www2.ed.gov/documents/family-community/frameworks-resources.pdf>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
The school will host two parent arts integration engagement events each school year through 2020.	2 events	2 events	2 events

This data will be used to support evaluation of your plan (Minn. Stat. §124D.861 Subd. 5).

RIVERVIEW

RIS Goal #9: The percentage of 4th grade students who make medium to high growth will increase from 71% to 81% as measured by the MCA III Reading assessment in 2020.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

RIS Objective 9.1: Provide targeted reading interventions and supports in small groups for identified students.

RIS Objective 9.2: Provide professional development and collaboration opportunities for staff on English Language Arts standards and Guided Reading.

RIS Goal # 10: Riverview will host four parent engagement events each school year through 2020.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

RIS Objective 10.1: To offer various opportunities throughout the school year for current families, as well as community members.

RIS Objective 10.2: To include parents to partner with Riverview to develop and implement these events.

RIS Objective 10.3: To increase awareness of Riverview as an option for both the community program as well as the Spanish Dual Immersion program.

RIS Intervention #9: Riverview Targeted Reading Supports

This intervention supports the following goal objective: RIS 9.1, RIS 9.2

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

Narrative description of the critical features of the intervention.

Students will be identified to receive targeted reading interventions and supports and be provided instruction in small group settings. Student progress will be monitored regularly to ensure progress towards the Achievement Goal and Key Indicators of Progress. Additionally,

ongoing professional development and opportunities for collaboration will be offered to staff to continue to improve Tier 1 Instruction.

Grade levels to be served: Grade 4

Location of services: Riverview

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): MCA test results

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

https://ies.ed.gov/ncee/pubs/20164000/pdf/20164000_es.pdf

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percent of 4 th grade students that will achieve medium or high growth on the Reading MCAs.	73%	76%	81%

This data will be used to support evaluation of your plan (Minn. Stat. §124D.861 Subd. 5).

RIS Intervention #10: [Riverview Parent Engagement](#)

This intervention supports the following goal objective: RIS 10.1, RIS 10.2, and RIS 10.3

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention.

At least four parent engagement events will be offered each school year. Efforts to include parents in the planning and implementation process will be made in order to increase parent leadership and parent voice in our events. As part of parent engagement, we will also open some of the events to the broader community to increase awareness of Riverview's programming.

Grade levels to be served: PreK - 5

Location of services: Riverview

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Parent feedback after events

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

U.S. Department of Education's Dual Capacity-Building Framework for Family-School Partnerships <http://www2.ed.gov/documents/family-community/frameworks-resources.pdf>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of parent engagement events for each school year as indicated by our school family calendar and parent event agendas.	4 events	4 events	4 events

This data will be used to support evaluation of your plan (Minn. Stat. §124D.861 Subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, Subd. 2 (c)).

The work of SPPS is guided by its strategic plan, Strong Schools, Strong Communities. The first phase of plan was approved by the board in 2011, and the second phase was approved in 2014. The plan is centered on three goals – Achievement, Alignment, and Sustainability. Under Alignment, the district has accomplished greater consistency and efficiency of programming at all schools districtwide.

Furthermore The leadership team that was involved in developing this Achievement and Integration plan included individuals who are involved in the development of several other plans in the district including World's Best Workforce and Title I planning. Through the process of the needs assessment and determining the list of district interventions, there was robust discussion about the most efficient use of Achievement and Integration funding, as well as other funding sources.

Achievement and Integration Revenue FY 2018 Budget Workbook

This workbook includes information to help districts develop their annual AI budget. Please continue to refer to the *Achievement Integration Budget Requirements* on MDE's AI webpage for additional, detailed budget requirements.

The *Expenditure Summary* page helps track the required budget ratios and total expenditures. Do not delete pages from this workbook. Doing so will disable the formulas on the expenditure summary page.

- The first step for budget development is district program and fiscal staff to work together, bringing their respective knowledge of the district's AI plan and of school finance practices.

- **Admin costs include postage, dues, memberships, printing charges, FTE for support staff and administrators that to not provide direct instruction or supervision of students in AI activities.**

- Proposed expenditures that align with budget requirements will be approved only for programs and activities included in a district's MDE-approved AI plan.

- **All expenditures for a district's racially identifiable school (RIS) must be included in the RIS section of this budget.**

- These budget worksheets are organized around the 80/20/10% budget ratios explained in the *AI Budget Requirements* and included in AI legislation.

- Include a **budget narrative** for each line item in the space provided to document the connection between activities in your district's MDE-approved AI plan and proposed expenditures. Do not copy your plan description into the budget. Instead, identify by name and number the intervention in your plan which the expenditure supports. Budget narratives are meant to provide expenditure detail not included in your AI plan.

- Add lines to a worksheet by inserting rows **before** the row preceding a revenue total line. This last row is linked to a formula for your Expenditure Summary page. If you insert rows after this one, your Expenditure Summary detail will be inaccurate.

- Find your district's aid entitlement estimate for AI revenue in the Minnesota Funding Reports (MFR) section of the MDE website. Steps for viewing that report are listed on the MDE AI webpage.

- **List FIN 313 (initial revenue) and FIN 318 (incentive revenue) expenditures on separate tabs provided for each.**

- Because AI revenue is a 70/30 percent levy/aid appropriation, superintendent and board chair signatures are required on the budget coversheet.

- Payments to integration collaboratives should be listed as line items in the corresponding Direct Student Services, PD, or Admin tabs.

- **The budget narratives for proposed salary expenditures should include the following: percentage FTE, name of position, and the name and number of the intervention included in the district's AI plan that the position is part of.**

- Only fringe benefits for positions that are part of the same intervention may be bundled by OBJ code. For example, if three staff are providing instruction for an AI summer program, benefits for their hours working on that program may be listed in the same line item.

- Resubmit this workbook listing proposed and actual FY 2018 expenditures by December 1, 2018. Remember, expenditure changes over \$3,000 per line item or 10% of total expenditures must be approved by MDE prior to April 1, 2018.

- Address general questions on budget submission to the Office of Equity and Innovation at mde.integration@state.mn.us or by calling 651-582-8462.

FINAL STEPS

- 1) Return proposed budget by March 15, 2017 to mde.integration@state.mn.us.

- 2) Electronic submission is required.

- 3) Submit your district's budget as an excel file. No PDF's please.

- 4) Please submit your budget using the file name **FY18 [District Name] AI budget**.

I thank you for your work on this budget!

Use the worksheets provided here to list your district's proposed expenditures of FY 2018 Achievement Integration (AI) revenue.

District Name: Saint Paul Public Schools
District ISD Number: 625
Superintendent: John Thein
Collaborative: East Metro Integration District

Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for the budget to be approved.

Program Staff: Jacqueline Statum Allen	Fiscal Staff: Maia Sierra
Phone: 651-767-8295	Phone: 651-767-8269
E-mail: jacqueline.allen@spps.org	Email: maia.sierra@spps.org

If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please list those schools here:

Total Initial Revenue expenditures (FIN 313 expenditures)	\$ 15,927,274.00
Total Incentive Revenue expenditures (FIN 318 expenditures)	\$ 394,741.00
TOTAL AI REVENUE	\$ 16,322,015.00

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2018 Achievement & Integration budget as approved by the school board.

Board Approval Date Informal approval on 3/7/17.

School Board Chair _____ **Date** _____

Superintendent _____ **Date** _____

Approved Initial Revenue: _____ **Approved Incentive Revenue:** _____

MDE Approval: _____ **Date:** _____

District Number: 625

District Name:

Saint Paul Public Schools

Proposed Budget			Actual Expenditures		
		Proposed Budget Ratios			Actual Budget Ratios
Direct Services to Students must equal at least 80% of total revenue	\$14,639,059.00	89.69%	DSS At least 80% of total expenditures	\$0.00	#DIV/0!
Professional Development may equal no more than 20% of total revenue	\$550,547.00	3.37%	Professional Development No more than 20% of total expenditures	\$0.00	#DIV/0!
Administrative/Indirect may equal no more than 10% of total revenue	\$1,132,409.00	6.94%	Admin/Indirect No more than 10% of total expenditures	\$0.00	#DIV/0!
Total Proposed Revenue:	\$16,322,015.00		Total Revenue Expended	\$0.00	

Total Amount Proposed FIN 313	\$15,927,274.00
Total Amount Proposed FIN 318	\$394,741.00

Notes or Comments :

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative: a crosswalk between your AI budget and your AI plan
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name and number, clearly identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your plan. Do not copy and paste your plan here.
Belwin	005	261	313	6401	\$8,000.00		
SPPS Managed Classroom Partnerships	005	131	313	6185	\$4,645.00		
SPPS Managed Classroom Partnerships	005	131	313	6210	\$355.00		
SPPS Managed Classroom Partnerships	005	131	313	6305	\$4,100.00		
SPPS Managed Classroom Partnerships	005	131	313	6401	\$900.00		
Racial Equity Office - 1.0 FTE - Intervention Specialist	5	133	313	6143	\$91,746.00		RACIAL EQUITY - Multicultural Resource Center (MRC) services for SPPS students and EMID partner districts
Racial Equity Office - FICA for 1.0 FTE Intervention Specialist	5	133	313	6210	\$7,019.00		See Above
Racial Equity Office - TRA for 1.0 FTE Intervention Specialist	5	133	313	6218	\$9,487.00		See Above
Racial Equity Office - Health & Welfare for 1.0 FTE Intervention Specialist	5	133	313	6220	\$7,212.00		See Above
Racial Equity - 1.0 Program Assistant	5	132	313	6170	\$46,519.00		EQUITY - Provides direct services to students through student outreach, student advocacy, programs, and special events
Racial Equity - FICA for 1.0 Program Assistant	5	132	313	6210	\$3,559.00		See Above
Racial Equity - PERA for 1.0 Program Assistant	5	132	313	6214	\$3,489.00		See Above
Racial Equity - Health & Welfare for 1.0 Program Assistant	5	132	313	6220	\$7,212.00		See Above
Racial Equity Office - Transportation	5	131	313	6360	\$7,500.00		RACIAL EQUITY - Transportation for students to targeted student programming
Racial Equity Office - 1.0 FTE Special Projects Coordinator	5	131	313	6170	\$81,995.00		RACIAL EQUITY - Provides direct services to target student groups through programs such as Honoring Project, Dare 2 Be Real, Hmong student groups, Co-teacher Hmong Language Culture, student summits
Racial Equity Office - FICA for 1.0 FTE Special Projects Coordinator	5	131	313	6210	\$6,273.00		See Above
Racial Equity Office - PERA for 1.0 FTE Special Projects Coordinator	5	131	313	6214	\$6,150.00		See Above
Racial Equity Office - Health & Welfare for 1.0 FTE Special Projects Coordinator	5	131	313	6220	\$14,356.00		See Above
AVID - 2.0 FTE Licensed Instructional Support	5	211	313	143	\$155,040.00		AVID. Program costs for an in-school academic support program for grades 4-12 that prepares students for college eligibility and success. It is implemented school wide and district wide.
AVID - FICA for 2.0 FTE Licensed Instructional Support	5	211	313	210	\$11,860.00		See Above
AVID - TRA for 2.0 FTE Licensed Instructional Support	5	211	313	218	\$16,032.00		See Above

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative: a crosswalk between your AI budget and your AI plan
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name and number, clearly identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your plan. Do not copy and paste your plan here.
AVID - Health & Welfare for 2.0 FTE Licensed Instructional Support	5	211	313	220	\$15,194.00		See Above
AVID - 1.0 FTE Educational Assistant	5	211	313	144	\$45,975.00		See Above
AVID - 1.0 FTE Educational Assistant	5	211	313	210	\$3,517.00		See Above
AVID - 1.0 FTE Educational Assistant	5	211	313	214	\$3,448.00		See Above
AVID - 1.0 FTE Educational Assistant	5	211	313	220	\$4,707.00		See Above
AVID College Visits	005	OTL	313	6360	\$25,000.00		Transportation for AVID students to make college visits
American Indian Programs Language and Culture Studies - 4.50 FTE Licensed Classroom Teachers	5	211	313	140	\$292,289.00		AMERICAN INDIAN PROGRAMS. Provide personnel for the American Indian studies magnet programs at American Indian magnet school and Harding High School.
American Indian Programs Language and Culture Studies - FICA for 4.50 FTE Licensed Classroom Teachers	5	211	313	210	\$22,819.00		See Above
American Indian Programs Language and Culture Studies - TRA for 4.50 FTE Licensed Classroom Teachers	5	211	313	218	\$30,843.00		See Above
American Indian Programs Language and Culture Studies - Health & Welfare for 4.50 FTE Licensed Classroom Teachers	5	211	313	220	\$30,993.00		See Above
American Indian Programs Language and Culture Studies - 1.0 FTE Culture Teacher	5	211	313	140	\$76,398.00		See Above
American Indian Programs Language and Culture Studies - FICA for 1.0 FTE Culture Teacher	5	211	313	210	\$5,844.00		See Above
American Indian Programs Language and Culture Studies - TRA for 1.0 FTE Culture Teacher	5	211	313	218	\$7,900.00		See Above
American Indian Programs Language and Culture Studies - Health & Welfare for 1.0 FTE Culture Teacher	5	211	313	220	\$8,418.00		See Above
American Indian Programs Language and Culture Studies - .50 FTE Cultural Specialist	5	211	313	6175	\$24,618.00		See Above
American Indian Programs Language and Culture Studies - FICA for .50 FTE Cultural Specialist	5	211	313	210	\$1,883.00		See Above

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative: a crosswalk between your AI budget and your AI plan
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name and number, clearly identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your plan. Do not copy and paste your plan here.
American Indian Programs Language and Culture Studies - PERA for .50 FTE Cultural Specialist	5	211	313	214	\$1,846.00		See Above
American Indian Programs Language and Culture Studies - Health & Welfare for .50 FTE Cultural Specialist	5	211	313	220	\$3,606.00		See Above
American Indian Programs Language and Culture Studies - Consulting Services	5	211	313	305	\$1,000.00		Native American storyteller to present to American Indian students.
American Indian Programs Language and Culture Studies - Transportation	5	211	313	360	\$3,253.00		Transportation for three Native American teams to attend an out-of-area Native American quiz bowl
American Indian Programs Language and Culture Studies - Entry Fees/Student Travel Allowances	5	211	313	369	\$2,943.00		Quiz bowl registrations, admission to MN aboretum for maple sugar bush, admission and table fees for several powwows
American Indian Programs Language and Culture Studies - Non-Instructional Materials	5	211	313	401	\$5,347.00		Tshirts for various Native American teams, marketing/recruiting supplies such as notebooks with American Indian Education logo
American Indian Programs Language and Culture Studies - Food	5	211	313	490	\$1,801.00		Food for afterschool Native American singing/drumming circle, food for overnight quiz bowl, food for students attending storytelling event, food for afterschool group recognition event, food for end of year powwow celebration.
American Indian Programs Transisition Services - 1.0 FTE TOSA	5	211	313	6143	\$82,902.00		FTE support to assist American Indian students transitioning from middle schools to high schools. Support will include student advising and family engagement/cultural specialist to incorporate parents/guardians into the support process and ensure culturally relevant materials to improve engagement and achievement
American Indian Programs Transisition Services - 1.0 FTE TOSA - FICA	5	211	313	6210	\$6,342.00		See Above
American Indian Programs Transisition Services - 1.0 FTE TOSA - TRA	5	211	313	6218	\$8,572.00		See Above
American Indian Programs Transisition Services - 1.0 FTE TOSA - Health & Welfare	5	211	313	6220	\$7,537.00		See Above
American Indian Programs Transisition Services - 1.0 FTE Cultural Specialist	5	211	313	6175	\$47,255.00		See Above
American Indian Programs Transisition Services - 1.0 FTE Cultural Specialist - FICA	5	211	313	6210	\$3,615.00		See Above
American Indian Programs Transisition Services - 1.0 FTE Cultural Specialist - TRA	5	211	313	6218	\$3,544.00		See Above

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative: a crosswalk between your AI budget and your AI plan
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name and number, clearly identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your plan. Do not copy and paste your plan here.
American Indian Programs Transisition Services - 1.0 FTE Cultural Specialist - Health & Welfare	5	211	313	6220	\$7,032.00		See Above
American Indian Programs - Mentors/Grad Navigators/Tutors	005	211	313	6305	\$120,000.00		Supplemental services provided to American Indian students to improve student engagement, accountability, and outcomes. Services include tutoring, mentoring, and graduation navigators.
Girls Inc/Girls in Action	005	134	313	6305	\$10,000.00		STUDENT LEADERSHIP AND ENGAGEMENT PROGRAM - targeted for girls of color the program inspires girls to be bold, courageous leaders, and provides them with skills to advocate for themselves and their communities. Improves student achievement.
Student Summits	005	131	313	6490	\$6,000.00		STUDENT LEADERSHIP AND ENGAGEMENT PROGRAM - SPPS delivers day long summits that bring together targeted student groups to develop leadership, improve student engagement and achievement.
Student Summits	005	131	313	6305	\$3,000.00		See Above
Student Summits	005	131	313	6401	\$1,000.00		See Above
CLAY - .28 FTE Administrator Salary	005	131	313	6110	\$32,318.00		STUDENT LEADERSHIP AND ENGAGEMENT PROGRAM - Courageous Leadership Academy for Youth (CLAY). Summer program (3 weeks long) for middle school students to empower students to contribute to school improvement efforts and racial equity transformation
CLAY - .28 FTE Administrator FICA	005	131	313	6210	\$2,472.00		See Above
CLAY - .28 FTE Administrator TRA	005	131	313	6218	\$3,261.00		See Above
CLAY - .28 FTE Administrator Health & Welfare	005	131	313	6220	\$1,900.00		See Above
CLAY - Supplies & Materials	5	640	313	6401	\$2,000.00		See Above
CLAY - Consulting Services	5	640	313	6305	\$8,000.00		See Above - This amount is to be paid towards Simulations for the CLAY camp
CLAY - Food	5	640	313	6490	\$2,000.00		See Above
Dare 2 Be Real Programming	5	640	313	6366	\$18,000.00		STUDENT LEADERSHIP AND ENGAGEMENT PROGRAM - Dare 2 Be Real is a student leadership development program that brings together students of all races to empower them to improve their schools and build more racially equitable school communities. Each site will have \$2000 to work with to put on their own workshops/retreats for their D2BR students.
Dare 2 Be Real Summit - Supplies & Materials	5	640	313	6401	\$2,000.00		See Above
Dare 2 Be Real Summit - Food	5	640	313	6490	\$2,049.00		See Above
Urban Debate League	005		313		\$6,000.00		STUDENT LEADERSHIP AND ENGAGEMENT PROGRAM - Student program that provides students grades 6-12 with coaching in debate. These students debate with teams across the metro area.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative: a crosswalk between your AI budget and your AI plan
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name and number, clearly identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your plan. Do not copy and paste your plan here.
Transportation	005	760	313	6360	\$7,194,406.00		TRANSPORTATION. School choice is the primary way integration is achieved at SPPS. Families have between two to six community schools, plus regional and districtwide magnets from which to choose. SPPS total transportation budget is over \$20M.
Adams - 1.50 FTE Teacher	410	203	313	140	\$116,280.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Adams - FTE	410	203	313	210	\$8,895.00		See Above
Adams - FTE	410	203	313	218	\$12,024.00		See Above
Adams - FTE	410	203	313	220	\$11,396.00		See Above
Benjamin E. Mays - 1.0 FTE Teacher	424	203	313	140	\$77,520.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Benjamin E. Mays - FTE	424	203	313	210	\$5,930.00		See Above
Benjamin E. Mays - FTE	424	203	313	218	\$8,016.00		See Above
Benjamin E. Mays - FTE	424	203	313	220	\$7,597.00		See Above
Farnsworth Lower - 1.0 FTE Teacher	458	203	313	140	\$77,520.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Farnsworth Lower - FTE	458	203	313	210	\$5,930.00		See Above
Farnsworth Lower - FTE	458	203	313	218	\$8,016.00		See Above
Farnsworth Lower - FTE	458	203	313	220	\$7,597.00		See Above
Four Seasons - 1.0 FTE Teacher	460	203	313	140	\$77,520.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Four Seasons - FTE	460	203	313	210	\$5,930.00		See Above
Four Seasons - FTE	460	203	313	218	\$8,016.00		See Above
Four Seasons - FTE	460	203	313	220	\$7,597.00		See Above
Hamline - 1.50 FTE Teacher	482	203	313	140	\$116,280.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Hamline - FTE	482	203	313	210	\$8,895.00		See Above
Hamline - FTE	482	203	313	218	\$12,024.00		See Above
Hamline - FTE	482	203	313	220	\$11,396.00		See Above
Jackson - 2.0 FTE Teacher	500	203	313	140	\$155,040.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Jackson - FTE	500	203	313	210	\$11,860.00		See Above
Jackson - FTE	500	203	313	218	\$16,032.00		See Above
Jackson - FTE	500	203	313	220	\$15,194.00		See Above

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative: a crosswalk between your AI budget and your AI plan
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name and number, clearly identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your plan. Do not copy and paste your plan here.
Crossroads Montessori - 1.0 FTE Teacher	465	203	313	140	\$77,520.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Crossroads Montessori - FTE	465	203	313	210	\$5,930.00		See Above
Crossroads Montessori - FTE	465	203	313	218	\$8,016.00		See Above
Crossroads Montessori - FTE	465	203	313	220	\$7,597.00		See Above
Crossroads Science - 1.0FTE Teacher	466	203	313	140	\$77,520.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Crossroads Science - FTE	466	203	313	210	\$5,930.00		See Above
Crossroads Science - FTE	466	203	313	218	\$8,016.00		See Above
Crossroads Science - FTE	466	203	313	220	\$7,597.00		See Above
L'Etoile Du Nord Lower - .50 FTE Teacher	463	203	313	140	\$38,760.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
L'Etoile Du Nord Lower - FTE	463	203	313	210	\$2,965.00		See Above
L'Etoile Du Nord Lower - FTE	463	203	313	218	\$4,008.00		See Above
L'Etoile Du Nord Lower - FTE	463	203	313	220	\$3,799.00		See Above
L'Etoile Du Nord Upper - 1.0 FTE Teacher	462	203	313	140	\$77,520.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
L'Etoile Du Nord Upper - FTE	462	203	313	210	\$5,930.00		See Above
L'Etoile Du Nord Upper - FTE	462	203	313	218	\$8,016.00		See Above
L'Etoile Du Nord Upper - FTE	462	203	313	220	\$7,597.00		See Above
Farnsworth Upper - 1.5 FTE Teacher	315	211	313	140	\$114,057.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Farnsworth Upper - FTE	315	211	313	210	\$8,726.00		See Above
Farnsworth Upper - FTE	315	211	313	218	\$11,793.00		See Above
Farnsworth Upper - FTE	315	211	313	220	\$11,378.00		See Above
Highland Park Middle - 1.5 FTE Teacher	330	211	313	140	\$114,057.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Highland Park Middle - FTE	330	211	313	210	\$8,726.00		See Above
Highland Park Middle - FTE	330	211	313	218	\$11,793.00		See Above
Highland Park Middle - FTE	330	211	313	220	\$11,378.00		See Above
Parkway - 1.0 FTE Teacher	344	211	313	140	\$76,038.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Parkway - FTE	344	211	313	210	\$5,817.00		See Above
Parkway - FTE	344	211	313	218	\$7,862.00		See Above
Parkway - FTE	344	211	313	220	\$7,585.00		See Above

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative: a crosswalk between your AI budget and your AI plan
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name and number, clearly identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your plan. Do not copy and paste your plan here.
Ramsey - 1.0 FTE Teacher	345	211	313	140	\$76,038.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Ramsey - FTE	345	211	313	210	\$5,817.00		See Above
Ramsey - FTE	345	211	313	218	\$7,862.00		See Above
Ramsey - FTE	345	211	313	220	\$7,585.00		See Above
Humboldt Secondary - 3.0 FTE Teacher	225	211	313	140	\$228,114.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Humboldt Secondary - FTE	225	211	313	210	\$17,451.00		See Above
Humboldt Secondary - FTE	225	211	313	218	\$23,586.00		See Above
Humboldt Secondary - FTE	225	211	313	220	\$22,755.00		See Above
Washington Secondary - 5.5 FTE Teacher	252	211	313	140	\$418,209.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Washington Secondary - FTE	252	211	313	210	\$31,994.00		See Above
Washington Secondary - FTE	252	211	313	218	\$43,241.00		See Above
Washington Secondary - FTE	252	211	313	220	\$41,718.00		See Above
Central - 4.5 FTE Teacher	210	211	313	140	\$342,171.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Central - FTE	210	211	313	210	\$26,177.00		See Above
Central - FTE	210	211	313	218	\$35,379.00		See Above
Central - FTE	210	211	313	220	\$34,133.00		See Above
Como Park Senior - 2.5 FTE Teacher	212	211	313	140	\$190,095.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Como Park Senior - FTE	212	211	313	210	\$14,543.00		See Above
Como Park Senior - FTE	212	211	313	218	\$19,655.00		See Above
Como Park Senior - FTE	212	211	313	220	\$18,963.00		See Above
Harding - 4.0 FTE Teacher	215	211	313	140	\$304,152.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Harding - FTE	215	211	313	210	\$23,268.00		See Above
Harding - FTE	215	211	313	218	\$31,448.00		See Above
Harding - FTE	215	211	313	220	\$30,340.00		See Above
Highland Park Senior - 3.0 FTE Teacher	220	211	313	140	\$228,114.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Highland Park Senior - FTE	220	211	313	210	\$17,451.00		See Above
Highland Park Senior - FTE	220	211	313	218	\$23,586.00		See Above
Highland Park Senior - FTE	220	211	313	220	\$22,755.00		See Above

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative: a crosswalk between your AI budget and your AI plan
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name and number, clearly identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your plan. Do not copy and paste your plan here.
Johnson Senior - 3.0 FTE Teacher	230	211	313	140	\$228,114.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Johnson Senior - FTE	230	211	313	210	\$17,451.00		See Above
Johnson Senior - FTE	230	211	313	218	\$23,586.00		See Above
Johnson Senior - FTE	230	211	313	220	\$22,755.00		See Above
American Indian - 1.0 FTE Teacher	579	203	313	140	\$77,520.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
American Indian - FTE	579	203	313	210	\$5,930.00		See Above
American Indian - FTE	579	203	313	218	\$8,016.00		See Above
American Indian - FTE	579	203	313	220	\$7,597.00		See Above
Capitol Hill - 1.50 FTE Teacher	494	203	313	140	\$116,280.00		SCHOOL PERSONNEL. Providing support personnel to schools is a tactic to improve academic achievement. The schools have opted to utilize these positions for family engagement, teaching, academic interventions, and magnet program specialists.
Capitol Hill - FTE	494	203	313	210	\$8,895.00		See Above
Capitol Hill - FTE	494	203	313	218	\$12,024.00		See Above
Capitol Hill - FTE	494	203	313	220	\$11,396.00		See Above
FIN 313 TOTAL					\$13,048,896.00	\$0.00	

Notes or Comments:



FY 2018 Achievement and Integration Budget

District Number: 625 District Name: Saint Paul Public Schools

80% Direct Services to Students

On this worksheet please list proposed **FIN 318** expenditures for Direct Student Services. At least 80% of a district's proposed expenditures must be used for programs included in the district's MDE-approved AI plan which provide direct services to students. Read AI Budget Requirements on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative: a crosswalk between your AI budget and your AI plan
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name and number, clearly identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your plan. Do not copy and paste your plan here.
			318				
			318				
			318				
			318				
FIN 318 TOTAL					\$0.00	\$0.00	

Notes or Comments:



FY 2018 Achievement and Integration Budget

District Number: 625

District Name: Saint Paul Public Schools

20% Professional Development

On this worksheet please list proposed **FIN 313** expenditures for professional development. No more than 20% of a district's proposed expenditures may be used for PD costs that are part of a district's MDE-approved plan. Read the AI Budget Requirements on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name and number, clearly identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your plan. Do not copy and paste your plan here.
Racial Equity Office - 1.0 FTE Program Manager	5	133	313	6170	37,270.00		Coordinates with schools and central office departments for PD for building leaders and teacher PLCs
Racial Equity Office - FICA for 1.0 FTE - Program Manager	5	133	313	6210	2,851.00		See Above
Racial Equity Office - PERA for 1.0 FTE - Program Manager	5	133	313	6214	2,795.00		See Above
Racial Equity Office - Health & Welfare 1.0 FTE - Program Manager	5	133	313	6220	5,516.00		See Above
Racial Equity Office - Workshops/Travel	5	131	313	6366	\$54,100.00		RACIAL EQUITY - Supplemental funding for school principals, teacher leaders, and program leaders to attend annual racial equity conference. Approximately 60 people attend national and regional conferences.
Racial Equity Office - Supplies	5	131	313	6401	\$89,000.00		RACIAL EQUITY - Books (approximately 1,600) provided to staff at professional development sessions and other workshop materials.
Racial Equity Office - Food	5	131	313	6490	\$4,500.00		RACIAL EQUITY - Supplies for professional development programs. Refreshments are provided when PD sessions are held in the evenings and on weekends. Approximately 1,500 people will receive refreshments throughout the year.
Racial Equity Office - Consulting Services	5	131	313	6305	\$301,000.00		RACIAL EQUITY - Capacity building PD for teachers and school leaders. PD improves teacher and system practices in educating and improving achievement for students of all races. Includes contracts with several organizations including PEG, National Urban Alliance, and Innocent Technologies.
Racial Equity Office - Memberships & Dues	5	131	313	6820	\$50,500.00		RACIAL EQUITY - Licensing costs from PEG and other organizations, so that SPPS staff can directly deliver Beyond Diversity racial equity PD.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name and number, clearly identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your plan. Do not copy and paste your plan here.
AVID - Workshops/Travel	5	211	313	366	\$3,015.00		AVID. Program costs for an in-school academic support program for grades 4-12 that prepares students for college eligibility and success. It is implemented school wide and district wide.
TOTAL					\$550,547.00	\$0.00	

Notes or Comments :



FY 2018 Achievement and Integration Budget

District Number: 625

District Name: Saint Paul Public Schools

20% Professional Development

On this worksheet list proposed **FIN 318** expenditures for professional development. No more than 20% of a district's proposed expenditures may be used for PD costs that are part of a district's MDE-approved plan. Read the AI Budget Requirements on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name or number, identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your plan.
			318			\$0.00	
			318				
			318				
			318				
TOTAL					\$0.00	\$0.00	

Notes or Comments :

FY 2018 Achievement and Integration Budget

District Number: 625

District Name: Saint Paul Public Schools

10% Admin/Indirect Costs

On this worksheet please list proposed Administrative/Indirect **FIN 313** expenditures. No more than 10% of total revenue may be spent on PD costs that are part of a district's MDE-approved plan. Read the AI Budget Requirements on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name or number, identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your AI plan.
Racial Equity Office - 1.0 FTE - Clerk	5	131	313	6170	\$69,327.00		RACIAL EQUITY - Multicultural Resource Center (MRC) services for SPPS students and EMID partner districts
Racial Equity Office - FICA for 1.0 FTE - Clerk	5	131	313	6210	\$5,304.00		See Above
Racial Equity Office - PERA for 1.0 FTE - Clerk	5	131	313	6214	\$5,200.00		See Above
Racial Equity Office - Health & Welfare 1.0 FTE - Clerk	5	131	313	6220	\$9,910.00		See Above
Student Placement Center 1.0 FTE Non-Licensed Instructional Support	5	106	313	144	\$49,200.00		Portion of SPC staff, all of whom are the first points of contact to support families making school choice decisions. They inform eligible families about Reflecting St. Paul and other priorities for PK that increase school integration.
Student Placement Center - FICA for 1.0 FTE Non-Licensed Instructional Support	5	106	313	210	\$3,764.00		See above.
Student Placement Center - PERA for 1.0 FTE Non-Licensed Instructional Support	5	106	313	214	\$3,690.00		See above.
Student Placement Center - Health & Welfare for 1.0 FTE Non-Licensed Instructional Support	5	106	313	220	\$16,725.00		See above.
Student Placement Center 11.0 FTE Non-Instructional Support	5	106	313	170	\$581,708.00		Portion of SPC staff, all of whom are the first points of contact to support families making school choice decisions. They inform eligible families about Reflecting St. Paul and other priorities for PK that increase school integration.
Student Placement Center - FICA for 11.0 FTE Non-Instructional Support	5	106	313	210	\$44,501.00		See above.
Student Placement Center - PERA for 11.0 FTE Non-Instructional Support	5	106	313	214	\$43,628.00		See above.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name or number, identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your AI plan.
Student Placement Center - Health & Welfare for 11.0 FTE Non-Instructional Support	5	106	313	220	\$97,452.00		See above.
Student Placement Center - Consulting Services	5	106	313	305	\$150,000.00		SPC - Portion of vendor contract for online application system. Ongoing maintenance and development. About 60% of families choose to apply online.
Racial Equity Office - Other Salary	5	131	313	6185	\$44,259.00		See Above
Racial Equity Office - FICA for Other Salary	5	131	313	6210	\$3,386.00		See Above
Racial Equity Office - TRA for Other Salary	5	131	313	6218	\$4,355.00		See Above
Total					\$1,132,409.00	\$0.00	

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Notes or Comments :

FY 2018 Achievement and Integration Budget

District Number: 625

District Name: Saint Paul Public Schools

10% Admin/Indirect Costs

On this worksheet please list proposed **FIN 318** Administrative/Indirect expenditures for your FY17 budget. No more than 10% of the budget may be spent on Admin/Indirect costs included in a district's MDE-approved plan. Read the AI Budget Requirements on the MDE website for more details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name or number, identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your AI plan.
			318				
			318				
			318				
			318				
			318				
Total					\$0.00	\$0.00	

Notes or Comments :



FY 2018 Achievement and Integration Budget

District Number: 625

District Name: Saint Paul Public Schools

80% Direct Services to Students

On this worksheet please list proposed **FIN 313** expenditures for Direct Student Services for your district's Racially Identifiable School(s). At least 80% of a district's proposed expenditures must be used for programs included in the district's MDE-approved AI plan which provide direct services to students. Read the AI Budget Requirements on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative: a crosswalk between your AI budget and your AI plan
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name or number, identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your plan.
Riverview - 2.0 FTE	551	203	313	140	\$155,040.00		Providing personnel to schools is a tactic to improve academic achievement. The schools have utilized these positions for teaching, family engagement, academic interventions, and magnet program specialists.
Riverview - 2.0 FTE	551	203	313	210	\$11,860.00		See above
Riverview - 2.0 FTE	551	203	313	218	\$16,032.00		See above
Riverview - 2.0 FTE	551	203	313	220	\$15,194.00		See above
Highwood Hills - 2.0 FTE	496	203	313	140	\$155,040.00		Providing personnel to schools is a tactic to improve academic achievement. The schools have utilized these positions for teaching, family engagement, academic interventions, and magnet program specialists.
Highwood Hills - FTE	496	203	313	210	\$11,860.00		See above
Highwood Hills - FTE	496	203	313	218	\$16,032.00		Providing personnel to schools is a tactic to improve academic achievement. The schools have utilized these positions for teaching, family engagement, academic interventions, and magnet program specialists.
Highwood Hills - FTE	496	203	313	220	\$15,194.00		See above
Mississippi - 2.0 FTE	527	203	313	140	\$155,040.00		Providing personnel to schools is a tactic to improve academic achievement. The schools have utilized these positions for teaching, family engagement, academic interventions, and magnet program specialists.
Mississippi - FTE	527	203	313	210	\$11,860.00		See above
Mississippi - FTE	527	203	313	218	\$16,032.00		See above
Mississippi - FTE	527	203	313	220	\$15,194.00		See above
Obama - 1.02 FTE	578	203	313	140	\$79,070.00		Providing personnel to schools is a tactic to improve academic achievement. The schools have utilized these positions for teaching, family engagement, academic interventions, and magnet program specialists.
Obama - FTE	578	203	313	210	\$6,049.00		See above
Obama - FTE	578	203	313	218	\$8,176.00		See above
Obama - FTE	578	203	313	220	\$7,749.00		See above

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative: a crosswalk between your AI budget and your AI plan
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name or number, identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your plan.
Riverview - RIS Innovation Investme	551	203	313	305	\$100,000.00		RIS Innovation Fund is supplemental funding to each of the RIS schools in the district to support their efforts to meet their achievement and/or integration goals. For this initial budget submission, the full amount is being placed in a single line, as schools have not yet received their complete FY18 budget. So as not to allocate these funds in isolation and to improve efficiency of their use, school leaders will submit the detailed budget allocation of these funds along with their complete FY18 budget in about 6 weeks.
Obama - RIS Innovation Investment	578	203	313	305	\$100,000.00		See above
Phalen - RIS Innovation Investment	541	203	313	305	\$100,000.00		See above
Mississippi - RIS Innovation Investm	527	203	313	305	\$100,000.00		See above
Highwood Hills - RIS Innovation Inve	496	203	313	305	\$100,000.00		See above
FIN 313 TOTAL					\$1,195,422.00	\$0.00	

Notes or Comments :



FY 2018 Achievement and Integration Budget

District Number: 625

District Name: Saint Paul Public Schools

80% Direct Services to Students

On this worksheet please list proposed **FIN 318** expenditures for Direct Student Services for your district's Racially Identifiable School(s). At least 80% of a district's proposed expenditures must be used for programs included in the district's MDE-approved AI plan which provide direct services to students. Read the AI Budget Requirements on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative: a crosswalk between your AI budget and your AI plan
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name or number, identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your plan.
Obama - 1.98 FTE	578	203	313	140	\$153,590.00		Providing personnel to schools is a tactic to improve academic achievement. The schools have utilized these positions for teaching, family engagement, academic interventions, and magnet program specialists.
Obama - FTE	578	203	313	210	\$11,841.00		See above
Obama - FTE	578	203	313	218	\$15,972.00		See above
Obama - FTE	578	203	313	220	\$15,212.00		See above
Phalen Lake - 2.0 FTE	541	203	318	140	\$155,040.00		Providing personnel to schools is a tactic to improve academic achievement. The schools have utilized these positions for teaching, family engagement, academic interventions, and magnet program specialists.
Phalen Lake - FTE	541	203	318	210	\$11,860.00		See above
Phalen Lake - FTE	541	203	318	218	\$16,032.00		See above
Phalen Lake - FTE	541	203	318	220	\$15,194.00		See above
FIN 318 TOTAL					\$394,741.00	\$0.00	

Notes or Comments :



FY 2018 Achievement and Integration Budget

District Number: 625

District Name: Saint Paul Public Schools

20% Professional Development

On this worksheet please list proposed **FIN 313** expenditures for professional development for your district's Racially Identifiable School(s). No more than 20% of a district's proposed expenditures may be used for PD costs that are part of a district's MDE-approved plan. Read the AI Budget Requirements on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name or number, identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your plan.
			313			\$0.00	
			313				
			313				
			313				
			313				
			313				
			313				
TOTAL					\$0.00	\$0.00	

Notes or Comments :



FY 2018 Achievement and Integration Budget

District Number: 625

District Name: Saint Paul Public Schools

20% Professional Development

On this worksheet please list proposed **FIN 318** expenditures for professional development for your district's Racially Identifiable School(s). No more than 20% of a district's proposed expenditures may be used for PD costs that are part of a district's MDE-approved plan. Read the AI Budget Requirements on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name or number, identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your plan.
			318		\$0.00	\$0.00	
			318				
			318				
			318		\$0.00		
TOTAL					\$0.00	\$0.00	

Notes or Comments :

FY 2018 Achievement and Integration Budget

District Number: 625

District Name: Saint Paul Public Schools

10% Admin/Indirect Costs

On this worksheet please list proposed Administrative/Indirect **FIN 313** expenditures for your district's Racially Identifiable School(s). No more than 10% of total revenue may be spent on PD costs that are part of a district's MDE-approved plan. Read the AI Budget Requirements on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name or number, identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your AI plan.
			313				
			313				
			313				
			313				
Total					\$0.00	\$0.00	

Notes or Comments :

FY 2018 Achievement and Integration Budget

District Number: 625

District Name: Saint Paul Public Schools

10% Admin/Indirect Costs

On this worksheet please list proposed **FIN 318** Administrative/Indirect expenditures for your district's Racially Identifiable School(s). No more than 10% of the budget may be spent on Admin/Indirect costs included in a district's MDE-approved plan. Read the AI Budget Requirements on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name or number, identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your AI plan.
			318				
			318				
			318		.		
Total					\$0.00	\$0.00	

Notes or Comments:

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

DATE: March 21, 2017

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

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> |
| 3. Schreiber Mullaney Construction. | \$641,717 |

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 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.

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

DATE: March 21, 2017

TOPIC: Bid No. A211192-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for General Construction, Selective Demo and Carpentry at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Meisinger Construction Company, Inc.	\$1,555,000.00
Maertens Brenny	\$1,680,000.00
George F. Cook.....	\$1,758,000.00

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 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. A211192-A Adams Spanish Immersion School Renovation and Addition to Meisinger Construction Company, Inc. for the lump sum base bid for \$1,555,000.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211193-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Cast-in-Place Concrete at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Axel H Ohman, Inc.	\$772,000.00
Donlar Construction.....	\$829,000.00
Steenburg-Watrud Construction.....	\$843,533.00
Maertens Brenny	\$898,500.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211193-A Adams Spanish Immersion School Renovation and Addition to Axel H Ohman, Inc. for the lump sum base bid for \$772,000.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211194-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Precast Structural Concrete at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Wells Concrete	\$228,500.00
Molin Concrete	\$334,698.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211194-A Adams Spanish Immersion School Renovation and Addition to Wells Concrete for the lump sum base bid for \$228,500.00.

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

DATE: March 21, 2017

TOPIC: CONSIDERATION - Bid No. A211195-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services Masonry at Adams Spanish Immersion School.
2. Bids for this project were received and opened on February 15, 2017. Information on bids received will be provided to the Board of Education prior to the March 21, 2017 meeting.
3. This is an advertised bid and accordingly, contract documents for this project were made available for examination at the Architect's office, on the District's online platform and at the following:

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211195-A Adams Spanish Immersion School Renovation and Addition to the lowest responsible bidder.

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

DATE: March 21, 2017

TOPIC: Bid No. A211196-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services Steel and Metal - Erection at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Sowles	\$266,300.00
Red Cedar Steel Erectors	\$397,000.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211196-A Adams Spanish Immersion School Renovation and Addition to Sowles for the lump sum base bid for \$266,300.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211197-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Steel and Metal - Supply at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Central Minnesota Fabricating, Inc.	\$421,850.00
Thurnbeck Steel	\$426,016.00
Thornberg Steel.....	\$431,125.00
American Structural Metals	\$450,000.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211197-A Adams Spanish Immersion School Renovation and Addition to Central Minnesota Fabricating, Inc. for the lump sum base bid for \$421,850.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211198-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services Roofing and Metal Panels at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Berwald Roofing Company, Inc.....	\$717,750.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211198-A Adams Spanish Immersion School Renovation and Addition to Berwald Roofing Company, Inc. for the lump sum base bid for \$717,750.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211199-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services Joint Sealants and Firestopping at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
The Caulkers Company.....	\$33,720.00
Carciofini Company.....	\$60,410.00

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

Builders Exchange of St. Paul
MEDA Construction Connection
Minneapolis Builders Exchange
Dodge McGraw Hill Construction Plan Room
Reed Construction Data Plan Room
iSqFt/AGC of MN Plan Room
4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211199-A Adams Spanish Immersion School Renovation and Addition to The Caulkers Company for the lump sum base bid for \$33,720.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211200-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services Door, Frames and Hardware - Supply at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Kendell Doors & Hardware, Inc.	\$233,521.00
Meisinger	\$358,300.00

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

Builders Exchange of St. Paul
MEDA Construction Connection
Minneapolis Builders Exchange
Dodge McGraw Hill Construction Plan Room
Reed Construction Data Plan Room
iSqFt/AGC of MN Plan Room
4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211200-A Adams Spanish Immersion School Renovation and Addition to Kendell Doors & Hardware, Inc. for the lump sum base bid for \$233,521.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211201-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services Coiling Doors and Grilles at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Twin City Garage Door.....	\$18,900.00
Overhead Door.....	\$23,954.00
Skols Specialty	\$24,140.00
Crawford Door	\$24,650.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211201-A Adams Spanish Immersion School Renovation and Addition to Twin City Garage Door for the lump sum base bid for \$18,900.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211202-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services Alum Entrances and Storefronts, Curtain Walls, Alum Windows, Glazing at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Envision Glass.....	\$889,772.00
W.L. Hall	\$918,378.00
Capital City Glass	\$959,000.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211202-A Adams Spanish Immersion School Renovation and Addition to Envision Glass for the lump sum base bid for \$889,772.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211203-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services Drywall Systems at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Commercial Drywall, Inc.....	\$1,169,000.00
RTL Construction	\$1,269,000.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211203-A Adams Spanish Immersion School Renovation and Addition to Commercial Drywall, Inc. for the lump sum base bid for \$1,169,000.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211204-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

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

	<u>Lump Sum Base Bid</u>
Grazzini Brothers & Company.....	\$395,635.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211204-A Adams Spanish Immersion School Renovation and Addition to Grazzini Brothers & Company for the lump sum base bid for \$395,635.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211205-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services Acoustical Ceilings, Draperies, Wall Panels, Screens, Baffles at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u> <u>Plus Alternate No.1</u>
Sonus Interiors.	\$408,350.00
Twin City Acoustics	\$578,080.00
Acoustic Associates	\$580,763.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. 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.

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

DATE: March 21, 2017

TOPIC: CONSIDERATION - Bid No. A211206-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services Wood, Terrazzo, Resilient and Carpet Flooring at Adams Spanish Immersion School.
2. Bids for this project were received and opened on February 15, 2017. Information on bids received will be provided to the Board of Education prior to the March 21, 2017 meeting.
3. This is an advertised bid and accordingly, contract documents for this project were made available for examination at the Architect's office, on the District's online platform and at the following:

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211206-A Adams Spanish Immersion School Renovation and Addition to the lowest responsible bidder.

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

DATE: March 21, 2017

TOPIC: Bid No. A211207-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services Painting and Coatings at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Steinbrecher Painting	\$199,000.00
Wasche Commercial Finishes, Inc.....	\$230,000.00

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

Builders Exchange of St. Paul
MEDA Construction Connection
Minneapolis Builders Exchange
Dodge McGraw Hill Construction Plan Room
Reed Construction Data Plan Room
iSqFt/AGC of MN Plan Room
4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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.

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

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

DATE: March 21, 2017

TOPIC: Bid No. A211208-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services Folding Panel Partitions at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Hufcor Minnesota	\$25,892.00
W.L. Hall	\$32,043.00

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

Builders Exchange of St. Paul
MEDA Construction Connection
Minneapolis Builders Exchange
Dodge McGraw Hill Construction Plan Room
Reed Construction Data Plan Room
iSqFt/AGC of MN Plan Room
4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211208-A Adams Spanish Immersion School Renovation and Addition to Hufcor Minnesota for the lump sum base bid for \$25,892.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211209-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

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

	<u>Lump Sum Base Bid</u>
Builders Material Supply, Inc.....	\$98,938.00
Olympus	\$106,501.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211209-A Adams Spanish Immersion School Renovation and Addition to Builders Material Supply, Inc. for the lump sum base bid for \$98,938.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211210-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services Food Service Equipment at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Hockenbergs Equipment & Supply Co., Inc.	\$447,884.00
Boelter	\$466,306.00
Trimark	\$469,500.00
Culinex.....	\$525,000.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. 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.

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

DATE: March 21, 2017

TOPIC: Bid No. A211211-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services Fire Suppression at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Summit Companies	\$340,000.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211211-A Adams Spanish Immersion School Renovation and Addition to the Summit Companies for the lump sum base bid for \$340,000.00.

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

DATE: March 21, 2017

TOPIC: CONSIDERATION - Bid No. A211212-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Plumbing and Heating at Adams Spanish Immersion School.
2. Bids for this project were received and opened on February 15, 2017. Information on bids received will be provided to the Board of Education prior to the March 21, 2017 meeting.
3. This is an advertised bid and accordingly, contract documents for this project were made available for examination at the Architect's office, on the District's online platform and at the following:

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211212-A Adams Spanish Immersion School Renovation and Addition to the lowest responsible bidder.

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

DATE: March 21, 2017

TOPIC: Bid No. A211213-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for HVAC and Temperature Controls at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Chappel Central	\$1,283,000.00
Northern Air Corp. bda NAC Mech and Elec Services	\$2,074,000.00
Corval Group	\$2,311,010.00
Schaedegg	\$2,315,000.00
Thelen.....	\$2,348,000.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. 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).

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

DATE: March 21, 2017

TOPIC: Bid No. A211214-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Testing and Balancing at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Bal-Tech	\$39,000.00
SMB of MN	\$55,500.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. 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: March 21, 2017

TOPIC: Bid No. A211215-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Electrical, Communications, Electronic Safety and Security at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
NEI Electric.....	\$2,352,531.00
NAC Mechanical.....	\$2,420,000.00
Muska Electric	\$2,424,000.00
Phasor Electric Company.....	\$2,820,000.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211215-A Adams Spanish Immersion School Renovation and Addition to NEI Electric for the lump sum base bid for \$2,352,531.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211216-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Earthwork and Utilities at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Veit and Company, Inc.	\$591,783.00
Max Steininger Inc.....	\$859,700.00
Urban Companies, Inc.....	\$1,147,000.00
Frattalone	\$1,249,950.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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 JackieTurner, Chief Operations Officer.

B. RECOMMENDATION:

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.

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

DATE: March 21, 2017

TOPIC: Bid No. A211217-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services Asphalt Paving and Concrete Curbs at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Bituminous Roadways.....	\$104,800.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211217-A Adams Spanish Immersion School Renovation and Addition to Bituminous Roadways for the lump sum base bid for \$104,800.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211218-A Adams Spanish Immersion School Renovation and Addition

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services Fencing and Landscaping at Adams Spanish Immersion School.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Urban Companies, LLC.....	\$205,000.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211218-A Adams Spanish Immersion School Renovation and Addition to Urban Companies, LLC for the lump sum base bid for \$205,000.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211251-A New K-8 School RiverEast

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Drywall Systems at New K-8 School RiverEast.

2. The following bids were received:

	<u>Lump Sum Base Bid</u>
RTL Construction.	\$1,349,690.00
Mulcahy Nickolaus LLC.....	\$1,399,990.00
Quality Drywall Midwest	\$1,995,000.00
Berg Drywall LLC	\$2,226,000.00

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. 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 A211251-A New K-8 School RiverEast to RTL Construction for the lump sum base bid for \$1,349,690.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211254-A New K-8 School RiverEast

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Resilient & Carpet Flooring at New K-8 School RiverEast.
2. The following bids were received:

	<u>Lump Sum Base Bid</u>
Commercial Flooring Services, LLC.....	\$547,670.00
Becker Brothers, Inc.....	\$635,325.00
St. Paul Linoleum & Carpet Co.	\$811,656.00
3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. 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 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).

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

DATE: March 21, 2017

TOPIC: Bid No. A211260-A New K-8 School RiverEast

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Gymnasium Equipment at New K-8 School RiverEast.

2. The following bids were received:

	<u>Lump Sum Base Bid</u>
H&B Specialized Products, Inc.	\$36,650.00
The Centre Stage Mfg Co. LLC.....	\$39,250.00
Sportscon.	\$44,470.00

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. 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 A211260-A New K-8 School RiverEast to H&B Specialized Products, Inc. for the lump sum base bid for \$36,650.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211262-A New K-8 School RiverEast

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Bleachers at New K-8 School RiverEast.
2. The following bids were received:

	<u>Lump Sum Base Bid</u>
H&B Specialized Products, Inc.	\$16,200.00
3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. 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 A211262-A New K-8 School RiverEast to H&B Specialized Products, Inc. for the lump sum base bid for \$16,200.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211266-A New K-8 School RiverEast

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Earthwork & Site Utilities at New K-8 School RiverEast.
2. The following bids were received:

	<u>Lump Sum Base Bid</u> <u>Plus alternate no. S1</u>
Veit & Company, Inc.....	\$1,342,117.00
Max Steininger, Inc.....	\$1,424,000.00
Arnt Construction Company, Inc.	\$1,591,000.00
Frattalone Companies, Inc.	\$1,638,520.00
3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. 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 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.

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

DATE: March 21, 2017

TOPIC: Bid No. A211267-A New K-8 School RiverEast

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Asphalt Paving, Concrete Curbs, and Traffic Signage at New K-8 School RiverEast.
2. The following bids were received:

	<u>Lump Sum Base Bid</u>
Bituminous Roadways, Inc.	\$422,300.00

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. 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 A211267-A New K-8 School RiverEast to Bituminous Roadways, Inc. for the lump sum base bid for \$422,300.00.

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

DATE: March 21, 2017

TOPIC: CONSIDERATION - Bid No. A211286-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Concrete at St. Anthony Park Addition and Remodel.
2. Bids for this project were received and opened on February 23, 2017. Information on bids received will be provided to the Board of Education prior to the March 21, 2017 meeting.
3. This is an advertised bid and accordingly, contract documents for this project were made available for examination at the Architect's office, on the District's online platform and at the following:

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding for the St. Anthony Park Addition and Remodel project 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 A211286-A St. Anthony Park Addition and Remodel to the lowest responsible bidder.

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

DATE: March 21, 2017

TOPIC: Bid No. A211288-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Structural Steel – Material Only at St. Anthony Park Addition and Remodel.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Construction Systems, Inc.	\$384,000
3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding for the St. Anthony Park Addition and Remodel project 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 A211288-A St. Anthony Park Addition and Remodel to Construction Systems, Inc. for the lump sum base bid for \$384,000.

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

DATE: March 21, 2017

TOPIC: Bid No. A211289-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Structural Steel – Erection Only at St. Anthony Park Addition and Remodel.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
High Five Erectors II, Inc.....	\$428,808

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding for the St. Anthony Park Addition and Remodel project 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 A211289-A St. Anthony Park Addition and Remodel to High Five Erectors II, Inc. for the lump sum base bid for \$428,808.

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

DATE: March 21, 2017

TOPIC: Bid No. A211290-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Carpentry 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>
Maertens-Brenny Construction Co.....	\$1,268,000
Meisinger Construction Company, Inc.	\$1,365,000

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding for the St. Anthony Park Addition and Remodel project 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 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.

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

DATE: March 21, 2017

TOPIC: Bid No. A211291-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Casework at St. Anthony Park Addition and Remodel.
2. The following bids were received:

	<u>Lump Sum Base Bid</u>
Woodside Industries, Inc.....	\$474,947.00
3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding for the St. Anthony Park Addition and Remodel project 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 A211291-A St. Anthony Park Addition and Remodel to Woodside Industries, Inc. for the lump sum base bid for \$474,947.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211292-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Metal Panels at St. Anthony Park Addition and Remodel.
2. The following bids were received:

	<u>Lump Sum Base Bid</u>
Progressive Building Systems.....	\$470,456.00
3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding for the St. Anthony Park Addition and Remodel project 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 A211292-A St. Anthony Park Addition and Remodel to Progressive Building Systems for the lump sum base bid for \$470,456.00.

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

DATE: March 21, 2017

TOPIC: CONSIDERATION - Bid No. A211293-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Roofing & Flashing at St. Anthony Park Addition and Remodel.
2. Bids for this project were received and opened on February 23, 2017. Information on bids received will be provided to the Board of Education prior to the March 21, 2017 meeting.
3. This is an advertised bid and accordingly, contract documents for this project were made available for examination at the Architect's office, on the District's online platform and at the following:

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding for the St. Anthony Park Addition and Remodel project 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 A211293-A St. Anthony Park Addition and Remodel to the lowest responsible bidder.

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

DATE: March 21, 2017

TOPIC: Bid No. A211294-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

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

2. The following bids were received:

	<u>Lump Sum Base Bid</u>
The Caulkers Company.....	\$27,965.00
Carciofini Company.....	\$47,785.00

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding for the St. Anthony Park Addition and Remodel project 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 A211294-A St. Anthony Park Addition and Remodel to The Caulkers Company for the lump sum base bid for \$27,965.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211296-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

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

2. The following bids were received:

	<u>Lump Sum Base Bid</u>
Mulcahy Nickolaus	\$1,050,730.00
Berg Drywall	\$1,195,000.00
Quality Drywall Midwest	\$1,222,000.00

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding for the St. Anthony Park Addition and Remodel project 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 A211296-A St. Anthony Park Addition and Remodel to Mulcahy Nickolaus for the lump sum base bid for \$1,050,730.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211297-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Tile at St. Anthony Park Addition and Remodel.
2. The following bids were received:

	<u>Lump Sum Base Bid</u>
CD Tile & Stone, Inc.....	\$279,000.00
WTG Terrazzo & Tile, Inc.....	\$328,450.00

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding for the St. Anthony Park Addition and Remodel project 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 A211297-A St. Anthony Park Addition and Remodel to CD Tile & Stone, Inc. for the lump sum base bid for \$279,000.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211298-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Ceilings and Acoustical Treatment at St. Anthony Park Addition and Remodel.
2. The following bids were received:

	<u>Lump Sum Base Bid</u>
Twin Cities Acoustics, Inc.	\$311,060.00
Acoustics Associates.....	\$380,000.00

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding for the St. Anthony Park Addition and Remodel project 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 A211298-A St. Anthony Park Addition and Remodel to Twin Cities Acoustics, Inc. for the lump sum base bid for \$311,060.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211299-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Flooring at St. Anthony Park Addition and Remodel.
2. The following bids were received:

	<u>Lump Sum Base Bid</u>
CFS Interiors and Flooring	\$671,754.00
Acoustics Associates, Inc.....	\$858,000.00

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding for the St. Anthony Park Addition and Remodel project 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 A211299-A St. Anthony Park Addition and Remodel to CFS Interiors and Flooring for the lump sum base bid for \$671,754.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211300-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Painting 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>
Swanson & Youngdale, Inc.	\$120,949.00
Hamernick Decorating Center, Inc.	\$179,500.00
Steinbrecher Painting Company	\$199,000.00

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding for the St. Anthony Park Addition and Remodel project 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 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.

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

DATE: March 21, 2017

TOPIC: Bid No. A211301-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Lockers at St. Anthony Park Addition and Remodel.
2. The following bids were received:

	<u>Lump Sum Base Bid</u>
Olympus Lockers & Storage Products, Inc.	\$54,974.00
Lyon LLC	\$65,600.00

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding for the St. Anthony Park Addition and Remodel project 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 A211301-A St. Anthony Park Addition and Remodel to Olympus Lockers & Storage Products, Inc. for the lump sum base bid for \$54,974.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211303-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Elevator at St. Anthony Park Addition and Remodel.
2. The following bids were received:

	<u>Lump Sum Base Bid</u>
Minnesota Elevator, Inc.....	\$113,421.00

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding for the St. Anthony Park Addition and Remodel project 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 A211303-A St. Anthony Park Addition and Remodel to Minnesota Elevator Inc. for the lump sum base bid for \$113,421.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211304-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Fire Suppression at St. Anthony Park Addition and Remodel.
2. The following bids were received:

	<u>Lump Sum Base Bid</u>
Viking Automatic Sprinkler.	\$183,000.00

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding for the St. Anthony Park Addition and Remodel project 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 A211304-A St. Anthony Park Addition and Remodel to Viking Automatic Sprinkler for the lump sum base bid for \$183,000.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211305-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Combined Mechanical at St. Anthony Park Addition and Remodel.
2. The following bids were received:

	<u>Lump Sum Base Bid</u>
Corval Contractors, Inc.....	\$3,756,467.00
Northern Air Corporation dba NAC Mech/Elec Serv.	\$4,213,000.00
Klamm Mechanical Contractors, Inc.	\$4,418,000.00
United States Mechanical, Inc.....	\$4,438,000.00

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding for the St. Anthony Park Addition and Remodel project 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 A211305-A St. Anthony Park Addition and Remodel to Corval Contractors, Inc. for the lump sum base bid for \$3,756,467.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211306-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Electrical at St. Anthony Park Addition and Remodel.
2. The following bids were received:

	<u>Lump Sum Base Bid</u>
Northern Air Corporation dba NAC Mech/Elec Serv	\$1,365,000.00
Premier Electric Corporation	\$1,372,000.00
Peoples Electric Company	\$1,517,500.00
Phasor Electric Company	\$1,523,000.00
Bloomington Electric Company	\$1,575,000.00

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding for the St. Anthony Park Addition and Remodel project 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 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.

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

DATE: March 21, 2017

TOPIC: Bid No. A211307-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Building Demolition, Earthwork and Utilities at St. Anthony Park Addition and Remodel.
2. The following bids were received:

	<u>Lump Sum Base Bid</u>
Max Steininger, Inc.....	\$553,000.00
Urban Companies.	\$895,000.00
Carl Bolander & Sons, LLC	\$898,000.00
Veit & Company, Inc.....	\$938,100.00

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding for the St. Anthony Park Addition and Remodel project 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 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).

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

DATE: March 21, 2017

TOPIC: Bid No. A211308-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

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

2. The following bids were received:

	<u>Lump Sum Base Bid</u>
Buck Blacktop, Inc.	\$47,435.00

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

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. Funding for the St. Anthony Park Addition and Remodel project 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 A211308-A St. Anthony Park Addition and Remodel to Buck Blacktop, Inc. for the lump sum base bid for \$47,435.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211309-A St. Anthony Park Addition and Remodel

A. PERTINENT FACTS:

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

2. The following bids were received:

	<u>Lump Sum Base Bid</u>
Hoffman & McNamara Co.	\$52,974.00
Urban Companies	\$69,700.00

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

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. Funding for the St. Anthony Park Addition and Remodel project 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 A211309-A St. Anthony Park Addition and Remodel to Hoffman & McNamara Co. for the lump sum base bid for \$52,974.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211320-A Highland Park Elementary Addition and Renovation

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Highland Park Elementary Addition and Renovation.

2. The following bids were received:

	<u>Lump Sum Base Bid</u> <u>Plus alternate no. 1</u>
3. Weber, Inc.	\$17,784,300
Donlar Construction.....	\$18,086,900
Rochon Corp.	\$18,100,000
Shaw Lundquist Construction	\$18,516,000
Jorgenson Construction	\$18,607,000
LS Black	\$18,838,000
Morcon Construction	\$18,845,800
Graham Construction	\$18,965,000
Corval Group	\$20,333,000

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 Capital Bonds and 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 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.

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

DATE: March 21, 2017

TOPIC: Bid No. A211346-A Humboldt Addition and Renovation

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Steel Supply at the Humboldt Addition and Renovation project.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Thornberg Steel.....	\$768,000.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211346-A Humboldt Addition and Renovation project to Thornberg Steel for the lump sum base bid for \$768,000.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211347-A Humboldt Addition and Renovation

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Cast-in-Place Concrete at the Humboldt Addition and Renovation project.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Maertens-Brenny Construction.	\$1,640,000.00
Nothland Concrete & Masonry	\$1,699,300.00
Axel H. Ohman	\$1,975,000.00
JE Dunn Construction	\$2,120,000.00

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

Builders Exchange of St. Paul
MEDA Construction Connection
Minneapolis Builders Exchange
Dodge McGraw Hill Construction Plan Room
Reed Construction Data Plan Room
iSqFt/AGC of MN Plan Room
4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211347-A Humboldt Addition and Renovation project to Maertens-Brenny Construction for the lump sum base bid for \$1,640,000.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211348-A Humboldt Addition and Renovation

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Earthwork & Utilities at the Humboldt Addition and Renovation project.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Urban Companies	\$483,000.00
Max Steiniger Inc.....	\$589,391.00
Veit & Companies.....	\$660,286.00

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

Builders Exchange of St. Paul
MEDA Construction Connection
Minneapolis Builders Exchange
Dodge McGraw Hill Construction Plan Room
Reed Construction Data Plan Room
iSqFt/AGC of MN Plan Room
4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211348-A Humboldt Addition and Renovation project to Urban Companies for the lump sum base bid for \$483,000.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211349-A Humboldt Addition and Renovation

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Asphalt Paving & Curbs at the Humboldt Addition and Renovation project.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Bituminous Roadways, Inc.	\$133,333.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211349-A Humboldt Addition and Renovation project to Bituminous Roadways, Inc. for the lump sum base bid for \$133,333.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211354-A Bridge View Elementary Fire Suppression Upgrades

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Bridge View Elementary Fire Suppression Upgrades.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
RAK Construction Inc.	\$491,997

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding will be provided from 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. A211354-A Bridge View Elementary Fire Suppression Upgrades to RAK Construction, Inc. for the lump sum base bid for \$491,997.

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

DATE: March 21, 2017

TOPIC: Bid No. A211384-A Horace Mann Renovation

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for the Horace Mann Renovation project.

2. The following bids were received:

	<u>Lump Sum Base Bid</u> <u>Plus alternate nos. 1 & 2</u>
Rochon Corporation	\$14,941,000.00
LS Black	\$15,311,500.00
Morcon Construction	\$15,523,300.00
Shaw Lundquist Construction	\$15,939,000.00
Schreiber-Mullaney Construction	\$16,088,890.00
Sheehy Construction	\$16,213,300.00
Jorgenson Construction	\$16,380,000.00
Corval Group	\$17,082,700.00

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

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

4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital 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. A211384-A Horace Mann Renovation project to Rochon Corporation for the lump sum base bid plus alternates 1 & 2 for \$14,941,000.00.

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

DATE: March 21, 2017

TOPIC: Bid No. A211412-A Student Placement Center and Four Seasons Elementary School Fire Suppression Installation

A. PERTINENT FACTS:

1. This project provides all labor, materials, equipment and services for Student Placement Center and Four Seasons Elementary School Fire Suppression Installation.
2. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
RAK Construction Inc.	\$610,100.00

3. Bids were reviewed by Bradley Miller, Purchasing Manager.
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. Funding will be provided from 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. 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.

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

DATE: March 21, 2017

TOPIC: Bid No. A211486-A Como Senior High School Field

A. PERTINENT FACTS:

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

	<u>Lump Sum Base Bid</u>
G.L. Contracting	\$219,500.00
NEI	\$232,657.00
Premier Electric	\$244,500.00
Master Electric.....	\$296,830.00

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

Builders Exchange of St. Paul
MEDA Construction Connection
Minneapolis Builders Exchange
Dodge McGraw Hill Construction Plan Room
Reed Construction Data Plan Room
iSqFt/AGC of MN Plan Room
4. Bids will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital Bonds.
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. A211486-A Como Senior High School Field project to G.L. Contracting, Inc. for the lump sum base bid for \$219,500.00.

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

DATE: March 21, 2017

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

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. The following bids were received for the lump sum base bid:

	<u>Lump Sum Base Bid</u>
Peterson Company	\$1,081,000.00
Veit Companies	\$1,265,010.00
G.L. Contracting	\$1,292,400.00
Rachel Contracting	\$1,309,255.00
Astroturf	\$1,313,701.00
Ramsey Companies	\$1,329,990.00
Max Steininger	\$1,421,600.00

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 will be reviewed by Bradley Miller, Purchasing Manager.
5. Funding will be provided from Capital Bonds and External Grant.
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. A211487-A Como Senior High School Field project to Peterson Company for the lump sum base bid for \$1,080,000.00.

Policy Update

Jackie Statum Allen

Assistant Director, Strategic Planning and Policy

Regular Board Meeting

March 21, 2017



Student Dress Code – Policy 501.03

- First 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

- First 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:

501.03 STUDENT DRESS CODE

First Reading

March 21, 2017

Second Reading

Third Reading

COMMENTS:

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

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

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

March 21, 2017

Second Reading

Third Reading

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
SAINT PAUL PUBLIC SCHOOLS**

ACTION

The Board of Education moves 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.