



Saint Paul Public Schools

Regular Meeting

Tuesday, October 25, 2016 6:05 PM

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

BOARD OF EDUCATION



Jon Schumacher
Chair



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Vice Chair



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Cedrick Baker
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Mary Vanderwert
Director



ADMINISTRATION
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*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

October 25, 2016
6:05 PM

A G E N D A

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

The Consent Agenda Items below fall under one or more of the following Strategic Plan Goals: 1) Achievement, 2) Alignment and 3) Sustainability.

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Knapp St., SP 55108

XII. BOARD OF EDUCATION

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

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- A. Action to schedule three Special (Closed) Board of Education Meetings 120
regarding negotiation. The first would be immediately following the
adjournment of the COB meeting of November 1st. The remaining two would
be scheduled to start at t 4:30 p.m. on November 15 and December 13, 2016.
- B. Board of Education Meetings (6:05 unless otherwise noted) 121
- C. Committee of the Board Meetings (4:30 unless otherwise noted) 122

XIV. ADJOURNMENT

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

DATE: October 25, 2016

TOPIC: Acknowledgement of Good Work by Students

A. PERTINENT FACTS:

1. The following students placed at History Day Nationals and have their work recognized in the community. The National History Day Contest encourages more than half a million students around the world to conduct historical research on a topic of their choice. Students enter these projects at the local and affiliate levels, with top students advancing to the **Kenneth E. Behring National History Day Contest** at the University of Maryland at College Park. The 2016 theme was Exploration, Encounter and Exchange.
 - The Visionary Exploration of Jacques Cousteau: Changing Perceptions of the Ocean through Undersea Encounters, 1st Senior Group Website **Sovigne Gardner, Grace Gardner**, Open World Learning Community.
 - The Black Death, an Unforeseen Exchange: Europe's Encounter with Pandemic Sparked an Age of Exploration, 2nd Senior Paper, **Camryn Franke**, Washington Technology Magnet.
 - Sir Francis Drake: Opening New Routes of Exploration and Exchange 4th Junior Individual Documentary, **Theo Sage-Martinson**, Open World Learning Community.
 - Encountering the Truth: State of MN vs. Phillip Morris Inc., 5th Junior Individual Website, **Sam Skinner**, Murray Middle School.
 - Ralph Nader's Unsafe at Any Speed: Exploring Auto Safety 7th Senior Documentary, **Siena Leone-Getten**, **Open World Learning Community**.
 - An Exploration of the Segregated South: The Photographs of Gordon Parks, Gordon Parks Foundation Website, **Mae Goodrich**, Open World Learning Community, displayed on the Gordon Parks Foundation website.
 - Ojibwe Migration Story, **Alyssa Downwind**, American Indian Magnet, displayed at Mille Lacs Indian Museum.
2. This item is submitted by Jackie Turner, Chief Operations Officer

B. RECOMMENDATION:

That the Board of Education recognizes the students above for their contributions and outstanding work.

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

DATE: October 25, 2016

TOPIC: Acknowledgement of Good Work Provided by Outstanding SPPS Schools

A. PERTINENT FACTS:

1. **Washington Technology Magnet School** for winning a 2016 Silver Schools of Opportunity Award. **Washington** was included in the twenty schools across the nation that were recently recognized as 2016 Schools of Opportunity —the first time the designation has been awarded nationwide. Led by researchers and school leaders at the University of Colorado Boulder's National Education Policy Center (NEPC), this recognition provides a research-based answer to the mismatch between existing awards that recognize schools as "the best" because of their high-test scores and the schools that are actually engaging in research-proven practices.

Closing the opportunity gap requires enormous thought and effort, reforming what schools do to address the unique needs of each community while always expecting and supporting engaging and challenging learning for every student. and the schools that are actually engaging in research-proven practices.

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

B. RECOMMENDATION:

The recommendation is that the Board of Education recognizes Washington Technology Magnet for their contributions and outstanding work.

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
September 20, 2016

I. CALL TO ORDER

The meeting was called to order at 6:12 p.m.

II. ROLL CALL

PRESENT: Mr. Vue, Ms. Vanderwert, Mr. Schumacher, Mr. Marchese, Ms. Ellis, Mr. Baker, Mr. Brodrick, SEAB Representatives: Ms. Jing and Ms. Sutton, Interim Superintendent Thein, Ms. Cameron, General Counsel and Ms. Polsfuss, Assistant Clerk

III. APPROVAL OF THE ORDER OF THE MAIN AGEND

MOTION: Mr. Brodrick moved the Board approve the Order of the Main Agenda as published. 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
Ms. Ellis	Yes
Mr. Baker	Yes
Mr. Brodrick	Yes

IV. RECOGNITIONS

BF 30586 Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

1. **Lisa Houdek**, 9th grade and Advanced Placement Environmental science teacher at Central High School, won the 2015 Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST). She is the 4th SPPS PAEMST science winner since 2000. The award is given to one science teacher from each state and the U.S. President presents it to them. This is the nation's highest honor for teachers of science. Awardees serve as models for their colleagues, inspiration to their communities, and leaders in the improvement of science education. Past winners of this prestigious Presidential award have gone to SPPS Science teachers Jamin McKenzie (2011), Greg Childs (2004) and Marty Davis (2000). SPPS has also had a number of state finalists.
2. This year **Jim Schrankler**, Science Specialist at St. Anthony Park Elementary, is one of two state finalists for the 2016 PAEMST elementary award.
3. **Marty Davis**, Supervisor for PreK-12 Science, was recently appointed by the National Academies of Sciences, Engineering, and Medicine in Washington D.C., to a 16 member committee to look a educator capacity building in PreK-12 engineering education. This is an 18-month program funded by the National Science Foundation. The goal of the committee is to "understand current and anticipated future needs for engineering-literate PreK-12

educators in the United States and how these needs might be addressed." The findings will be presented to the NSF and the education sub-committee.

4. The National School Public Relations Association (NSPRA) awarded the **SPPS Office of Communications, Marketing & Development** several Golden Achievement Awards at the National conference in June. This award recognizes exemplary work in all aspects of school public relations, communication, marketing and engagement. The awards included:
- *Safe Schools. Safe You.*
 - *I Am SPPS*
 - *Happening Now In SPPS*

The Communications team also received two awards from NSPRA for electronic and media. These awards recognize outstanding education publications and marketing/informational materials (print and electronic), video/TV/radio programs, social media and websites. The following awards were for two videos they produced: A Merit Award for *Construct Tomorrow: Building Students' Future Through the Trades* and an Honorable Mention for *Student Success Through Personalized Learning*.

BF 30587 Acknowledgement of Accomplishments of SPPS Students

A team of 12 students makes up the 2016-17 SPPS Student Engagement and Advancement Board, which launched in 2015. The SEAB's role is not to speak for students, but to develop and implement strategies that amplify student voice.

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

Members of SEAB are:

- Amina Muumin, Harding High School
- Astrid Steiner-Manning, Central
- Davina Newman, Highland Park
- Elizabeth Rypa, Harding
- Fatima Cole, Humboldt
- Geetanjali Rajamai, Highland Park
- Lay Lay Zan, Como Park
- Rajni Shulz, Central
- Ruby Sutton, Central
- Serena Jing, Central
- Serene Lewis, Highland Park
- Skyler Kuczaboski, Harding

The Board offered their congratulations to everyone on their work and accomplishments.

V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Mr. Schumacher moved the Board approve the Order of the Consent Agenda with the exception of Items E5 - SPPS Collaborative Public Engagement Project Proposal and F1 - Bid No. #A209866-A Type III School Transportation which were pulled for separate consideration. The motion was seconded by Ms. Ellis.

The motion passed with the following roll call vote:

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

VI. APPROVAL OF THE MINUTES

A. Minutes of the Regular Meeting of the Board of Education of August 23, 2016

MOTION: Mr. Brodrick moved the Board approve the Minutes of the Board of Education meeting of August 23, 2016 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
Ms. Ellis	Yes
Mr. Baker	Yes
Mr. Brodrick	Yes

VII. COMMITTEE REPORTS

A. Committee of the Board Meeting of September 13, 2016

The St. Paul Children's Collaborative provided an overview of their services and highlighted their relationship with St. Paul Public Schools.

The Chief Financial Officer presented information on the Proposed Pay 17 Levy.

The Board reviewed and discussed the revised on its Community Engagement Process.

The Director of Facilities provided an update on the Facilities Master Plan, an overview and plans for Project Labor Agreements, an update on the 1050 Kent site and an overview of actions Facilities will bring before the Board over the next several months.

The Work Session included an in-depth refresher on the **levy** process, a discussion on the process by which **PACs** will report to the Board, a Discussion on Partnering with the **Student Engagement & Advancement Board (SEAB)** and an update to the Board by the Chair on the **Integration Task Force**.

MOTION: Ms. Ellis moved the Board accept the report on the Committee of the Board meeting of September 13, 2016 and approve the minutes of the same as published. Mr. Baker seconded the motion.

The motion passed with the following roll call vote:

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

VIII. SUPERINTENDENT'S REPORT

A. Report from School Climate Plan Task Force

The mission of the Task Force was to build a district-wide framework that supports positive climate with articulated and high quality behavioral, mental health and wellness supports. Its vision was to transform the SPPS community by aligning the tools, strategies, protocols and social emotional supports to create an environment of safety, respect and equity. The core values reflect the SPPS Strategic Plan goals of achievement, alignment and sustainability through data-driven decision making and the promotion of wellness cross the District.

The guiding principles are (1) to create a positive climate and focus on prevention, (2) to develop clear, appropriate and consistent expectations and consequences to address student behavior and (3) ensure fairness, equity and continuous improvement.

The Task Force's purpose was to provide feedback on SPPS long-term school climate plan:

- Board members, staff, families, community members, and students
- Using guiding principles as a foundation
- Develop recommendations to include policy revisions, creation or other guidelines.

The Task Force, consisting of a committed group of stakeholders, convened four times during the summer and had authentic discussion on the strengths and challenges across SPPS. They reviewed some definitions of school climate:

- *School climate refers to the quality and character of school life. It is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teacher and learning practices and organizational structures.* National School Climate Center
- *A place where everyone can thrive; all voices are heard; positive relationships are experienced, mistakes are an opportunity for growth, individuals do not feel invisible, everyone feels safe and respected and power with is honored, not power over.* SPPS SEAB

The data reviewed included trend data of the number of disciplinary events recorded across SPPS, the number of students with 11 or more absences and a summary of qualitative data gathered from site-based relational climate assessments and close to 50 interviews with parents. They found the rate of behavior incidents have remained relatively stable over time with the exception of an increase in behavior incidents relating to physical aggression toward staff last year.

The Task Force worked with four themes.

1. Defining and Measuring School Climate - SPPS needs to develop a common definition and understanding of what is meant when "school climate" is referred to. They have to decide how this will be measured and how they will know if efforts are impacting and improving climate. Recommendations:
 - That SPPS use the SEAB definition of school climate.
 - That SPPS develop a district-wide school climate team that supports the Dept of School Climate and Support. Examples of work may include: an inventory of what is occurring around the district, consideration of data and tools that measure climate and identification of gaps.
2. Building Healthy Relationships - is central and foundational to what SPPS is about. Recognize some in the SPPS community feel isolated, not valued and unwanted. Students need to know that the adults know them and care for them. SPPS must cultivate a belief that "we are all in this together." Recommendations:
 - This is important because healthy relationships are a characteristic of high quality teacher. School leadership should prioritize and expect every building, department

and office to have a structure to develop healthy relationships (adult and student, student to student, adult to adult.)

3. Increasing Engagement -- the School Climate Task Force narrowed the broad topic of engagement to focus specifically on student engagement. Discussion included ways to better engage students with instruction and curriculum. Recommendations:
 - Provide students with tools to critically analyze their world and empower themselves and others.
 - Increase capacity as educators to teach in culturally relevant ways - develop structures, processes to support and provide resources to expand and deepen.
 - Explore the development of an Ethnic Studies course/pilot.
4. Promote Emotional and Physical Safety - continue recruiting high quality teaching staff that reflect SPPS's diverse student population. Provide staff with more tools and training to skillfully prevent, proactively manage and/or de-escalate challenging student behavior. Clearly define and communicate categories of behavior data. Analyze data trends to improve school climate. The co-teaching model is best practice - adequately resource buildings so all students may succeed.
 - Increase de-escalation training and non-violent crisis intervention training
 - Utilize collaborative proactive solutions approach
 - Build capacity for implementing restorative practices
 - Increase the use of Trauma Informed Schools Strategies
 - Expand training for staff to incorporate greater student movement and reflection
 - Increase building and district resources and access to community resources for students in crisis.

QUESTIONS/DISCUSSION:

- The presentation started with questions of what the task force is and what to do about it. Are some programs in place, are there descriptions of what is already being done and what needs to be done in addition? Response: The first order of business was to go through the presentation done in February for the Board outlining short, intermediate and long-term plans to address issues occurring last year. This helped level the knowledge base of the group.
- You said at the end good ideas came forward, were specific ways to implement those ideas brought forward? How will they be evaluated, etc.? Response: The key recommendation is SPPS needs to marry a structure with process. Climate and other supports within OCCR will move the process of engaging broad stakeholder groups and develop a school climate team. Work will progress through that group working with OCCR to reach determinations about allocation of resources as the budget develops. Multiple perspectives are important and it takes time to do it right. We are currently collecting data to understand adjustments necessary to develop a plan.
- The reason the task force was created was that there were concerns about school climate, safety and behavior in the schools. This report does not answer the need out in the district coming from staff and families and students for clear direction in terms of how to go after these issues. How can we get guiding principles transferred into the buildings and to teachers, staff, students and families? During the last couple of years it has not been condemnation of students it has been a case of how to improve relationships and get teachers better at being proactive and doing damage control. There are cries for what do when an altercation event occurs. This is only a first step, we need to have clear direction sooner rather than later. Response: Physical aggression is not a means to solve problems within buildings, we need to discuss differences. The up-tick in physical aggression on staff requires looking at resolving conflict without fighting – cultural/societal values need to be talked about and we need to share multiple racial/gender perspectives about how to resolve conflict. Every relationship is based on honesty, loyalty and trust. We need to be able to assume positive intentions without

operating from a position of fear. We need to develop methods on how to rebuild relationship when adversity hits. We need to honor the work and the voices of the task force. As we move work forward we will be able to lean in more and have more egalitarian discussions on how to do it together while recognizing voices of multiple perspectives.

- We need to hear more on implementation, about promoting emotional and physical safety. Did the task force talk about best practices with the district and the country? Has there been success elsewhere? Response: The task force did discuss the fact that disparities exist and what they have been. In the discussion around best practices there were a lot of ideas and discussion around further implementation of PBIS, looking at moving Trauma Informed Schools forward so all schools are using the same practices and universal precautions to address the needs of all students. We also need to look at how to change adult practices, how to remain calm which will affect students' behavior.
- How will this be incorporated in selection of the climate team and how will these ideas be supported by the team? Response: We hope there would be SEAB or other students wanting to participate to bring their perspective forward. We will reach out to community partners, teachers and families and create a task force representative of the community.
- We need more proactive instruction around social skills so kids are being taught what expectations of them are. What about the data used and how that will be used to determine success? How are disciplinary events defined and is it the same in all buildings. How will it be reported to Board? Response: We are looking at office vs. disciplinary referrals and moving toward greater consistency in definitions regarding classroom or office managed behavior. We have created a draft document which is now in its second rendition that speaks to what you referred to – what goes in and out of the data system, who has access to disciplinary data, etc. We will put forward a recommendation on how to clarify that to staff. It is important to point out that school discipline is only one measure of climate but not the only one.
- What type of tool will be used to measure school climate – is there a valid one out there that could be used? Response: That is being looked at.
- When SEAB explored data collection it learned there is no data on student interactions with SROs. Do you plan to start to collect that? Response: That is not something that came up in task force discussions. It could be included in future task force meetings. We were not aware of that as it is difficult to get student engagement in the summer. We look forward to re-engaging with SEAB on this. The Board Chair noted that data collection in this area is part of the SRO contract so the data will begin to be collected.
- A Board member commented he felt the District needs to move to specifics going forward and he would like to see those specifics in the next iteration: Resource allocation and how administration makes choices around staffing. Looking at policies and procedures, the Student Handbook, etc. and come back with specific recommendations. Specificity around curriculum and instruction – cultural competency, etc.
- What we do not see is restorative practices work – how do you see that work informing the buildings that have grants and how will the work be moved to other buildings? Response: Restorative practices is a presentation within itself. Our initial learning is that SPPS does not have all the answers and that not everything is planned. This leads to the need to have deeper conversations in that work with staff, students and families. We need also to look at relationships between adults across the SPPS system. The Board looks forward to further information on the Restorative Practices effort.
- Disciplinary events and data, referrals, suspensions, dismissals are what we are talking about along with the increase in physical aggression with staff. Was that discussed within task force? What is defined in the Handbook and what is done within schools does not always mesh – did that come up and where did it lead? Response: The discipline data looked at was the number of behavioral incidences documented in the Campus System for 2013, 2014 and 2015. This included elementary, middle and high school. The data showed the number of incidents remained stable with the one exception of increased physical aggression against staff. This led to a discussion on

how these were documented and defined and how they were documented from building to building. Attendance looked at the number of students absent 11 or more days.

- When the community mentions school climate they seem to be talking about violence and fighting within schools. That is the narrative in the community – are students safe in a building with increases in fights and aggression against staff. At some point something needs to move, what's next? Response: Physical aggression, emotional and physical safety may include de-escalation training and crisis intervention training. SPPS needs to build more capacity in trainers and giving staff access to that training.
- Who has access currently? Response: It is offered to school staff but there is a limit on what can be offered due to a lack of trained trainers. SPPS does not have enough trainers to carry out training. We need resources and access to time, financing to pay teachers to get the training, financing to pay trainers. We need to build capacity and resources to get to capacity.
- What about money allocated for restorative practices? Response: That is TBD.
- We need to bring more information on the Climate Task Force to a COB meeting, there is urgency for this. It is important to provide choices, scenarios, best practices. It is important for the community to understand what is being done and what is being done successfully.
- We appreciate what the group is doing, engagement is difficult and needs to be perfected over time. We want to see what plans/discussions on engagement with parents, stakeholders, etc. will be, what will be the focus? Response: That was talked about and we need to go deeper to tap into resources and leaders within the community. We need to have conversations with community leaders and stakeholders. We need time to expand and deepen those conversations and relationships. Though engagement curriculum and instruction in schools has had impact on students, there also needs to be deeper engagement in looking at curriculum and instruction. We need to work on building capacity on things that are working and include the community in those conversations.
- The Board needs a defined timeline on what/when it will hear next. There are impacts around budget considerations as well. Can we have a commitment to have a more fleshed out plan by the December COB meeting? Response: The Superintendent stated he heard the Board and that a presentation would be ready for the December meeting.
- Can the Board get data that is there from the beginning of last year and this year to make a comparison and then can it have data reports on a regular basis? Response: That can be done through partnering with REA..
- The data and recommendations direct the Board toward culture change but we also need to be sure people buy into that change.

B. Pay 17 Levy

The Chief Financial Officer stated school levy authority is established in law. School budgets are a combination of State, Federal and local funding, including the voter approved referendum. The Pay 17 school levy funds the 2017-18 school year. City and County reflect the calendar year budget starting January 1. Districts receive payments after the May and October tax collections from the County. The Levy can only move down after October 1.

All figures in the report provided are based on Administration's best estimates, using the statutory authorized amounts. MDE provided preliminary Pay 17 levy calculations on September 9. MDE continues to make adjustments to the SPPS numbers through September. Most districts certify their maximum levy.

The CFO went on to describe how property taxes are determined and the major factors impacting property taxes. Factors impacting the levy this year include:

- Changes in St. Paul's tax base - home values continue to improve along with commercial values.

- Apartments also have a big jump - rates are heavily weighted on income production (rent).
- Net tax capacity in St. Paul increased 7.8%.
- Fiscal disparities aid is increasing \$1.57 million
- Change to Tax Increment Financing (TIF)
- Changes to pension contributions or unemployment
- Long term facilities and bonding, pay go, etc.

Other factors are:

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

She then reviewed the timeline for the Pay 17 levy process.

Levy categories for SPPS are:

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

The proposed Pay 17 Levy Ceiling is:

Levy Category	Certified Pay 16 Levy	SPPS Estimated Pay 17 Levy Ceiling as of 9/9/16	Difference
Operating	\$47,242,112	\$47,273,634	\$31,522
Pension/OPEB/Contractual	36,133,492	37,574,225	1,440,733
Facilities	54,572,087	59,940,909	5,368,822
Community Service	3,260,938	3,441,945	181,007
Total All Levy Categories	\$141,208,630	\$148,230,714	\$7,022,084
Percent Change			4.97%

The CFO reviewed the estimated annual property tax impact (2016 to 2017 assuming 0% increase in market value and assuming 6.4% increase in market value for homes and 6.7% for commercial), for residential and commercial/industrial.

QUESTIONS/DISCUSSION:

- What has been done in past? In the past Administration has always done initial estimates and advised the Board to set the ceiling at the maximum.
- Changes in pupil counts? What would that mean for District? Response: Some changes are driven by formula for pupil count, allocations for referendum and residential count, operating capital as enrollment changes and if students are lost it does impact the levy. SPPS must provide a three year outlook estimate to the State annually. Finance is conservative in its estimates and usually the estimated numbers come in pretty close to the State's figures.
- The Facilities portion is the largest portion. What are the components of the increase? Response: There are a few components: Health and safety, debt service levy (bond

repayments for which bonds are issued) as schedules fall off and expire and Finance looks at bond refundings to save money for tax payers, that all plays into the debt portion. Long-term maintenance funding – health and safety, equalization formulas, along with adjustments that can come in sometimes years later. LTM Funding also includes abatements, debt access; overall SPPS is trying to build a base for the FMP this year is the beginning stags and that will ramp up over the next few years. SPPS can use capital bonding formulas for construction. Annual maintenance is a different pot of money from building construction and health and safety. All these funds restricted.

- It was noted the FMP net levy change is very small this year but will go to \$30 annually once the plan ramps up.
- Of the \$59 million what is incremental cost for FMP? Response: Part of the purpose behind the FMP was to align all sources of work to create the right academic spaces for students.
- Because this (Facilities) is the largest single component of the increase what is it attributable to? There is some regular maintenance year after year, what has changed and what will happen in the coming years? Response: Staff can get that information by the next Board meeting (The cost of doing business normally and the cost of extra bonding).
- What about other increases? Response: OPEB is an increase that SPPS has no control over. Contractual obligations. Facilities debt, SPPS has a break this year as fiscal disparities is looking better.
- Is there a ceiling on property tax? Response: No, each individual property is a property unto itself and properties will be evaluated in different ways depending on a number of items. SPPS has to live within the confines of its budget and the resources available.
- It was noted the public tends to add County, City and District percentages together to reach their increase. This is NOT correct, the "added up percentages" have no relation to what the tax will be. JPTAC and the County will calculate what the joint impact will be. Staff will get that information to the Board as soon as it is available.
- What would help, as the Board looks at the impact of more ambitious facilities work through the FMP is what would ordinarily have been spent and what the more ambitious numbers are. Something that shows how much the increased work on facilities changes percentages. If SPPS operated as it ordinarily did in the past would SPPS be able to come in at a different figure? Response: Doing an apples to apples comparison will be difficult as SPPS had different pots of money then that are combined now. Every year SPPS issues \$11 million in maintenance bonds. When the district went to pay as you go they no longer are issuing debt for annual maintenance. The \$11 million was not enough to cover the maintenance. SPPS now limits debt to funding for new construction. The end goal for the annual maintenance budget is that it would stay pretty much the same each year and SPPS is working to get to such a consistent number.

MOTION: **Mr. Brodrick moved the Board of Education certify the maximum Pay 17 levy ceiling at the 4.97% increase and that they set the Taxation and Budget Hearing for December 6 at 6:00 p.m. at 360 Colborne. 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	Yes
Mr. Baker	Yes
Mr. Brodrick	Yes

C. Human Resource Transactions

MOTION: **Mr. Brodrick moved approval of the Human Resource Transactions for the period August 1, 2016 through August 31, 2016. 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
Ms. Ellis	Yes
Mr. Baker	Yes
Mr. Brodrick	Yes

IX. CONSENT AGENDA.

MOTION: **Mr. Brodrick moved approval of all items on the Consent Agenda with the exception of Items E5 - SPPS Collaborative Public Engagement Project Proposal and F1 - Bid No. #A209866-A Type III School Transportation which were pulled for separate consideration. The motion was seconded by Ms. Ellis.**

The motion passed with the following roll call vote:

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

A. Gifts

BF 30588 Acceptance of Gift from Donald H. Eyinck Trust

That the Board of Education authorize the Superintendent (designee) to accept a gift from the Donald H. Eyinck Revocable Trust. This gift is to be deposited in the intraschool fund, 19-230-292-000-5096-0000.

B. Grants

BF 30589 Request for Permission to Submit a Grant Application to the 3Mgives Foundation

That the Board of Education authorize the Superintendent (designee) to submit a grant to the 3Mgives Foundation for funds to launch extracurricular engineering programming in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30590 Request for Permission to Submit a Grant Application to the Larry Fitzgerald First Down Fund on Behalf of Battle Creek Elementary School

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Larry Fitzgerald First Down Fund for funds to purchase digital resources at Battle Creek Elementary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30591 Request for Permission to Submit a Grant Application to the Larry Fitzgerald First Down Fund on Behalf of Central High School

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Larry Fitzgerald First Down Fund for funds to purchase books for literacy in health class

at Central; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30592 Request for Permission to Submit a Grant Application to the Larry Fitzgerald First Down Fund on Behalf of the Office of Career and College Readiness

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Larry Fitzgerald First Down Fund for funds to implement music education software in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30593 Request for Permission to Submit a Grant Application to the Larry Fitzgerald First Down Fund on behalf of Project REACH

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Larry Fitzgerald First Down Fund for funds to purchase books for students experiencing homelessness in the district; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30594 Request for Permission to Submit a Grant Application to the Minnesota Department of Employment and Economic Development's Pathways to Prosperity Grant

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Employment and Economic Development for funds to deliver computer skills certification courses; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30595 Request for Permission to Submit a Grant Application to the Minnesota Department of Employment and Economic Development's Support Services Grant

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Employment and Economic Development for funds to deliver culturally relevant STEM courses to the American Indian Studies program at Harding; to accept funds, if awarded; and to implement the project as specified in the award documents.

BF 30596 Request for Permission to Accept a Grant from the Women's Foundation of Minnesota

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Women's Foundation of Minnesota to promote healthy attitudes toward gender equality in the district; and to implement the project as specified in the award documents.

C. Contracts

BF 30597 Amendment to Ramsey County Elections Contract

That the Board of Education approve the amendment to the election contract for the period January 1, 2017 through December 31, 2020 (additional term).

D. Agreements

BF 30598 Request Permission to Enter into Agreement with Children's Hospitals and Clinics of MN

That the Board of Education authorize the Superintendent to enter into an agreement with Children's Hospitals and Clinics of MN to access health information for care coordination for students with complex health needs.

E. Administrative Items

BF 30599 Approval of an Employment Agreement with Operative Plasterers Local Union No. 265, to Establish Terms and Conditions of Employment for 2016-19

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 employees in this school district for whom Operative Plasterers Local Union No. 265 is the exclusive representative; duration of said Agreement is for the period of June 1, 2016 through May 31, 2019.

BF30600 Proposed Adoption of a Mascot for Crossroads Montessori and Crossroads Science for fall 2016

That the Board of Education authorize the Superintendent (designee) to approve the proposed mascot adoption for Crossroads Montessori and Crossroads Science for Fall 2016.

BF 30601 Monthly Operating Authority

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

(a) General Account	#662893-663738	\$42,022,810.91
	#0002080-0002106	
	#7001869-7001905	
	#0001183-0001219	
(b) Debt Service	-0-	\$6,600,157.37
(c) Construction	-0-	<u>\$3,145,873.69</u>
		\$51,768,841.97

Included in the above disbursements are payrolls in the amount of \$17,294,470.66 and overtime of \$35,859.70 or 0.21% of payroll.

(d) Collateral Changes

Released: None

Additions: None

And, that the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending December 31, 2016.

BF 30602. Petition Request for Private Property at 1664 Grand Avenue

That the Board of Education: (1) Consent to French Meadow Bakery and Café's petition/application request for an intoxicating liquor license at 1664 Grand Avenue; and (2) Direct the Board Clerk to sign the petition/application.

BF 30603 Settlement of Insured Claim (K.C.)

That the Board of Education approve the Settlement Agreement in the above referenced suit; authorize its Superintendent to sign the Settlement Agreement; and authorize School District administration to issue payment

F. Bids

CONSENT AGENDA ITEMS PULLED FOR SEPARATE CONSIDERATION:

BF 30604 SPPS Collaborative Public Engagement Project Proposal

Director Marchese indicated he had pulled this item so the public could understand this proposal is effort to really engage the community in the most important thing facing the district, the search for a new superintendent. He stated the Board recognizes it must work to repair relationships and this process has the potential for the district to move forward. This is a first step the Board is taking in the process of building toward the future. This is also a way

for the SPPS community to engage in substantive ways. The work needs to be done in a structured way and it is essential to the work of the district moving forward.

This is a very important step and an opportunity for the District to engage the public. It must be authentic engagement so that the public voice is heard on this. This is a pivotal time for the District; it is an opportunity for trust to be built with the public and for the public to understand the process and be advocates for the District.

Another Board member noted the Board needs to be sure there is flexibility within the timeline and that the Board is not driven by a timeframe if there needs to be additional engagement.

MOTION: **Mr. Marchese moved the Board of Education authorize the Chair to enter into an agreement with OCDR and DRI to implement the Collaborative Public Engagement Project. Ms. Ellis seconded the motion.**

The motion passed with the following roll call vote:

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

BF 30605 Bid No. #A209866-A Type III School Transportation

Director Brodrick indicated he had pulled this to highlight that this is a service provided to most the most needy students in the district. It is a \$2 million expenditure for the year. The Director of Transportation stated Type 3 transport is contracted vans for low incident transport for homeless students (approximately 2,000 kids/year). The year begins with a few vans but by the end of the school year the number of vans has increased substantially. This transportation falls under the McKinney Vento Legislation of 1967.

How many different vendors are used in a given year? Response: Typically 5 type 3 vendors and 4 yellow school bus vendors. SPPS has adopted a number of vendors and rates this year so as Project Reach grows, as one vendor fills up SPPS moves to the next vendor. In total SPPS transports 32,000 kids per day.

Staff noted the companies also provide transport for Parent Academy and other non-school day activities.

MOTION: **Mr. Schumacher moved the Board of Education authorizes the Superintendent (designee) establish contracts and to award service based on responses to Bid No. #A-209866-A for Type III School Transportation for Fiscal Years 2016-2018. The motion was seconded by Ms. Ellis.**

The motion passed with the following roll call vote:

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

X. OLD BUSINESS

A. Second Reading: Policy 211.02 - Student Voice in District Decisions

Staff noted that this was the second reading for this policy item. Its purpose is to formalize the student advisory committee policy.

The SEAB representatives thanked the Board for approving their recommendations and stated SEAB is in full support of the policy.

XI. NEW BUSINESS - None

XII. BOARD OF EDUCATION

A. Information Requests & Responses

- Mr. Brodrick reiterated his interest in the "Innocent Classroom."

B. Items for Future Agendas - Noted in minutes

C. Board of Education Reports/Communications - None

XIII. FUTURE MEETING SCHEDULE

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

- October 25
- November 15
- November 22 - Rescheduled to 11/15
- December 6 - TNT Hearing 6:00 p.m.
- December 13
- January 10 - Annual Meeting - 4:30 p.m.
- January 24
- February 21
- 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

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

- October 4
- November 1
- November 8 - Rescheduled to 11/1
- December 6
- January 10 - 5:15 p.m.
- February 7
- March 7
- April 11
- May 2
- June 13 - 4:45 p.m.
- July 11

XIV. ADJOURNMENT

MOTION: **Mr. Schumacher moved the meeting be adjourned, seconded by Ms. Ellis.**

The motion passed with the following roll call vote:

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

The meeting adjourned at 8:42 p.m.

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

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

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
September 29, 2016**

PRESENT: School Board: Z. Ellis, C. Baker, J. Brodrick, C. Vue, Jon Schumacher
(arrived 4:43 p.m.)
S. Marchese & M. Vanderwert listened in via conference call

Staff: J. Thein, K. Her

Other: J. Robicheau, J. Verges, T. Lonetree, E. Hinrichs

I. CALL TO ORDER

The meeting was called to order at 4:36 p.m.

II. AGENDA

A. Suggested Superintendent Search Protocols

Vice Chair Jerry Robicheau from the Faribault District made a presentation on suggested superintendent search protocols for the SPPS Board members.

He stated this would be one of the most, if not the most important, decision the Board will make. The search is for not only an educational leader and team member but a community leader as well. A strong advocate for the children within SPPS.

The Board must do its due diligence in this process. It will take a great deal of time and the Board should be prepared to take the time required. He noted a hasty search is not the way to proceed as it could result in doing it all over again in a matter of a couple years (or sooner). He also told the Board to be prepared for possible disagreement between and among Board members. These disagreements should be resolved before moving forward as even a small disagreement can build to a large one. The decision is a collective decision of the seven Board members.

QUESTION/DISCUSSION:

- When the final vote is made, how important is it that the final vote selecting a new Superintendent is unanimous? Response: Any disagreement must be resolved so the vote is 7-0 not only for the perception of the community and staff but for the selected candidate as well. Anything less than 7-0 will signal a lack of confidence on the part of the dissenting members and undermine the selected candidate from the beginning.

Hiring a superintendent is the Board's decision. He went on to outline five basic foundations to consider:

1. The process must be transparent (do not give the impression of transparency but be transparent!). Keep community informed of the process.

QUESTIONS/DISCUSSION:

- What are examples? Response: Engage stakeholders (internal and external) in the process, allow them to make input. Stay within established process. The more

engaged the community the more ownership they will have in the final selected candidate.

- Input into what? Response: The interview process, select a group of stakeholders to be involved in the process as a committee.
2. Engage the internal and external communities/stakeholders in the process. This should include current students and alumni. Give stakeholders some ownership in the process and who is selected.
 3. Keep in mind the Board is searching for an educational leader and a community leader. Someone who embraces and is engaged in the community.
 4. Be very clear from the start what experiences, qualities, characteristics, attributes and dispositions the Board is seeking in the next superintendent. Build a leadership profile and stay true to the profile. Should understand teaching and learning.
 5. Establish the length of time to complete the search.

He then moved on to recommended steps.

- 1A. The Board will decide if they are to conduct the search themselves or contract with a search firm. There are advantages and disadvantages to both processes.
 - Confidentiality/Comply with Open Meeting Laws
 - Recruiting (outside agency usually has national network of candidates)
 - Qualification of search firm (be sure committed to SPPS and profile of candidate)
 - Time commitment
 - Experience
 - Staff availability
 - Knowledge of St. Paul community
 - Commitment to St. Paul schools
 - Costs - search firm fee plus expenses
 - Orchestrating the search - ; person within District working with search firm must keep Board updated.
 - Who is in charge -- The Board

QUESTIONS/DISCUSSION:

- How deep should the Board get into the search with search firm? Response: Considerations include such things as it would be difficult for the Board to screen if they have a large pool of candidates; the search firm can do that to narrow the field. Board members will recognize some names coming through the process. It is important to have one or two Board members in constant contact with the search firm. Be sure to find out how many searches the firm is involved in at that point in time. What is their commitment to SPPS?
- Concern was expressed if the search firm had a wider focus than education, would they have subject matter experts that focus on education? What kind of review can the Board make to be sure they are getting what they want? Response: 1) references on search firm – vet them to know what their history is. 2) all applications should go to the search firm, this ensures greater confidentiality. 3) the Board can ask for updates on the number, diversity, where candidates are coming from, gender, etc. 4) when selection gets to semi-finalists the Board has the right to review applications and to ask the search firm to give reasons why these were selected.
- Do firms have a sense of the industry? Can the Board have confidence in the selection of Superintendents looking for jobs? Response: Applicants will hear of the opening via word of mouth, through search firms, advertising, etc. Candidates should contact the search firm first when they know an opening is available. The search firm will look at who is out there.
- Is there a difference between educational search firms and head hunters in general? Response: There are firms specializing just in education. If a firm is more general,

they almost always will have a branch dealing specifically in education. The Board needs to be sure the firm has a broad understanding of what is involved in education.

- How much should the Board expect school district staff to do in terms of work necessary to do the search? Response: There could be a source of tension. If the Board uses a search firm there must be clear of expectations of the firm and of staff involvement. Generally, the District would handle arrangements for community engagement. The logistics of the search are the work of the search firm.
- Do most search firms have a process? Response: They will have a process laid out. The Board needs to have the "5 foundations" laid out so the search firm understands what is expected. Note: Be sure to have recent graduates involved.
- Is the standard process to come to an agreement on what the expectations of the firm are. At what point does that committee participate and then what? Response: The search firm will provide an outline, if the Board sees something missing the Board needs to step in and discuss where the search firm is not meeting expectations. The committee comes in once the candidate pool is narrowed down.

1B. Establish a timeline and how the community will be involved.

2. The Board should begin the process by considering the following draft of a leadership profile; such things as:
 - Experience (requirements of licensure in Minnesota) – is candidate eligible
 - Attributes
 - Skills
 - Disposition
 - Evidence of addressing student achievement
 - Evidence of working in a diverse learning environment
 - Cultural competency
 - Other factors important to the Board (i.e., leading a strategic planning process to develop or revised/update current plan.)

QUESTIONS/DISCUSSION:

- Evidence of a knowledge of strategic planning is very important. How can the Board get down to the knowledge level of a candidate, do they understand the process and what examples can be asked for so the Board knows they led the process. Response: The Board can ask to see their strategic plan, they can ask who was responsible for developing the plan. Can the candidate articulate what a strategic plan is about and why it is important to have one. (A strategic plan should take a district off the status quo and move it to the next level. It should provide a look at what a district will look like in three to five years. A strategic plan engages stakeholders extensively. It is the accountability document for the district. The District has to own it and be able to articulate it.)
- Is it appropriate to have questions on a candidate's strategic plan or ask what their vision might be? Response: Ask both, what has been going on in their district, has the community been involved in the strategic plan process, etc..

3. The Board should decide how to solicit input from the district's stakeholders to assist in the draft of the Leadership Profile.
 - Community meetings
 - Survey
 - Community forums
 - Newspaper
 - Discussion at school board meetings
 - Discussion on the radio
 - Social media
 - Selected stakeholders meetings - District unions, community leaders, etc.

QUESTIONS/DISCUSSION:

- The Board will be doing an analysis of the district through this community engagement. Be sure to engage the "behind the scenes" leaders in the process.
 - Invite the community to participate – electronic surveys will give a broad outlook. Use any and all means to get input from the community.
 - How does the Board manage expectations? Response: Let the community know up front that the decision is ultimately the Board's decision. Make it clear the Board wants input from the community then it needs to assess how that fits into the aggregate of information being collected. The Board wants the community as a partner.
 - What are the expectations when engaging community groups? Response: You do not want them to rank candidates, you want them to assess strengths and note concerns about candidates.
 - Is there any way to prevent a particular group from announcing who their candidate is? Response: The Board needs to make clear from the start of the process that groups do not do this. The Board needs to keep the integrity of the process.
4. Finalize the Leadership Profile - a profile can be used to screen and select candidates that fit what the St. Paul District is seeking in its next leader. The Profile is a collection of suggestions from district stakeholders. The profile should reflect the collective consensus of the community, this allows for no surprises for anyone.
 5. Recruiting - this is where either the search firm or District will seek out individuals who match the Profile the Board has established. Because of technology today recruitment is a national and even international process.
 - Recruiting is the first step in vetting potential candidates
 - Recruiting is done by reputation, nomination and advertising in selected publications
 - The best recruiting is face to face so the Board is able to sell St. Paul's story. The search firm should get St. Paul's story out -- what are the good things happening in the district.

Mr. Robicheau went on to say it is highly recommended that individual Board members do not recruit candidates. If they are aware of a potential candidate they should let the search firm or the individual(s) internally heading up the search know and let them contact the candidate(s). Otherwise it could jeopardize the integrity of the process.

6. Selection of individuals - the selection will include individuals for the first round of interviews.
 - Set up screening, vetting and interviews – why selected this person
 - Review how the community/stakeholders will be engaged
 - Determine the final candidates to be interviewed
 - Review the next steps and who will be involved.
7. Final interviews - this is more than an interview, it will be time for the candidates to interview the district as to a fit as well. The interviews should be comprehensive, involve a broad range of stakeholders and include meet and greets.

Before the interviews the Board and others should conduct site visits to all finalist districts. Data collected there can be used as additional vetting. This is part of the Board's due diligence.

8. The contract is negotiated and a start time set along with working on a transition process. What are expectations of working with individual moving from current position to new position. Search firm can help with candidate's expectation of contract, etc.

- If the Board goes with a search firm, will it give parameters of what the contract will be? Response: In Minnesota a Superintendent contract can only be granted for three 3 years. The Board should establish a salary range it is willing to pay for its next superintendent of schools, what benefits are, etc. The old contract is public information. Salary range needs to be regionally competitive and competitive on district size. The Board needs to inform the public "the candidate" is contingent upon contract negotiations. The contract is In the hands of the Board Chair and the district's attorney (and possibly one other Board member).
- The candidate has a lot of power in the negotiation timeframe. Where is the Board's leverage? Response: Generally, the best contract is the first contract. The Board needs to be clear when it gets down to finalists that the Board would accept any one of them, that you can live with any of them so if negotiations hit a roadblock with candidate X the Board can move to the next candidate.
- The Board needs to be prepared for every step in the process.
- If negotiations hit a "rock" what is the perception of the community if the Board gives away the ship? Response: The Board needs to exercise fiscal responsibility for the district.
- How much time from negotiation to start? Response: Look at a couple months. Get the contract settled as soon as you can (two weeks is not unrealistic). Remember the public pays attention to benefits within the contract as well.
- The Board can use the profile to establish first year goals along with district priorities coming into the evaluation as well. Goals need to be establish up front.
- Concern was noted that the Board needs to get this right and it might be more advantageous to go with an external search firm considering all that is going on within district.
- Mr. Robicheau noted the longer the Board waits the more competitive the position becomes; the sooner this gets into the market better off the district will be.

The consensus of the Board was to go with an outside search firm. Directors Marchese and Vanderwert will work with the Board Administrator to develop and RFP with a draft of the document to all Board members for review on October 6 with the RFP being issued on October 10.

B. Communication Protocols

1. The Board discussed various ways to enhance their representation across the district and how best the Board Administrator can support Board members. The Administrator suggested Board members might consider each taking an "SPPS area". The Board asked the Administrator to bring back the area map with the District Council areas outlined as well.
2. Travel/Conferences - the Board decided to divide available conference funds equally among the seven members.

III. **ADJOURNMENT**

A motion to adjourn the meeting was made and passed.

The meeting adjourned at 7:23 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
October 4, 2016**

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

SEAB: S. Jing, R. Sutton

Staff: Superintendent Thein, J. Munnich, S. Gray Akyea, H. Ott, T. Parent, J. Peterson, K. Wilcox-Harris, J. Allen, I. Davis, J. Turner, E. Agbamu, K. Her, T. Burr, B. Huffman, L. Cathey, M. Schrul, T. Battle, L. Sayles-Adams, T. Williams, P. Brian, S. Hendrix, A. Mobley, J. Fields, G. Raymond, M. Luna. M. Starr, M. Dangan, JP Jacobson,

Other: J. Verges, T. Lonetree

I. CALL TO ORDER

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

II. AGENDA

A. SSSC 2.0: Growth & Proficiency

Staff presented the Achievement/Growth & Proficiency VisionCard.

Growth as defined by the Minnesota Department of Education is individual student growth (how much did a given student improve from the most recent measurement.) The MCA growth model is "how did a student's year-to-year change in score compare to others with the same score on the most recent test" (statewide). Percent making growth is "what percent of students made growth that was about the same or higher than other students with the same score on the last test". The State began to report growth as a way to assess change from year to year. Growth is measured individually.

1. MCA Reading (% of students making medium or high growth in Reading) - Vision is >75%. Overall all racial groups are at Progress with all students making med to high growth (68%, 2015 66%). American Indian 61% (2015 60%), Asian 72% (2016 68%), Black 60% (2015 57%), Hispanic 67% (2015 64%), White 68% (this is the only result with a decrease from 2015 results of 73%).
2. MCA Math (% of students making medium or high growth in Math) - Vision is >75%. Overall results are at Progress (64%) with some decreases from 2015 results of 63%). American Indian 54% (2015 59%), Asian 70% (2015 68%), Black 55% (2015 55%), Hispanic 59% (2015 58%), White 70% (2015 68%)
3. Access (% of emergent bilingual students making growth) - Vision is >55%. This is at Vision (56%, up from 53% in 2015).

Proficiency is determined by the number of correct answers to questions; did a student reach the target score. For the MCA test, targets are linked to grade-level standards. Percent proficient is "what percentage of students reached the target" Critical <30%, Concern 30-44%, Stable 45-59%, Progress 60-75% and Vision > 75%.

1. Mondo (Vision >75% at or above Benchmark target) - % meeting spring grade level benchmark for:
 - Oral Language: Kindergarten target is 7 - 78% (Vision). First Grade target is 14 - 48% (Concern). Second Grade target is 14 - 65% (Progress).
 - Text Level: Kindergarten target is B - 57% (Stable). First Grade target is I - 49% (Concern). Second Grade target is M - 59% (Stable).
 - Letter-Sound Correspondence: Kindergarten target is 20 - 93% (Vision). First grade target is 50 - 87% (Vision).
2. MCA +MTAS + MOD* (Vision is >75% proficient, Gap <10 percentage points).
 - * *MCA-MOD discontinued in 2015.*
 - Reading: Third Grade 37% (Concern). Fifth Grade 47% (Stable). Eighth Grade 40% (Concern).
 - Math: Third Grade 45% (Stable). Fifth Grade 39% (Concern). Eighth Grade 33% (Concern).
 - Science (MCAs in science are not given until Fifth Grade): Fifth Grade 38% (Concern). Eighth Grade 24% (Critical).
 - Gap:
 - Reading - overall 45 point gap with only 39% of students proficient (Concern). White 71%, Asian 33%, Hispanic 32%, American Indian 29%, Black 26%.
 - Math - overall 44 point gap, with 37% of student proficient (Concern). White 66%, Asian 36%, Hispanic 28%, American Indian 25%, Black 22%
 - Science - overall 48 point gap, with 32% of students proficient (Concern). White 66%, Asian 26%, American Indian 24%, Hispanic 23%, Black 18%.

A spotlight presentation was made on Capitol Hill which is a 2016 MDE Reward School. School has Grades 1-8. Total 2015-16 enrollment of 1,271 (5% special Ed, 47% free/reduced lunch, 15% EL, 40% home language other than English. 30% Asian, 23% Black, 40% White, 7% Hispanic and 1% American Indian). Of all the MDE Reward Schools Capitol Hill is #1 in total enrollment, #5 in % students of color, #8 in LEP/EL students and #15 in % low-income/FRL.

QUESTIONS/DISCUSSION:

- What is a major practice in the school to get these results? Response: A survey is done of students at the beginning of the year to assess their individual areas of interest, books are then purchased based on student interests. This allows students to pursue learning in areas that excite them.
- How does personalized learning fit in? Response: Capitol Hill is a streamlined budgeted school, iPads leveled it in the technology field and opened a window for all kids.
- What about social emotional learning? Response: The school emphasizes self awareness, social awareness, it uses yoga calm training which has helped teachers be calm, helped give students a language to calm themselves and self-regulate their own behavior in order to be an effective learner. Social emotional skills are huge in helping students understand themselves and others and allows classes to be in it together. Equity work has been key in building relationships. Teachers ask for the children's voice in what helps them to learn. The school utilizes teams to support and encourage each other and to find ways to teach ethnic and linguistically diverse children.
- Capitol Hill is a role model for schools in the district – what is the secret to success? Response: It is one of many schools doing great work with social emotional learning. The school provides an environment and culture for learning, it utilizes extensive training in social and emotional skills. It looks at its teaching practices.
- Environment has a great impact, what tools could be replicated for other schools. Response: We look to see what kids' are interested in and who they are then dovetail those strengths into using what interests them to hook them into learning. Arts in school also help address the whole child. Also in personalized learning, the school schedules

math at the same time across the whole school, students are directed to a math level to maximize their growth. This is individualization of kids keyed to their interests. The school provides a wide range of choice, it prioritizes assets to classrooms, it differentiates to kids learning levels. There is also a great deal of parent involvement as well.

- To what extent, by design or just how things are done, is Capitol Hill able to take curricular liberties within classes? How do you add components to get at learning in different manners? Response: It is respect and encouragement of those in the classroom, teachers find ways to be creative and innovative in addressing how to reach the standards. It is all about creating something compelling for the students.
- Capitol Hill also has a strong music program, the Board needs to consider how to address the equity of things like having music programs, etc. The Board needs to think about what it wants as baseline in all schools.
- Capitol Hill has a unique population with many of its students identified as gifted and talented. How can the district create this culture that has been created? How do you support staff to create a culture based on social and emotional learning? Response: The staff is diverse, there are weekly meetings with PD (social emotional, dealing with students), the PARA staff helps with the flow within the building, there is good communication, there is a deep interest in education and connection with children. The staff has the freedom and permission to do what they want to do to be creative and think outside box. There is no proscribed curriculum or program and this allows teachers to thrive.
- The Principal noted that size matters in regard to resources and support for individual schools. Capitol Hill has the economy of scale with its number of kids and the school would go larger if it were possible. This economy of scale allows it to host two art teachers, two instrumental teachers; it has the size so it can offer greater choice.
- It was noted SPPS buildings are all different with different gifts, talents and abilities. The Board has to remember other schools need to be supported to be successful and thrive. SPPS is much better than the public realizes and it will continue to get better.
- It was stated that in St. Paul's perception Capitol Hill is the Harvard of SPPS. We need to make all other schools feel that as well. We are talking about equity.
- So 39% of all students are proficient, this is at concern level with proficiency rates holding steady for the past three years. What are action plans to improve this deficiency? Response: Staff understands the seriousness of the problem. SPPS needs to be sure to be specific and intentional about areas that are critical and in addressing the gap.
- Economies of scale cannot be replicated in all schools, are there ways to mirror success?
- What can be done to get more kids of color into Capitol Hill? Response: 60% of its kids are of color right now.
- It was noted that what adults tell kids about themselves is important. Staff needs to be intentional to inspire kids to know themselves and their strengths.

B. Update on School Start Times

Staff stated the purpose of this update was to summarize the school start time work from 2013-2016, review the options proposed to the Board in 2015 and propose timing and process for re-starting the conversation during SY 16-17.

Beginning in 2013, SPPS convened a community steering committee to consider changing start times. The committee included a sleep research expert, transportation professionals (internal and external), SPPS parents and SPPS administrator. The committee considered one change scenario moving middle and high schools to an 8:30 start time. Community elementary schools would move to a 7:30 start (first buses at 6:45), magnet and dual campus elementary schools would start at 9:30 a.m.

SPPS engaged in an extensive discussion with the SPPS community in 2014 entitled "Rethinking School Start Times." Thousands of responses were received from students,

families and staff. The steering committee recommended no change. The Board voted to approve the recommendation not to change start times while committing SPPS Administration to continue considering the topic.

In SY 15-16 a pilot program was launched with Johnson High School with later start time of 8:30 a.m. and utilization of Metro Transit Student Passes. SPPS continued working with Metro Transit, with mutual interest in expanding the partnership. Final analysis by Metro Transit revealed they did not have the capacity to add service to another SPPS comprehensive high school.

In the fall of 2015, "Revisiting School Start Times" was implemented. Five options were presented to the Board:

- Option 1 (Leading Recommendation) - no change, but to continue working with Metro Transit for expansion. (No cost change.)
- Option 2 - System wide change. All middle and high schools to a later start time, 25 elementary schools earlier, 7 elementary schools later. (A \$2 million cost increase.)
- Option 3 - No changes and end discussion (No cost change.)
- Option 4 - 1 high school later, 5 elementary schools earlier. Later start time for one high school utilizing yellow buses, 5 or 6 elementary schools with an earlier start. (No cost change.)
- Option 5 - High schools later, 10 elementary schools earlier. 3 additional high schools with later start time utilizing yellow buses, 10 elementary schools with earlier start times (No cost change.)

The five options were presented along with a chart detailing the impacts each option had on multiple subgroups of students. Considerations included: afternoon/evening time out of school, after school programming, childcare, research-based recommendations, stability of school staff, school choice, cost and Metro Transit.

The Board reaffirmed the importance of aligning secondary start times with research-based recommendations, expressed responsibility to consider impacts to all student groups and directed continued analysis of the topic.

SPPS continued to work with Metro Transit during 2015-16 with regular conversations. Collaborative meetings with Metro Transit, the City and County were held regarding legislative needs. Unfortunately no transportation bill was passed in the 2016 session. Metro Transit offered another option for expanding the partnership but it was not cost effective for SPPS so was not adopted. There are high schools well-positioned for the partnership expansion when garage capacity, bus fleet and operating cost issues are resolved.

SPPS collaborated with Metro Transit to expand later start time to Creative Arts grades 9-12 for SY 16-17. This was possible because Creative Arts is at the junction of several transportation lines.

In mid-August, Administration offered two scenarios for re-starting the school start time discussion:

- Scenario 1 (viable): Robust engagement, including reconvening a community task force and extensive community engagement. Start times could change for SY 18-19.
- Scenario 2 (no longer viable): Reconsideration of the options offered in 2015. No new options are available, not enough time for effective community task force, large scale change without permanent Superintendent in place. Start times could change for SY 17-18.

Tentative timing for a 2016-17 discussion would be:

- December 16-June 17 - Continue exploration of options

- February - June - reconvene community task force to make recommendation to administration.
- July or August - Superintendent makes initial recommendation to Board/inform community.
- August - September - Community engagement for feedback
- October COB - Superintendent makes final decision
- October BOE - Board votes to make final
- November - Printing of SY 18-19 School Choice Guide proceeds on time for school choice season.

There are some real challenges with this timing to be considered:

- The community task force would be providing a recommendation to a new Superintendent within weeks of his/her start with the district.
- If SPPS moves forward with this timing, it should be included in the Superintendent search process somehow.
- The timing could also be shifted one full year, with the continued exploration beginning in fall 2017, after the new Superintendent is in place. A new Superintendent would likely want to tie such major changes into a strategic plan and other initiatives and not treat as an isolated issue.

Next steps include:

- Determination of what additional information is needed by the Board - background information, understanding of research, past options explored, etc.
- Ensure understanding from Board that in order to achieve later start for adolescents, they are willing to move some elementary schools earlier.
- Board needs to provide guidance regarding timing for next round – “Restarting Start Times” discussion.

QUESTIONS/DISCUSSION:

- What would this look like if Metro Transit was removed from consideration? Response: Options 2, 4 and 5 are all with yellow buses. Option 2 would have a major cost impact.
- If the Legislature grants transportation money, how does that impact Metro Transit timing? Response: Metro Transit wants to get additional funds and wants to serve the East Metro better. Metro Transit has made it clear there is no guarantee that the investments would benefit SPPS. SPPS can hope to expand Metro Transit partnership but would be wise to plan to do it with yellow buses.
- Are there schools situated such that they could work with Metro Transit more efficiently? SPPS has picked all “low hanging fruit” for Metro expansion without requiring additional MT buses that they do not have. Some schools (Central and Como) would be the first to go if opportunity is provided, as each has two lines close to the schools. Highland is okay but Harding does not have convenient bus routes near it.
- As we think about this and look at comprehensive high schools, having different start times affects other things such as sports, after school events, child care, etc. Johnson finds the program popular but their one hesitation is that they have to dismiss some student athletes early in order to make games on time. So far this has not had an academic impact.
- Has SPPS explored keeping elementary at the same start time and move only high schools earlier? Was that costed out? Response: That was done, SPPS has a 3 tier system now to reduce the number of buses required. By doing this it is able to keep the same number of buses in each tier with less cost impact to the district. In 2014, a two tier system was looked at but there was about a \$8 million cost increase which was cost prohibitive.
- If SPPS was in a situation where this was a health or safety issue that negatively impacted a large proportion of students the Board would not be hesitating to correct it. We know from research how important this is to adolescents. Other districts are doing

this and getting good outcomes. This is a problem of logistics. The Board needs to own the issue and the decision. There appears to be some confusion about timing issues and what impacts will be. This needs to be prioritized as a budget issue. Response: As to why SPPS does not have the time to make changes for next year, there is a need to agree that the school choice process is important to the goal of increasing enrollment and this begins in mid-November with publication of the School Choice Guide. The School Choice Process begins after the October board meeting. Staff has also spent a great deal of time with community partners who have asked that if SPPS makes a full scale system change that it allow a six to nine month period to allow the partners to reassess/align their systems/plans. Most community partners design their programs relative to SPPS – Park and Rec, after school work programs, Discovery Club. They have indicated they would be supportive but ask that SPPS allow necessary time to see how this would look/work, allow time for engagement. SPPS staff hopes to make this change but it needs to be done in the right way. There need to be plans in place for elementary families with plans on where the children will go with an earlier school end time for elementary, there needs to be defined supports for families..

- This can be structured such with engagement that the community is informed start times are changing and this is how supports relative to that will be put in place. It involves policy, logistics and engagement.
- Administration stated it takes direction from the Board, it is there to implement the Board directives but this is perhaps not the best time to do this immediately but better to move it out considering School Choice season, etc.
- What is needed for a motion? Response: It would state SPPS is changing start times beginning in the 18-19 school year. That administration will develop plans to make this happen and provide a timeframe and what other actions would be needed along with other decisions that might need to be addressed.
- A Board member noted that elementary students need more sleep than adolescents. What impact would a start time change have on them, on their families? How would this impact poor families within the city. Has this been done in other similar districts? We need more information about that. What are the impacts to elementary kids who may need more sleep - things like after school day care and the cost impact on poor families, etc. Response: Staff can share the sleep study with Board again as information. In the study there was no direct correlation to start times/sleep times until you got to 10 a.m. when it began to impact student behaviors and how they felt. There is some data with start times at 8:30 from Minneapolis. They found teen pregnancy rates went down, some community crime went down. As far as achievement Minneapolis' achievement is on par with St. Paul's. Anecdotally, students said they felt more alert. For elementary kids and sleep, the most important thing is consistency; a consistent bed time and rising time. Families need to establish a consistent routine.
- Why not go to a 10:30 start time? Response: That would eliminate sports, after school work, etc. Families feel it is just too late, it reduces family time in the evening.
- It was noted the impact to SPPS staff should also be kept under consideration as well.
- If change does not result in better outcomes for kids, why do at all? Response: Outcomes include health benefits, students being more alert in class, a reduction in car accidents, drug use. If SPPS goes with a three tier system busing costs would not increase.
- Administration was directed to develop a motion/resolution for the November COB meeting.
- Why do it? Response: Districts that have done it have not gone back and elementary schools, though initially resistant, have not wanted to go back either. It does make a difference to high school students especially in engagement and attendance.
- The question was raised whether the Board members were in agreement to do this? Is more information needed, what costs would be involved?
- A Board member stated he was not comfortable, is it what families want? There needs to be more dialogue on how this would impact families.

- If the transportation bill were to pass, what impact would that have? Response: The bill is to add a one-half cent gas tax that would go to Metro Transit to invest as needed (garage capacity, more buses, etc.). There is no guarantee that this would be of any benefit to SPPS.
- Legal noted it seems the Board would benefit from having more information before it makes a definitive vote. It would benefit from getting more information so it can make an informed decision in November or December.
- The Board needs to have an idea what partners will do with this decision. Perhaps it should be brought forward for a vote in November. By then there could be a more fleshed out plan for transparency sake.
- One of the SEAB representatives ask if SPPS had done data collection on how students feel about this? Response: There has been a pro bono study by the U of MN at Johnson Senior. The students are happy with the program there. SPPS has not done an across the board survey of students, though some did engage in the process in 2014.
- A Board member stated that in the spirit of transparency SPPS needs to let the public know this was discussed tonight and what the Board's intentions are, that it will be moving to an 8:30 start time for secondary education.
- Administration was instructed to have additional information and a motion/resolution ready for the November COB meeting with a final motion at the November 15 Board meeting.

C. Overview of Human Resources

The mission of SPPS HR is to lead as a strategic business partner to meet the District's evolving workforce needs. Its vision is (1) SPPS as a national destination employer, that collaboratively recruits, employs and retains top talent. (2) That fosters a culture of achievement and success, where proud employees build pathways that ensure exceptional outcomes for all students.

Methods of recruiting are varied for SPPS and include career fairs, referrals, university partnerships (HR is looking at performance of new hires from various schools over period of time and prioritizing hiring from schools with greatest success), job boards (electronic posting and application most popular currently) and print ads. Key metrics are:

- 873 hires in 2015, 370 to date in 2016.
- 25% of hires were teachers, 62% of hires school based in 2015.
- 36% of hires to date are teachers, 83% of hires to date are school based.
- 18% of 2015 teacher hires were people of color, 22% of teacher hires YTD are people of color.

School readiness figure update shows:

Setting	Number of Vacancies (FTEs)	Position Type	Number of Vacancies (FTEs)
As of 8/23/2016			
Elementary	16.3		
K-8	8.0	Educational Assistants	10.00
Immersion Schools	4.5	Teaching Assistants	59.88
Middle Schools	13.8	Other Classroom Supports	8.75
Senior High/6-12	3.0		
Special Ed	23.5		
As of 9/30/2016			
Elementary	3.0		
K-8	1.0	Educational Assistants	12.00
Immersion Schools	0	Teaching Assistants	53.25
Middle Schools	0	Other Classroom Supports	5.25

Senior High/6-12	2.0		
Special Ed	14.5		

Key HR Initiatives are:

- Recruit, employ, support, retain and continuously develop a workforce of racially conscious and culturally competent administrative, instructional and support personnel.
- Increase SPPS teacher of color pool by 25% of the overall pool over the next five years. Everyone is looking to diversify their work force.
- Streamline the early contract (formerly pocket contract) process for teachers to allow a more efficient sourcing, interviewing and hiring process.

The reality is that the teaching industry is battling unprecedented shortages at the same time that teacher tenure is under fire. Also minimum wage, budget shortfalls in district, reputation impacts hiring impact decisions as well. SPPS HR responses to this includes:

1. HR's 3 F's:

- Be First - start recruiting earlier, make more early contacts in hard to fill license areas, capture SPPS student teachers earlier and highlight the career option to the student population.
- Go Farther - expand SPPS reach and the available pool, support workforce diversity, leverage technology to minimize costs.
- Be Family - personalize recruiting, improve on-boarding, develop top-notch induction support and expand PAR reach.

2. Grow Your Own.

- Benefits include a knowledge of urban teacher realities, differentiation and culturally responsive teaching methods and familiarity with SPPS.
- St. Paul Urban Teacher Residency (SUTR) Program - designed to produce 75 teachers over three years. Cohort 1 consists of 50% men and 50% people of color.

QUESTIONS/DISCUSSION:

- How will SPPS increase its teacher of color pool, what are strategies around that? Response: SPPS has to be transparent and sincere, offer supports and find ways to make SPPS an employer of choice.
- Does SPPS keep track of Breakthrough students? Response: No, but Breakthrough does a good job of referring them to SPPS.
- People of color, specifically Asian staff, say they are not finding promotion opportunities with SPPS, how does staff advance in the schools? Response: Promotion is complicated, it depends on the role an individual is in and what they are moving toward. In some cases positions are part of a job family and promotion occurs on vacancies occurring in district, other things are licensure as a teacher or moving to roles within administration (application or openings).
- Is there a bias against Asian population? Response: HR does not see any on the surface but may need to look into this more. SPPS needs to be culturally relevant in how it deals with its staff population. The Administrative Intern program identifies where the talent is.
- Also, teachers say they feel if they question things there will be retribution. Response: That indicates a need to change a culture. As HR has become aware of specific building issues it moves in to do triage – harassment training, etc. HR is meeting people where they are and letting them see there is no retaliation.
- Recruiting earlier, at what point does SPPS actually start hiring for a school year? Response: HR starts in February and begins making offers in March. Ultimately it is driven by the budget process.
- EA and TAs and support staff and letting people go due to budget, those are the people SPPS needs to retain. How can SPPS be more effective and retain them? Response:

There is no silver bullet for that, those impacts are the direct results of decisions not to have impacts elsewhere during the budget process.

- So if the budget is nailed down sooner, there would be more assurance that jobs are secure for next year? Response: Yes, decisions need to be made earlier.

D. Standing Item: SEAB Report - None

E. Standing Item: FMP Update

Facilities provided a status update of the facility improvement projects that have begun their implementation phase. The summaries include an account of the zoning variances that are being sought for some of the facility projects. Variances for schools are common when they are located in single-family residential zoning districts because schools are considered community assets and are in the best interest of the city to maintain schools in residential zones. This is why it is common for schools to apply for and receive variances in residential zones for building height, lot coverage, parking, setbacks, window coverage (for gyms), and various other zoning rules that are intended for single-family homes. There are many examples of schools in St. Paul having variances approved.

1. Adams Spanish Immersion;

- Project scope: Two additions will right-size the school for its current student population (800 max): An additional 37,000 square feet will accommodate a new cafeteria and expand the space of current classrooms; and a 3-story addition will add 9 classrooms; getting new playground and upgraded play field.
- Break ground: February 2017; Completion: December 2018
- Variance(s): Variance for the addition on the northeast side of the school to match the current height; the zoning height limit is 30' while the current building is at 52'.
- Community concern(s): District Council is concerned about the loss of green space that is needed to accommodate additional parking to get more cars off the street which is something the immediate neighbors are in favor of as the streets around the building are quite narrow and makes student drop off and pick up congested. Plans are to relieve congestion by separating bus and parent drop offs.
- District council engagement: Have met with West 7th / Fort Road Federation (District 9) twice and will be returning in October to present final plans and reach a consensus on the green space and parking issues.

2. Como Park Senior High School; original work scope (conceptual)

- Project scope:
 - a. Redoing artificial turf on competition field with installation of storm water management under field that will entail significant excavation; more lighting added to the field.
Break ground: Summer 2017; Completion: Fall 2017
Note: Schedule different from approved 5-year implementation plan, as construction economy and cash flow necessitated different sequence.
 - b. A building addition to increase capacity for about 100 more students with interior renovations to allow for more education spaces.
Break ground: Fall 2017 (tentative); Completion: SY2018-19 (tentative)
 - c. A 2-story addition on south side of building that will take up some practice field space/open grass area.
Break ground: Fall 2017 (tentative); Completion: SY2018-19 (tentative)
- Variances: Anticipated for parking, but details are to be determined.
- Community concern(s): Onsite community engagement update status this fall and staff meeting this fall.
- District council engagement: A meetings is being scheduled with the District 10 Como Community Council to provide a progress report and share updated sketches.

3. Highland Park Elementary; (archive: original work scope (conceptual))

- Project scope: Adding 25,000 square feet for new gym and cafeteria; taking off about 10,000 square feet of existing building to build two-story addition for classrooms and student support spaces and new stair tower and elevator to second floor; adding more parking on east side and looking at separating the bus and parent pick up/drop off locations to relieve vehicle congestion; the parents pick up/drop off will be moved to the south side (Rome Ave.) and buses will be moved to the north end (Saunders Ave.) which will also become the new main entrance which is currently on the east side of the building; new playground and upgraded play field; a common neighborhood walkway which is currently unpaved will be paved as a result of the upgrade, benefiting the neighborhood as a whole
 - Break ground: March 2017; Completion: August 2018
 - Variance(s): None
 - Community concern(s): Loss of green space and the height addition on the on north side of the property has been a concern with immediate neighbors but most concerns seem to have subsided.
 - District council engagement: Have met with Highland District Council (District 15) three times to date and have secured a letter of approval for the project from them.
4. Horace Mann Elementary; (archive: original work scope (conceptual))
- Project scope: The project includes a 2-story addition of 26,000 square feet to include new classrooms, kitchen, cafeteria and support spaces. It also includes renovation of the existing building, new restrooms, a relocated playground, and updated mechanical and electrical systems.
 - Break ground: April 2017; Completion: August 2018 (work to continue over 2 summers)
 - Variance(s): None anticipated
 - Community concern(s): Existing ground water in play field area will be addressed by storm water management in project scope. Traffic control at intersections adjacent to the school was an issue that will be addressed with the city possibly through 4-way stops at key intersections.
 - District council engagement: Last meeting with Highland District Council (District 15) was on July 19 and committee was supportive of design concept with no major concerns raised. Upcoming meeting anticipated after design development phase is complete, possibly in October/November.
5. Humboldt High School; (archive: original work scope (conceptual))
- Project scope: There will be two building additions to Humboldt: One addition will create a "house" for the middle school students and relocate the main entry of the building to provide an identifiable entry adjacent to parking and the other addition will allow the right-sizing of learning spaces to support the existing student population. Each of these additions will be three stories. Part of the new main entry we will be modifying the site to provide an outdoor plaza adjacent to the entry for outdoor learning. The project also includes interior renovations to right-size classrooms; co-locate Career and Technical Education and Fine Arts programs to allow for greater collaboration; and relocate administration services directly adjacent to the main entry for a safe and secure entry.
 - Break ground: April 2017; Completion: August 2020
 - Variance(s): No variances are currently anticipated for the project, though there is a possibility the district may need to apply for a sign variance.
 - Community concern(s): No community concerns have been expressed to date and Principal Mike Sodomka; October 4: Meet with Humboldt staff to review the project and provide an update; October 6 attend Humboldt conferences; October 13 meet with the School Design Committee to provide an update.
 - District council engagement: Facility Department staff have reached out to the West Side Community Organization (WSCO/District Council 3) to provide a progress update this fall, but due to WSCO personnel changes a meeting this school year has

not yet taken place. No concerns were brought up by WSCO when staff first met with them last spring.

6. **Linwood Monroe Arts Plus Elementary;** (archive: original work scope (conceptual))
Linwood Monroe Arts Plus is a PreK-8 school composed of two separate campuses referred to as a Lower and Upper Campus. Currently, the Upper Campus (Monroe) houses the prekindergarten program along with grades 4-8 while the Lower Campus (Linwood) houses grades K-3. The remodeling plans for the Linwood and Monroe sites include moving prekindergarten and grade 4 to Linwood/Lower Campus to align grade continuity and provide a smooth PreK-4 grade transition for children while increasing middle school grade capacity for the creative arts program pathway.

Linwood (lower campus)

- Project scope: Adding 3-story addition next to the current building for additional learning spaces to accommodate the move of prekindergarten and grade 4 from Monroe to Linwood to provide more aligned academic support. Renovating existing classrooms for equity in size.
- Break ground: Summer 2017; Completion: Fall 2018
- Variance(s): Lot coverage and building height; the variance application will be completed in December after an environmental assessment is completed in November.
- Community concern(s): Loss of green space , height addition and increased traffic are of concern to immediate neighbors.
- District council engagement: Staff and consultant architects have met with the Summit Hill Association (SHA/District 16) Zoning and Land Use Committee on September 6 but they recommended that the variances be denied which was upheld by their board on September 8. Provided for your review are communications from SHA along with addendum with answers provided by the district to many of the questions posed in the memo.

Monroe (upper campus):

- Project scope: Interior upgrades to bring equity to classroom sizes; modify the circulation system for greater building supervision at corridors; and minor modification to the exterior building envelope for life-safety upgrades (new egress stair); new entry canopy and creating commons areas for students to gather and display arts. Significant mechanical system replacement.
- Break ground: April 2017; Completion: Fall 2018
- Variance(s): None
- Community concern(s): None since the majority of renovations are to the interior of the building; traffic for student drop off and pick up will remain the same or decrease slightly as two grades will be moving to the Linwood campus.
- District council engagement: To be determined; contingent on Linwood's variance outcomes; if the variances do not pass then Monroe will not be able to proceed with upgrades and remodeling since those are dependent on PreK and 4th grade moving to the Linwood campus.

7. **RiverEast Elementary and Secondary (relocation to 1050 Kent St. N.)**
 - Project scope: Relocating the school from its current location (Homecroft building at 1845 Sheridan Ave.; Jim Ming will be moving into Homecroft) to 1050 Kent St. N. Note: Minnesota Department of Education recently clarified that the District is exempt from having to submit a Review and Comment statement on the educational and economic impact of this proposed construction project, per Minnesota statutes 123B.71.
 - Break ground: December 2016; Completion: Fall 2017
 - Variance(s): None

- Community concern(s): Concerns have varied over time and have been addressed through an FAQ; the most recent concerns are in regards to the cleanup of ground contaminants (see more below).
- District council engagement: The latest concerns raised at the September 27 District 6 Planning Council - Land Use Meeting (see presentation) where approximately 25 community members and 7 SPPS staff were in attendance, were in regards to frustrations as to when the community learned of the district's interest in the site and how SPPS will ensure the safe cleanup of the subsurface contaminants left on the site from the previous industrial company that occupied the building and land. On September 14, the district submitted a Voluntary Response Action Plan & Construction Contingency Plan to the Minnesota Pollution Control Agency with a detailed account of the extent of the contamination; proposed plans to mitigate these effects; and contingency plan for addressing any unforeseen contamination.

Related to the site contaminants, per legal correspondence, the district has submitted a proposal to WestRock CP, LLC, the successor of the original owner, Smurfit-Stone Container Corporation, to lift the deed restriction that was placed by the previous property banning non-industrial uses of the site. The action states that the district will jointly enroll the site into the Minnesota Pollution Control Agency's Voluntary Investigation and Clean-up Program to undertake the necessary clean-up as required by the state to ensure the safe use of the site for non-industrial purposes, offering the successor the same environmental protections they currently enjoy via the Deed Restriction while cleaning up the site to an appropriate level for a school.

The district is also in the process of submitting a grant application to the Minnesota Department of Employment and Economic Development (DEED), with the City of Saint Paul, to secure funding to help clean up the site contaminants.

8. St. Anthony Park Elementary; (archive: original work scope (conceptual))
 - Project scope: An addition will be built to house the main office, cafeteria and kitchen; a second story will also be built over the current single story to add instructional spaces.
 - Break ground: Start summer 2017; Completion: Ready for fall 2018
 - Variances: Additional parking and site coverage; also the possibility of the addition of a set back
 - Community concern(s): Increased traffic is biggest community concern.
 - District council engagement: On September 8, Facility Department staff met with the St. Anthony Park Community Council (District Council 12) to begin discussions on how they can work together to address concerns by streamlining traffic flow and ensure safe site access for pedestrians and cars. Additional work with the Community Council's Transportation Subcommittee is also underway.

QUESTIONS/DISCUSSION:

- Staff noted the MN Department of Education clarified SPPS does not have to go through review and comment process for the Kent project.
- Staff stated they had met with community members and District Council regarding 1050 N Kent. Staff was encouraged to think about trying different things with the building and not focus solely on education use but on community use as well as Facilities works toward future projects.
- In depth discussion was held regarding lifting of the deed restriction at the 1050 Kent site. Staff feels it can navigate this process. The proposal regarding clean up is being actively reviewed by the current owner. Contingency planning is underway around what to do if they do not release the restriction. The deed restriction will not be lifted until the end of the project when all remediation is done. Zoning was set by the District Council and the City when they did the Merrydale plan for the neighborhood. The zoning was converted from industrial to residential.

- Has SPPS closed on the property? Response: No, that will occur in mid-October. SPPS has executed a letter as co-applicant to MN Pollution Control. Staff will keep the Board informed so they know what response has been received from the current owner.
- Has program staff been involved in meeting with the community so they get a deeper understanding of the program, who the students are, etc. The community needs to know where the program is going.
- Have you started designing the building? Response: Yes, Facilities is working with building leadership and staff and with the north-end neighborhood for community involvement.
- A Board member made a request to the Chair as to whether the Board is ready to allow closing to take place before knowing conclusively that the deed restriction will be lifted? Following extensive discussion, it was understood there were concerns but that the pressure is on staff to get it right and at this point the process should continue to move forward.
- If we clean up the site SPPS will be able to do something with it? What if it is very costly to clean up? Response: There is always the unexpected, unforeseen condition in facilities. This is an environmentally well characterized site, historically there has been concern in the community about adjacent properties. Facilities' confidence level is relatively high as to what the site contains and how to get rid of it. We are estimating \$200,000 clean up for the property based on the assessments of a number of experts. SPPS has done its due diligence in order to be comfortable with where we are.
- The Linwood Lower Campus – there is concern about getting variances to do the work, there is a group that will challenge variances and matter will ultimately go before the City Council. Response: There are challenges as many SPPS buildings predate the City zoning code. It is a challenging process to get support of a neighborhood, SPPS needs to balance creating the best learning environment with its role as neighbor. The City has changed its historic review process and this school is in a historic neighborhood. Paperwork has gone to the State today, if approved it will then go before the Board of Zoning. The appeal would occur at that point.
- The Board asked to be kept informed as this situation moves forward and needs to be informed when/if it gets to a phase where City Council members would be involved. At that point Board members need to be informed and engaged and know the appropriate time to engage with the Council. The Board needs to be part of the conversation with elected officials within the City.
- About the outdoor athletic facility at Washington High – it is at a crisis point with the track being unsafe for use. When is Washington going to get a track? Where is it on the FMP? What can be done in the meantime to allow the track team to get to another site to share a track? Response: There are a lot of moving parts to the FMP. When Facilities worked with the Athletic Council the timing was dictated by cash flow and the impact on tax payers. The FMP is an evolving picture. Washington involves a much bigger scope of work than replacing the track or turf field. It is to become an exterior athletic club for the entire city to use. The design process has to be done appropriately. Currently work is being done to stabilize the grass field and staff is working to find alternate facilities and transportation.
- Staff is looking into making a proposal to the Board on how changes at Washington would impact other projects, costs, etc. Facilities is working to find a way to mitigate short term issues.

F. Standing Item: Policy Update - None

G. Standing Item: SSSC 2.0 Update - None

H. Work Session

1. RFP Process for Superintendent Search Firm

The Board Administrator stated several decision need to be made regarding beginning the Superintendent Search.

- Does the Board want to do an internal or external search. Consensus was use of an external search firm.
- Does the Board want to use an open, targeted or hybrid RFP process in finding/hiring a search firm. Consensus was to do a hybrid search - posting the RFP in the *Legal Ledger* and in *Finance and Commerce* as usual and if Board members have names of specific firms they want to have invited they can provide contact information to Purchasing. The Board wanted to be as inclusive as possible.
- Board members need to select which work groups they want to be involved in:
 - RFP Profile work - K. Her, Z. Ellis and M. Vanderwert.
 - Community Engagement Design Team (weekly meetings) - C. Baker & J. Brodrick
 - Integration - S. Marchese and C. Vue
 - Banking - J. Schumacher

RECOMMENDED MOTION: Mr. Schumacher moved the Committee of the Board recommend the Board of Education schedule an additional COB meeting for November 14, 4:30 p.m. to hear presentations from and make recommendation on selection of a search firm to conduct the Superintendent Search for SPPS. The motion was seconded by Ms. Vanderwert.

The motion passed.

2. Other Items

- Director Marchese informed the Board he would be doing "coffee hour" community engagement with two sessions in October and two in November.
- The Chair asked that discussion continue on looking at dividing up the district for Board representation.
- Discussion was held on Board representation at school events and how to be sure they were aware of when and where they were all happening.
- Further exploration needs to be done on how best to engage the community, best practices and how to commit to it in a meaningful way. Different modes, methods and strategies (as a COB work session subject).

III. ADJOURNMENT

A motion was made and passed to adjourn the meeting. The meeting adjourned at 9:21 p.m.

Respectfully submitted,
Marilyn Polsfuss
Assistant Clerk

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bernstrom, A. J.	Classroom Teacher	08/20/2016	\$34.99	The Heights Community
Biederman, A. L.	Classroom Teacher	08/20/2016	\$34.62	Benjamin Mays/Museum
Chesnut, J. C.	Classroom Teacher	08/20/2016	\$29.43	Washington Tech Secondary
Johannsen, B. L.	Classroom Teacher	09/02/2016	\$28.44	Jackson Preparatory
Rentzel, R. J.	Classroom Teacher	08/20/2016	\$26.64	Open World Learning
Swanson, L. C.	Classroom Teacher	09/06/2016	\$26.64	Daytons Bluff Achievement
Vue, K.	Classroom Teacher	09/19/2016	\$26.64	Jackson Preparatory
Yang, S.	Classroom Teacher	10/03/2016	\$26.64	Creative Arts Secondary
Lawson, S. K.	ELL Teacher	09/06/2016	\$26.64	Linwood Monroe Arts
Verley, M. M.	Early Ed Teacher	08/20/2016	\$37.47	American Indian Magnet
DeLong, P. H.	Social Worker	09/26/2016	\$30.66	Bruce F Vento Elementary
Johnson, B. L.	Social Worker	09/27/2016	\$32.64	Parkway Montessori
Marosi, R. M.	Social Worker	08/20/2016	\$26.64	Obama Service Learning
Cannon-Ratliff, L. M.	Special Ed Teacher	09/21/2016	\$39.57	American Indian Magnet
Duchateau, N.	Special Ed Teacher	08/20/2016	\$46.68	Humboldt Secondary
Noyes, S. T.	Special Ed Teacher	09/14/2016	\$39.26	Ramsey Middle School
Richie, E. C.	Speech Pathologist	08/20/2016	\$31.94	Johnson Senior High
Espinoza, J. L.	School/Community Professional	09/07/2016	\$20.96	RiverEast Elem/Secondary
Jackson, D. M.	School/Community Professional	08/29/2016	\$20.61	RiverEast Elem/Secondary
Barsness, D. A.	Teaching Assistant	09/21/2016	\$12.86	Humboldt Secondary
Bennett, K. A.	Teaching Assistant	09/06/2016	\$12.99	Capitol Hill Magnet
Black, P. A.	Teaching Assistant	09/19/2016	\$15.25	Humboldt Secondary
Brown, E. A.	Teaching Assistant	09/06/2016	\$15.25	Expo for Excellence
Burns Soetebier, A. D.	Teaching Assistant	09/06/2016	\$14.52	Bridge View

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
McAfee, M. A.	School/Community Professional	09/29/2016	\$21.69	Rondo Education Center
Yang, P. N.	School/Community Professional	09/08/2016	\$25.93	Colborne Admin Offices
Laabs, J. H.	Education Assistant	08/29/2016	\$16.12	Focus Beyond (18-Adult)
Lwin, K.	Education Assistant	09/06/2016	\$15.83	Humboldt Secondary
Matama, E. C.	Education Assistant	09/08/2016	\$20.05	Washington Tech Secondary
Mohamed, A. R.	Education Assistant	09/13/2016	\$13.98	Creative Arts Secondary
Mohamed, I. A.	Education Assistant	08/29/2016	\$13.98	Homecroft Early Learning
Till, C. M.	Education Assistant	09/19/2016	\$24.40	Focus Beyond (18-Adult)
Willis, D. R.	Education Assistant	09/29/2016	\$18.00	Cherokee Heights Elem
Winkler, F. D.	Education Assistant	08/29/2016	\$15.62	Homecroft Early Learning
Amin, N.	Teaching Assistant	09/07/2016	\$12.86	Bruce F Vento Elementary
Anderson, B. B.	Teaching Assistant	09/06/2016	\$13.39	St. Paul Music Academy
Anderson, J. C.	Teaching Assistant	09/06/2016	\$13.99	Parkway Montessori
Barnes, K. L.	Teaching Assistant	09/06/2016	\$14.71	Bridge View
Carr, C. L.	Teaching Assistant	09/12/2016	\$15.25	RiverEast Elem/Secondary
Carter-Grigsby, R. E.	Teaching Assistant	10/03/2016	\$13.99	Johnson Senior High
Claiborn, K. M.	Teaching Assistant	08/29/2016	\$12.39	Wellstone Elementary
Clark, A. A.	Teaching Assistant	09/23/2016	\$13.39	Johnson Achievement Plus
Cobb, P. A.	Teaching Assistant	09/16/2016	\$14.25	Creative Arts Secondary
Compton, J. D.	Teaching Assistant	09/06/2016	\$13.99	Linwood Monroe Arts Plus
Cruz, I.	Teaching Assistant	09/06/2016	\$13.39	Linwood Monroe Arts Plus
Dominguez, M. A.	Teaching Assistant	09/06/2016	\$12.43	Adams Spanish Immersion
Dutrieuille, D. J.	Teaching Assistant	09/27/2016	\$12.39	271 Belvidere Bldg
Enright, T. H.	Teaching Assistant	09/12/2016	\$12.86	Mississippi Creative Arts

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Goldman, K. K.	Teaching Assistant	09/06/2016	\$12.86	Horace Mann School
Hammes Gill, K. H.	Teaching Assistant	09/06/2016	\$14.52	Daytons Bluff Achievement
Henderson, B. M.	Teaching Assistant	09/06/2016	\$11.79	Maxfield Elementary
Herberholt, B. V.	Teaching Assistant	09/06/2016	\$15.25	Bridge View
Hoffman, M. E.	Teaching Assistant	09/06/2016	\$14.52	Harding Senior High
House, T. S.	Teaching Assistant	09/20/2016	\$13.99	RiverEast Elem/Secondary
Hoveland, R. A.	Teaching Assistant	09/06/2016	\$14.25	Harding Senior High
Htway, K. K.	Teaching Assistant	09/22/2016	\$12.86	Mississippi Creative Arts
Flores Hernandez, G. F.	Teaching Assistant	09/06/2016	\$13.06	Johnson Achievement Plus
Foster, L. L.	Teaching Assistant	09/06/2016	\$13.59	Johnson Achievement Plus
Huang, J.	Teaching Assistant	09/12/2016	\$14.25	Jie Ming Mandarin Immr
Johansen, K. R.	Teaching Assistant	09/28/2016	\$14.25	271 Belvidere Bldg
Jones, B. M.	Teaching Assistant	09/21/2016	\$12.39	The Heights Community
Kallestad, L. M.	Teaching Assistant	09/06/2016	\$13.52	Chelsea Heights Elem
Kampa, J. M.	Teaching Assistant	09/20/2016	\$13.52	Highland Park Senior
Khang, S.	Teaching Assistant	09/06/2016	\$13.06	Nokomis Montessori South
Knowles, E. M.	Teaching Assistant	09/06/2016	\$14.25	Mississippi Creative Arts
Laroche, J. P.	Teaching Assistant	09/06/2016	\$13.39	Journey's Secondary
Lesure, M. C.	Teaching Assistant	09/29/2016	\$15.25	RiverEast Elem/Secondary
Lewis, D. C.	Teaching Assistant	09/13/2016	\$12.86	Maxfield Elementary
Malone, T. S.	Teaching Assistant	09/14/2016	\$12.39	Central Senior High
Manning-Recker, C. L.	Teaching Assistan	09/06/2016	\$12.86	Randolph Heights
Moore, S. C.	Teaching Assistant	09/06/2016	\$12.86	The Heights Community
Musabyimana, E.	Teaching Assistant	09/06/2016	\$14.52	Bridge View
Myers, S.	Teaching Assistant	09/06/2016	\$12.39	Bruce F Vento Elementary

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
O'Doubhlain, C. C.	Teaching Assistant	09/06/2016	\$14.52	Harding Senior High
Olivo, Y. C.	Teaching Assistant	09/06/2016	\$13.59	Wellstone Elementary
Parayno, C. N.	Teaching Assistant	09/29/2016	\$11.79	Humboldt Secondary
Puckett, C.	Teaching Assistant	09/06/2016	\$12.99	Hazel Park Preparatory
Rivera, A. R.	Teaching Assistant	09/27/2016	\$11.79	Hazel Park Preparatory
Samuels, R. A.	Teaching Assistant	09/14/2016	\$12.39	Ramsey Middle School
Sanchez Rivera, E. Z.	Teaching Assistant	09/06/2016	\$11.79	Benjamin Mays/Museum
Saxton, L. D.	Teaching Assistant	09/06/2016	\$13.99	Farnsworth Aerospace Upper
Sippola, P. D.	Teaching Assistant	09/26/2016	\$12.43	Mississippi Creative Arts
Suggs, M. M.	Teaching Assistant	09/26/2016	\$13.39	Frost Lake Elementary
Thao, K.	Teaching Assistant	09/12/2016	\$14.25	Farnsworth Aerospace Lower
Thao, P.	Teaching Assistant	09/06/2016	\$12.86	Bruce F Vento Elem
Tho, C. J.	Teaching Assistant	09/19/2016	\$11.79	L'Etoile du Nord Upper
Tolentino, J. B.	Teaching Assistant	09/26/2016	\$13.59	Humboldt Secondary
Turan, E. G.	Teaching Assistant	09/06/2016	\$14.25	271 Belvidere Bldg
Vang, B.	Teaching Assistant	09/26/2016	\$12.86	Eastern Heights Elem
Vang, P. X.	Teaching Assistant	09/06/2016	\$11.79	Nokomis Montessori North
Vankirk, A. M.	Teaching Assistant	09/06/2016	\$13.99	Como Park Senior
Walton, D. L.	Teaching Assistant	09/14/2016	\$13.39	RiverEast Elem/Secondary
Weeldreyer, A. K.	Teaching Assistant	09/26/2016	\$12.86	Mississippi Creative Arts
Williams, M. D.	Teaching Assistant	09/20/2016	\$12.99	Washington Tech Secondary
Nguyen, D. T.	Teaching Assistant	09/06/2016	\$12.86	Jackson Preparatory
Nyberg, R. A.	Teaching Assistant	09/14/2016	\$13.52	Washington Tech Secondary

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NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Yang, M.	Teaching Assistant	09/06/2016	\$12.43	Jackson Preparatory Elem
Zavala, Z.	Teaching Assistant	09/06/2016	\$15.25	Benjamin Mays/Museum
Olson, C. A.	School Bus Driver	09/19/2016	\$18.24	Transportation Services
Waldt, G. C.	School Bus Driver	09/19/2016	\$21.41	Transportation Services
Asuncion, M.	Clerical	08/23/2016	\$20.58	Harding Senior High
Friesen, M. R.	Clerical	08/22/2016	\$15.69	Washington Tech Secondary
Thao, G.	Clerical	08/29/2016	\$18.59	Johnson Achievement Plus
Hollis, J. C.	Custodian	09/26/2016	\$15.74	The Heights Community
Schmidt, J. M.	Custodian	09/06/2016	\$15.74	Hamline Elementary
Washington, J. L.	Custodian	10/11/2016	\$25.30	Como Service Center
Kelly, T. S.	Electrician	09/06/2016	\$44.77	Como Service Center
Veesenmeyer, M. S.	Maintenance Supervisor	09/06/2016	\$14.79	Como Service Center

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bakkum, E. R.	Central Administrator From: Classroom Teacher	09/12/2016	\$52.48	Colborne Admin Offices
Victor, J.	Superintendency Career Progression	09/03/2016	\$54.81	Colborne Admin Offices
Ott, H.	Superintendency Career Progression	10/01/2016	\$66.83	Plato Admin Offices
Kimani, K.	ASAP Career Progression	10/01/2016	\$58.83	1780 W. 7 th Street
Kittel, K.	ASAP Career Progression	10/01/2016	\$54.88	1780 W. 7 th Street
Metz, E.	ASAP Career Progression	10/01/2016	\$53.39	1780 W. 7 th Street
Kohn, K.	ASAP Career Progression	10/01/2016	\$53.39	1780 W. 7 th Street
Ginther, D.	ASAP Career Progression	10/01/2016	\$54.52	1780 W. 7 th Street

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Pope, M.	ASAP Career Progression	10/01/2016	\$55.77	Plato Admin Offices
Steele, A.	ASAP Career Progression	10/01/2016	\$54.88	Plato Admin Offices
Un, S.	ASAP Career Progression	10/01/2016	\$55.49	Colborne Admin Offices
Kilgore, H.	Superintendency From ASAP	10/01/2016	\$50.72	Colborne Admin Offices
Wollenzien, J.	ASAP From Professional	10/01/2016	\$35.64	Colborne Admin Offices
Vang, D.	Assistant Principal From: Classroom Teacher	09/17/2016	\$51.14	Hazel Park Preparatory
Felber-Smith, A. M.	Assistant Principal From: Classroom Teacher	08/08/2016	\$47.97	Adams Spanish Immersion
Poferl, S. L.	Classroom Teacher From: Teaching Assistant	08/20/2016	\$26.64	Four Seasons A+
Stohlmann, R. S.	Classroom Teacher From: Teaching Assistant	08/20/2016	\$26.64	Benjamin Mays/Museum
Yang, M. N.	Classroom Teacher From: Teaching Assistant	08/20/2016	\$29.68	Jackson Preparatory Elem
Fjelstad De Santiago, R.	ELL Teacher From: Education Assistant	09/06/2016	\$27.50	Four Seasons A+
Bertelsen, J. C.	Social Worker From: School/Community Professional	08/20/2016	\$33.27	RiverEast Elem/Secondary
Normil, L.	Special Ed Teacher From: Teaching Assistant	08/20/2016	\$26.64	Obama Service Learning
Cole, E.	School/Community Professional From: Education Assistant	08/31/2016	\$29.42	Four Seasons A+
Goplin, E.	School/Community Professional From: Teaching Assistant	09/26/2016	\$24.04	Obama Service Learning

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Harris, R. K.	School/Community Professional From: Teaching Assistant	08/29/2016	\$24.58	Harding Senior High
Lewis, K. B.	School/Community Professional From: Teaching Assistant	08/31/2016	\$22.06	Jackson Preparatory Elem
McCoy, M. J.	School/Community Professional From: Teaching Assistant	08/29/2016	\$19.91	RiverEast Elem/Secondary
Strickland, T. C.	School/Community Professional From: Clerical	08/30/2016	\$22.84	Student Placement Center
Carr, D. J.	Education Assistant From: Teaching Assistant	08/29/2016	\$20.05	Creative Arts Secondary
Cobbins, K. A.	Education Assistant From: Teaching Assistant	08/29/2016	\$15.96	Johnson Senior High
Irwin, N. L.	Education Assistant From: Teaching Assistant	08/29/2016	\$16.45	Johnson Senior High
Loye, J. N.	Education Assistant Career Progression	08/29/2016	\$19.57	Adams Spanish Immersion
Pratt, J. L.	Education Assistant From: Teaching Assistant	08/29/2016	\$15.80	Harding Senior High
Rime, L. C.	Education Assistant From: Teaching Assistant	09/17/2016	\$19.46	Focus Beyond (18-Adult)
Saunders, V. S.	Education Assistant From: Teaching Assistant	08/29/2016	\$16.12	Creative Arts Secondary
Wrenson, J. W.	Education Assistant From: Teaching Assistant	08/29/2016	\$21.14	Four Seasons A+
Antoncich, L. M.	Teaching Assistant Career Progression	09/19/2016	\$14.71	Battle Creek Elementary
Ball, J. G.	Teaching Assistant Career Progression	09/06/2016	\$13.52	Capitol Hill Magnet
Griffin, P. Y.	Teaching Assistant Career Progression	09/06/2016	\$14.25	Horace Mann School
Padamsee, S.	Teaching Assistant Career Progression	09/06/2016	\$14.71	Battle Creek Elementary

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PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Steele, B. P.	Teaching Assistant Career Progression	09/06/2016	\$13.52	Hazel Park Preparatory
Webb, J.	Teaching Assistant Career Progression	09/06/2016	\$13.71	Battle Creek Middle
Berry, S. C.	Clerical Career Progression	08/20/2016	\$21.93	Como Service Center
Arcand, T. A.	Custodian Career Progression	09/23/2016	\$25.94	Farnsworth Aerospace Upper
Forseen, R. M.	Nutrition Services Personnel Career Progression	08/20/2016	\$18.15	International Academy - LEAP
Thorud, M. L.	Nutrition Services Personnel Career Progression	08/20/2016	\$18.15	JJ Hill Montessori
Jorissen, J. M.	Professional Employee From: Clerical	10/15/2016	\$21.56	Student Placement Center
Sanchez-Michaels, T. M.	Professional Employee From: Clerical	10/01/2016	\$27.52	Colborne Admin Offices

TEMPORARY APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Ananou, H. J.	Classroom Teacher	08/20/2016	\$28.90	L'Etoile du Nord Lower
Collins, T. N.	Classroom Teacher	09/12/2016	\$36.96	Eastern Heights Elem
Kigin, J. A.	Classroom Teacher	08/20/2016	\$28.90	L'Etoile du Nord Upper
Olson, T. J.	Classroom Teacher	09/22/2016	\$29.68	Wellstone Elementary
Runsewe, C. M.	Classroom Teacher	08/20/2016	\$28.44	Harding Senior High
Gilman, W. G.	Special Ed Teacher	09/19/2016	\$26.64	Ramsey Middle School
Grahek, K. L.	Special Ed Teacher	09/12/2016	\$26.64	Hamline Elementary
Roberts, A. T.	Special Ed Teacher	09/16/2016	\$26.64	Ramsey Middle School
Anderson, C. E.	Speech Pathologist	08/20/2016	\$30.05	271 Belvidere Bldg

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Anglin, R. H.	Classroom Teacher	10/20/2016	Washington Tech Secondary
Berger, A. I.	Classroom Teacher	10/14/2016	The Heights Community
Collins-Renelus, L. T.	Classroom Teacher	10/08/2016	Open World Learning
Del Sebastien, O. X.	Classroom Teacher	09/17/2016	Wellstone Elementary
Forstrom, K. A.	Classroom Teacher	09/14/2016	Ramsey Middle School
Foss, A. E.	Classroom Teacher	09/22/2016	Highwood Hills Elem
Grosz-Haider, D. P.	Classroom Teacher	09/19/2016	Harding Senior High
Kour, R.	Classroom Teacher	09/01/2016	No Assigned Bldg - Misc
Little, N. M.	Classroom Teacher	09/28/2016	Farnsworth Aerospace Lower
McCurdy, M.	Classroom Teacher	09/16/2016	Como Park Senior
McIntyre, N. P.	Classroom Teacher	09/02/2016	Highland Park Middle
Moua, P.	Classroom Teacher	10/18/2016	Bruce F Vento Elem
Parker, J.	Classroom Teacher	09/02/2016	Farnsworth Aerospace Upper
Parker, J. G.	Classroom Teacher	09/28/2016	Farnsworth Aerospace Upper
Prohaska, J. E.	Classroom Teacher	09/06/2016	Humboldt Secondary
Rice, L. T.	Classroom Teacher	09/28/2016	Horace Mann School
Stevens-Royer, J.	Classroom Teacher	09/01/2016	No Assigned Bldg - Misc
Waters, J. R.	Classroom Teacher	09/17/2016	Cherokee Heights Elem
Lebron, K. J.	ELL Teacher	09/19/2016	Wellstone Elem
McCully, K. J.	ELL Teacher	09/26/2016	Groveland Park Elem
Vang, M. Y.	ELL Teacher	09/03/2016	International Academy - LEAP
Kerr, M.	Special Ed Teacher	08/20/2016	Hazel Park Preparatory
Parr-Smestad, E.	Special Ed Teacher	09/20/2016	Eastern Heights Elem
Soler, A.	Special Ed Teacher	08/20/2016	Riverview School

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LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Erickson, J. A.	Speech Pathologist	09/01/2016	Bridge View
Geissler, A. K.	Speech Pathologist	09/02/2016	Randolph Heights
Finn, K. E.	Nurse	09/14/2016	Galtier Elementary
Ludtke, A. M.	Occupational Therapist	09/06/2016	Linwood Monroe Arts Upper
Keller, J.	School/Community Professional	09/01/2016	RiverEast Elem/Secondary
Pao-Sein, V. A.	Education Assistant	09/21/2016	Frost Lake Elem
Beck, R.	Teaching Assistant	09/19/2016	Frost Lake Elem
Binford, L. L.	Teaching Assistant	09/14/2016	Highland Park Senior
Moreno, M.	Teaching Assistant	09/07/2016	Bridge View
Schwartz, D.	Teaching Assistant	09/17/2016	Johnson Achievement Plus
Syring, V. F.	Teaching Assistant	09/06/2016	The Heights Community
Taylor, S. J.	Teaching Assistant	09/24/2016	The Heights Community
Dean, J. P.	Carpenter	09/12/2016	Como Service Center
Kullander, J.	Clerical	09/27/2016	Adams Spanish Immersion
Reeves, V. M.	Nutrition Services Personnel	09/06/2016	Como Service Center
Sattler, S. J.	Nutrition Services Personnel	09/17/2016	Como Service Center

ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
A., K. K.	Assistant Principal	08/24/2016
F., J.	Classroom Teacher	09/15/2016
S., C. M.	Classroom Teacher	08/29/2016
Y., V.	Classroom Teacher	08/20/2016
M., Y.	ELL Teacher	08/30/2016
B., L. S.	Education Assistant	09/22/2016
K., J.	Teaching Assistant	09/16/2016

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ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
D., B. D.	Professional Employee	08/29/2016

REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Carter-Richardson, C. J.	Education Assistant	08/29/2016	\$32.75	Battle Creek Middle
Johnson, K. B.	Clerical	08/29/2016	\$16.87	Benjamin Mays/Museum

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Hueg, R. M.	Classroom Teacher	08/20/2016	\$26.64	Obama Service Learning
Kedrowski, E. S.	Classroom Teacher	09/12/2016	\$47.00	271 Belvidere Bldg
Kunze, T. C.	Classroom Teacher	09/15/2016	\$28.44	1780 W. 7th Street
Nehring, M. K.	Classroom Teacher	08/20/2016	\$42.19	Humboldt Secondary
Richards de Campana, M. R.	Classroom Teacher	08/20/2016	\$52.04	Adams Spanish Immersion
Vo, H.	Classroom Teacher	10/10/2016	\$50.59	Harding Senior
Yajzt, V.	Classroom Teacher	08/20/2016	\$47.42	Washington Tech Secondary
Ly, N. X.	ELL Teacher	08/20/2016	\$29.68	Jackson Preparatory Elem
Her, P. H.	Early Ed Teacher	08/20/2016	\$26.64	Jackson Preparatory Elem
Scott, S. P.	Special Ed Teacher	08/31/2016	\$32.27	Maxfield Elementary
Vernon, M. C.	Teacher on Special Assignment	09/06/2016	\$37.03	Plato Admin Offices
Reese, M. M.	Education Assistant	09/06/2016	\$16.12	Central Senior
Brant, A. M.	Teaching Assistant	09/22/2016	\$13.99	Farnsworth Aerospace Upper
Brown, A.	Teaching Assistant	09/06/2016	\$12.99	Bruce F Vento Elementary
Brown, T. A.	Teaching Assistant	09/06/2016	\$14.25	Maxfield Elementary
Conwell, D.	Teaching Assistant	09/06/2016	\$13.99	Murray Middle School
Durkin, L. P.	Teaching Assistant	09/06/2016	\$13.59	Nokomis Montessori North

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<u>REHIRE</u>				
<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Elliott, I. D.	Teaching Assistant	09/14/2016	\$13.39	Battle Creek Middle
Georgeson, M. I.	Teaching Assistant	09/06/2016	\$18.90	Como Park Elementary
Hanson, L. J.	Teaching Assistant	09/27/2016	\$15.25	Eastern Heights Elem
Harvey, N. T.	Teaching Assistant	09/06/2016	\$13.71	Battle Creek Middle
Jones, L. F.	Teaching Assistant	09/19/2016	\$12.39	Harding Senior High
Kehr, E. D.	Teaching Assistant	09/06/2016	\$18.90	Capitol Hill Magnet
McMillan, T. P.	Teaching Assistant	09/06/2016	\$13.52	The Heights Community
Pabon, C. A.	Teaching Assistant	09/06/2016	\$14.25	Riverview School
Pacheco, C.	Teaching Assistant	09/12/2016	\$13.52	Riverview School
Peterson, N. S.	Teaching Assistant	09/06/2016	\$14.71	Groveland Park Elem
Plata, T. M.	Teaching Assistant	09/28/2016	\$15.25	Johnson Senior High
Ramirez, T. L.	Teaching Assistant	09/06/2016	\$14.25	271 Belvidere Bldg
Rice, J. J.	Teaching Assistant	09/12/2016	\$13.52	Highland Park Senior
Scarver, A. T.	Teaching Assistant	09/06/2016	\$13.39	RiverEast Elem/Secondary
Smith, D. B.	Teaching Assistant	09/26/2016	\$12.43	Johnson Achievement Plus
Thompson, D. S.	Teaching Assistant	09/06/2016	\$15.25	Battle Creek Middle
Tunbaw, C. W.	Teaching Assistant	09/12/2016	\$11.79	Phalen Lake Hmong Studies
Bryson, E. D.	Nutrition Services Personnel	08/30/2016	\$11.43	Eastern Heights Elementary
Bunch, B. L.	Nutrition Services Personnel	09/13/2016	\$11.66	Hazel Park Preparatory Academy
Herrera, A. M.	Nutrition Services Personnel	08/29/2016	\$11.43	International Academy - LEAP
Rodriguez, C. S.	Nutrition Services Personnel	08/30/2016	\$11.43	Phalen Lake Hmong Studies Mgnt

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REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Baldwin, M. M.	Classroom Teacher	08/20/2016	No Assigned Bldg - Misc
Elliott, J.	Classroom Teacher	08/20/2016	Highland Park Middle
Farley, B. J.	Classroom Teacher	08/20/2016	Benjamin Mays
Fjetland, D.	Classroom Teacher	08/20/2016	Parkway Montessori
Grosz-Haider,D. P.	Classroom Teacher	09/21/2016	Harding Senior High
Jax, S. M.	Classroom Teacher	09/13/2016	Plato Admin Offices
Jones, L. L.	Classroom Teacher	08/20/2016	No Assigned Bldg - Misc
Malaga de Mancilla, D. F.	Classroom Teacher	08/22/2016	No Assigned Bldg - Misc
Waite-Tranberg, S. J.	Classroom Teacher	08/20/2016	Battle Creek Elementary
Waters, J. R.	Classroom Teacher	09/27/2016	Cherokee Heights Elem
Elliott, M.	ELL Teacher	09/12/2016	Johnson Achievement Plus
Erwin, L. M.	Special Ed Teacher	08/20/2016	Ramsey Middle School
Wilson, K. T.	Special Ed Teacher	08/20/2016	Frost Lake Elementary
Schmidt, L. A.	Speech Pathologist	08/20/2016	No Assigned Bldg - Misc
Kariye, S.	Education Assistant	08/30/2016	Expo for Excellence Elem
Stowers, S.	Education Assistant	09/20/2016	Battle Creek Middle
Buberl, M. A.	Teaching Assistant	09/06/2016	Daytons Bluff Achievement
Drake, M. S.	Teaching Assistant	09/06/2016	St. Paul Music Academy
Harris, K. J.	Teaching Assistant	09/06/2016	Benjamin Mays/Museum
Jaco, J. T.	Teaching Assistant	09/06/2016	Wellstone Elementary
Johnson, K. J.	Teaching Assistant	09/06/2016	Benjamin Mays/Museum
Kramer, P. W.	Teaching Assistant	09/06/2016	Nokomis Montessori North
Mercado-Ramirez, C.	Teaching Assistant	09/06/2016	Adams Spanish Immersion
Moreno, M.	Teaching Assistant	09/19/2016	Bridge View
Palma, W.	Teaching Assistant	08/29/2016	Frost Lake Elementary

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>
Vega-Lee, E.	Teaching Assistant	09/06/2016	Highland Park Elementary
Waters, J. A.	Teaching Assistant	09/06/2016	St. Paul Music Academy
Yang, K.	Teaching Assistant	09/06/2016	Nokomis Montessori North
Mann, J. V.	Nutrition Services Personnel	09/12/2016	The Heights Community
Meyer, T. S.	Nutrition Services Personnel	08/30/2016	Hazel Park Preparatory Academy
Williams, T. K.	Nutrition Services Personnel	08/31/2016	Johnson Senior High

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Cox, S.	Teaching Assistant	09/06/2016	\$14.25	Four Seasons A+
Ellis, U. M.	Teaching Assistant	09/06/2016	\$19.90	Journey's Secondary
Whitney, D. L.	Teaching Assistant	09/14/2016	\$13.06	Cherokee Heights Elem

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Vang, L.	Classroom Teacher From: Teacher on Special Assignment	10/01/2016	\$46.68	Creative Arts Secondary

SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
E., K.	Classroom Teacher	10/20/2016
S., J. W.	Classroom Teacher	09/23/2016
M., Y.	ELL Teacher	08/29/2016
S., R. S.	Special Ed Teacher	08/31/2016
V., B.	Education Assistant	10/19/2016
V., B.	Education Assistant	09/21/2016
V., B.	Education Assistant	09/28/2016

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SUSPENSION WITHOUT PAY

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
V., B.	Education Assistant	10/05/2016
V., B.	Education Assistant	10/12/2016
S., M. L.	Teaching Assistant	09/22/2016
S., M. L.	Teaching Assistant	11/08/2016
S., M. L.	Teaching Assistant	11/02/2016
S., M. L.	Teaching Assistant	10/27/2016
S., M. L.	Teaching Assistant	10/06/2016

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Anderson, M. J.	Classroom Teacher	08/19/2016	Washington Tech Secondary
Kestner, S.	Education Assistant	10/21/2016	Como Park Senior High

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Loddigs-Werlinger, T. M.	Central Administrator	09/10/2016	Colborne Admin Offices
Walker - Davis, M. J.	Superintendency	10/15/2016	Colborne Admin Offices
Evenson, M.	Classroom Teacher	08/20/2016	No Assigned Bldg - Misc
Hamilton, A.	Classroom Teacher	10/21/2016	271 Belvidere Bldg
Hample, S. S.	Classroom Teacher	08/19/2016	Highland Park Elementary
Hartzell, A.	Classroom Teacher	08/19/2016	Battle Creek Elementary
Lonetree Brovold, N. M.	Classroom Teacher	08/20/2016	No Assigned Bldg - Misc
Mertes, K. R.	Classroom Teacher	09/17/2016	Riverview School
Nelson, J.	Classroom Teacher	08/19/2016	Wellstone Elementary
Sharma, M.	Classroom Teacher	08/19/2016	Washington Tech Secondary

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Stadler, B. C.	Classroom Teacher	09/17/2016	Battle Creek Middle
Jones, A.	Classroom Teacher	10/14/2016	Harding High School
Kolnik, J.	Classroom Teacher	09/10/2016	Benjamin Mays Elem
Moua, M. Y.	Occupational Therapist	10/08/2016	Battle Creek Elementary
Troje, M. M.	Classroom Teacher	08/19/2016	Jackson Preparatory
Cappelen, L.	Special Ed Teacher	08/19/2016	RiverEast Elem/Secondary
Dykema, H.	Special Ed Teacher	08/19/2016	No Assigned Bldg - Misc
Evans, C. A.	Special Ed Teacher	08/19/2016	Galtier Elementary
Steinke, K. A.	Special Ed Teacher	08/19/2016	Murray Middle School
Wannarka, R. E.	Special Ed Teacher	08/12/2016	Juvenile Service Center
Ruthenbeck, J. P.	Teacher on Special Assignment	08/19/2016	Hazel Park Preparatory
Davison, A. C.	School/Community Professional	09/03/2016	Obama Service Learning
Flores, S. A.	School/Community Professional	09/17/2016	271 Belvidere Bldg
Jon-Pierre, B. L.	School/Community Professional	09/08/2016	RiverEast Elem/Secondary
Katsiotis, P. N.	School/Community Professional	08/20/2016	Journey's Secondary
Patterson, H. L.	School/Community Professional	09/09/2016	Hazel Park Preparatory
Funk-Hobday, J. A.	Education Assistant	10/01/2016	Homecroft Early Learning
Lund, E. E.	Education Assistant	08/27/2016	Randolph Heights Elem
Yost, K. B.	Education Assistant	09/06/2016	Expo for Excellence Elem
Aguilar Vazquez, A. F.	Teaching Assistant	08/30/2016	Como Park Elementary
Benson, S. M.	Teaching Assistant	09/14/2016	RiverEast Elem/Secondary
Carter, S. M.	Teaching Assistant	08/25/2016	St. Paul Music Academy
DiVirgilio, N.	Teaching Assistant	09/05/2016	Battle Creek Middle

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RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Evans, A. M.	Teaching Assistant	08/31/2016	Eastern Heights Elementary
Hanson, L. J.	Teaching Assistant	09/29/2016	Eastern Heights Elementary
Hartnett, M.	Teaching Assistant	09/26/2016	Groveland Park Elementary
Knox, A.	Teaching Assistant	08/19/2016	The Heights Community
Quire, K. K.	Teaching Assistant	09/28/2016	Como Park Elementary
Reynolds, D. C.	Teaching Assistant	09/04/2016	Capitol Hill Magnet
Ritsema, K. L.	Teaching Assistant	09/20/2016	Homecroft Early Learning
Snyder, J.	Teaching Assistant	09/20/2016	Focus Beyond (18-Adult)
Thao, K.	Teaching Assistant	10/08/2016	Frost Lake Elementary
Vang, K.	Teaching Assistant	09/24/2016	International Academy - LEAP
Raymond, Q.	Professional	10/14/2016	Colborne Admin Offices
Hanggi, M. R.	Clerical	10/01/2016	Colborne Admin Offices
Olson, S. R.	Custodian	10/01/2016	Wellstone Elementary
Adaya-Ramirez, G.	Nutrition Services Personnel	09/02/2016	Cherokee Heights Elem
Bryson, E. D.	Nutrition Services Personnel	09/20/2016	Eastern Heights Elementary
Green, R. J.	Nutrition Services Personnel	09/02/2016	American Indian Magnet
Hussein, S. U.	Nutrition Services Personnel	08/20/2016	Rondo Education Center
Kargbo, E.	Nutrition Services Personnel	08/23/2016	American Indian Magnet
Kovacs, C.	Nutrition Services Personnel	09/24/2016	Humboldt Secondary
Enquist, J. E.	Professional Employee	08/27/2016	Como Service Center
Ousley, A. R.	Professional Employee	09/03/2016	Colborne Admin Offices

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TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
K., E. R.	School/Community Professional	08/28/2016
S., M. I.	Education Assistant	09/02/2016
V., J. M.	Education Assistant	09/02/2016
E., F. C.	Teaching Assistant	08/31/2016
L., M. A.	Teaching Assistant	09/22/2016
T., P.	Teaching Assistant	08/31/2016
Y., D.	Teaching Assistant	09/07/2016

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S., J. J.	Teaching Assistant	09/13/2016

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Hill, J. M.	Classroom Teacher	06/13/2016	Linwood Monroe Arts Plus Upper

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

DATE: October 25, 2016

TOPIC: Gift Acceptance from Amherst H. Wilder Foundation

A. PERTINENT FACTS:

1. A gift of \$20,000 was received at Jackson Preparatory school on August 5, 2016.
2. The gift was received from Amherst H. Wilder Foundation, Saint Paul Promise Neighborhood. This gift is to support the Jackson Hmong Karen(ni) Youth Program.
3. This money will be used for classroom supplies Budget No. 01-500-203-000-6430-0000.
4. This gift will meet the District strategic plan goal of achievement.
4. This item is submitted by Yeu Vang, Principal, Jackson Preparatory School and Lisa Sayles-Adams, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (or Designee) to allow Jackson Preparatory School to accept this gift from the Amherst H. Wilder Foundation to support the Hmong Karen(ni) Youth Program.

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

DATE: October 25, 2016

TOPIC: Gift Acceptance from David Frauenshuh

A. PERTINENT FACTS:

1. Como Park Senior High School would like to accept a monetary gift of \$15,000 from David Frauenshuh.
2. This gift is to be used for the Athletic expenditures.
3. This project will meet the District strategic plan goals of achievement and sustainability.
4. This item is submitted by Theresa Neal, Principal, Como Park Senior High School and Theresa Battle, Assistant Superintendent of High Schools.

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: October 25, 2016

TOPIC: Gift to Linwood Monroe Arts Plus

A. PERTINENT FACTS:

1. A gift in the amount of \$14,300 has been provided to assist, recognize promote and fund educational programming for students. \$14,300 is designated for the support of the 2016-17 to stop Bullying and to teach positive relational skills at Linwood Monroe Arts Plus.
2. This gift is designated Peacemaker Minnesota for support of educational programming at Linwood Monroe Arts Plus and the Arts to stop Bully and to teach positive relational skills at Linwood Monroe Arts Plus
3. This gift will meet the District Strategic plan goal of sustainability.
4. This item is submitted by Bryan E. Bass, Principal, Linwood Monroe Arts Plus and Lisa Sayles-Adams, Assistant Superintendent Grades K-12.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the \$14,300 gift from the Peace Maker of Minnesota and provide a letter expressing appreciation for the gift.

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

DATE: October 14, 2016

TOPIC: Acceptance of Donation from the Shakopee Mdewakanton
(Sioux) Dakota Community

A. PERTINENT FACTS:

1. The Shakopee Mdewakanton Sioux (Dakota) Community has donated to the Saint Paul Public Schools, American Indian Education Program \$12,000 and these funds will be placed in the American Indian Education Program budget number 29-005-790-000-5096-2050. The funds will be used for school supplies, backpacks, calculators, and other items for students.
2. The Shakopee Mdewakanton Sioux (Dakota) Community has asked that this donation be used by the American Indian Education Program office to distribute school supplies to needy American Indian students attending Saint Paul Public Schools.
3. The American Indian Education Program currently has a service component that provides school supplies to American Indian students in need and will follow the guidelines and procedures that have been developed with the involvement of the American Indian Parent Committee to distribute the supplies from this donation. A letter of appreciation will be sent to the Shakopee Mdewakanton Sioux (Dakota) Community.
4. This project will meet the District target area goals by ensuring high academic achievement for all students and strengthening relationships with community and families.
5. This item is submitted by John Bobolink, Supervisor, American Indian Education Program; and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATIONS:

That the Board of Education authorize the Superintendent (designee) to accept this donation of \$12,000 from the Shakopee Mdewakanton Sioux (Dakota) Community and to disburse the funds according to the contract.

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

DATE: October 25, 2016

TOPIC: Request for Permission to Accept Grants from the Ecolab Foundation's Visions for Learning Program

A. PERTINENT FACTS:

1. The Ecolab Foundation awards grants to school educators (teachers, paraprofessionals, administrators and other licensed staff) to encourage and reward individual educators' creativity and innovation in classroom learning by providing opportunities that will motivate and challenge students intellectually, raise student achievement, as well as increase their understanding of academic content and the connection between school and life.
2. One hundred thirty-two teachers in Saint Paul Public Schools have been awarded grants of up to \$3,000 each. Saint Paul Public Schools will serve as fiscal agent for these projects. The total grant is for approximately \$245,000. All schools were informed of this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Jackie Turner, Chief Engagement Officer.

B. RECOMMENDATION:

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

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

DATE: October 25, 2016

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

A. PERTINENT FACTS:

1. The Minnesota Department of Education is currently accepting grant applications for projects that provide navigating and advising support services to adult basic education students.
2. Saint Paul Community Literacy Consortium has prepared an application for funds to train volunteer community navigators to support adult learners in Saint Paul ABE programs. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$30,000. Staff at the program researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Scott Hall, Supervisor, Adult Basic Education; Lynn Gallandat, Director, Community Education; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education for funds to train community navigators in the adult basic education program; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: October 25, 2016

TOPIC: Request for Permission to Accept a Grant from the Minnesota Department of Health

A. PERTINENT FACTS:

1. The Minnesota Department of Health offers grants through the Minnesota Asthma Friendly Schools Mini-Grant Program, sponsored by the American Lung Association, to implement a variety of school-based projects surrounding asthma awareness and management.
2. Maxfield Elementary School prepared an application and received a grant for approximately \$800 to deliver asthma education courses and hold a family engagement event around asthma awareness.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Ryan Vernosh, Principal, Maxfield Elementary School; and Lisa Sayles-Adams, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Department of Health to deliver asthma education and improve asthma awareness at Maxfield Elementary School; and to implement the project as specified in the award documents.

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

DATE: October 25, 2016

TOPIC: Request for Permission to Submit a Grant Application to the Minnesota Historical Society Legacy Field Trip Fund

A. PERTINENT FACTS:

1. The Minnesota Historical Society Legacy Field Trip Fund is currently accepting grant applications for projects that provide transportation to Minnesota Historical Society museums and historic sites statewide.
2. Saint Paul Public Schools Capitol Hill Gifted and Talented Magnet has prepared an application for funds to offset field trip transportation costs. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$1,200. Staff at the school researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Patrick Bryan, Principal, Capitol Hill Gifted and Talented Magnet; and Lisa Sayles-Adams, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Historical Society Legacy Field Trip Fund for funds to offset field trip transportation costs at Capitol Hill Gifted and Talented Magnet; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: October 25, 2016

TOPIC: Request for Permission to Accept a Grant from the Saint Anthony Park Community Foundation

A. PERTINENT FACTS:

1. The Saint Anthony Park Community Foundation awards grants to projects that contribute to its mission: "to nurture the unique community assets of St. Anthony Park to secure a strong and vibrant neighborhood for future generations". Projects may influence any of the following areas: environmental improvement, learning opportunities, livability, aging-in-place solutions, business vitality and arts appreciation.
2. Como Park Senior High School prepared an application and received a grant for approximately \$350 to fund a service project and purchase games for the school's Big Brothers Big Sisters chapter.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Theresa Neal, Principal, Como Park Senior High School; and Theresa Battle, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Saint Anthony Park Community Foundation to support Big Brothers Big Sisters at Como Park Senior High School; and to implement the project as specified in the award documents.

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

DATE: October 25, 2016

TOPIC: Request for Permission to Submit a Grant Application to the Syngenta Community Grant Program

A. PERTINENT FACTS:

1. The Syngenta Community Grant Program is currently accepting grant applications for projects that focus on educating the public – particularly youth – about agriculture, science, land and water conservation or alleviate hunger in our community.
2. Saint Paul Public Schools Highland Park Senior High School has prepared an application for funds to demonstrate crop growing techniques to students. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$750. Staff at the school researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Winston Tucker, Principal; and Theresa Battle, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Syngenta Community Grant Program for funds to demonstrate agricultural techniques at Highland Park Senior High School; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: October 25, 2016

TOPIC: Request for Permission to Submit a Grant Application to the Target Foundation

A. PERTINENT FACTS:

1. The Target Foundation is currently accepting grant applications for projects that fund learning opportunities outside the classroom
2. Saint Paul Public Schools Frost Lake Elementary School has prepared an application for funds to cover the transportation costs of a field trip to Como Zoo. Saint Paul Public Schools will serve as fiscal agent for the project. This grant is for approximately \$600. Staff at the school researched this grant opportunity.
3. This project will meet the District strategic plan goal of achievement.
4. This item is submitted by Stacey Kadrmas, Principal; and Andrew Collins, Assistant Superintendent.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to Target Foundation for funds to cover field trip transportation costs at Frost Lake Elementary School; to accept funds, if awarded; and to implement the project as specified in the award documents.

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

DATE: October 25, 2016

TOPIC: Request for Permission to Contract with Saint Paul Youth Services for Behavioral Specialist Program Support

A. PERTINENT FACTS:

1. Saint Paul Youth Services (SPYS) provides SPYS provides behavior intervention, family support, crisis counseling, and restorative justice services. SPYS uses accredited research to continually assess, modify and target its strategies based on what proves most effective for young people and their families, based on the particular situation..
2. Saint Paul Public Schools (SPPS) and SPYS agree to partner, with SPYS providing twelve (12) behavioral support staff supporting five SPPS sites, for the 2016-2017 school-year. The 5 sites are: Washington Technology Magnet School (3), Harding Senior High School (2) American Indian Magnet (3), Humboldt Secondary (3), and Gordon Park High School (1). The SPYS behavioral support staff will support and increase early intervention strategies throughout the district. Approximately 360 students will be served by this partnership. Contract amount is \$660,000.
3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Jackie Turner, Chief Operations Officer and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to contract with the Saint Paul Youth Services for behavioral specialist support at five sites for SY 2016/2017; and to implement the services as specified in the contract.

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

DATE: October 25, 2016

TOPIC: Agreement Between Saint Paul Independent School District #625 and Young Men's Christian Association (YMCA) of the Greater Twin Cities for Child Care Services at AGAPE and Harding

A. PERTINENT FACTS:

1. The YMCA of the Greater Twin Cities and the Saint Paul Independent School District #625 are entering a cooperative agreement to provide child care services to adolescent student parents.
2. This agreement allows the district to reimburse the YMCA of the Greater Twin Cities for direct child care services in the high school centers located at AGAPE and Harding Senior High for a maximum of 102 children.
3. The maximum cost to the district for these services is \$493,044.00. These funds are provided through a separate agreement with Ramsey County Human Services.
4. The district provides in kind support for this program by providing the necessary physical space at AGAPE and at Harding High School.
5. The agreement period is from August 1, 2016, to July 31, 2017.
6. This project supports the District goal to ensure high academic achievement for all.
7. 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 authorize the Superintendent to enter into an agreement with the YMCA of the Greater Twin Cities to reimburse the YMCA for providing direct child care services in an amount not to exceed \$493,044.00 from August 1, 2016 to July 31, 2017.

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

DATE: October 25, 2016

TOPIC: Claims Administration Services for Self-Insured Workers' Compensation Program

A. PERTINENT FACTS:

1. The District is self-insured for workers' compensation liability coverage. As such, it requires professional services for claims examination, workplace injury investigation, medical documentation review, and all of the other functional areas related to workers' compensation administration including, but not limited to, audit and payment of medical charges, compliance with State and Federal law, monitoring of treatment programs, selection of independent medical examiners, and reporting to the Workers' Compensation Reinsurance Association (WCRA).
2. The District's third-party administrator service agreement with Cannon Cochran Management Services, Inc. (CCMSI) is set to expire on June 30, 2017.
3. The District desires to continue working with Cannon Cochran Management Services, Inc. (CCMSI). Terms and conditions of the contract agreement include the following:
 - a. The term of the agreement will be five years commencing July 1, 2017 and ending June 30, 2022.
4. Funding for this service agreement will be provided from the Workers' Compensation District-wide budget, 01-005-930-000-6270-0000.
5. The purchases meet the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Facilities Director, and Jackie Turner, Chief Operations Officer, and Marie Schrul, Chief Financial Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to renew the contract with Cannon Cochran Management Services, Inc. (CCMSI) for the period July 1, 2017 through June 30, 2022 for workers' compensation third-party administrator service.

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

DATE: 10/25/2016

TOPIC: Concurrent Enrollment Relationships Between Saint Paul College and SPPS High Schools

A. PERTINENT FACTS:

1. The District has the opportunity to partner with Saint Paul College to provide Concurrent Enrollment opportunities for students at SPPS High Schools
2. This partnership will provide opportunities for SPPS students to earn both college and high school credit for select courses.
3. This partnership will save SPPS students time and money in pursuit of their Post-Secondary plans
4. This partnership will include Concurrent Enrollment courses at:
 - a. Harding Senior High School – College Algebra
 - b. Humboldt High School – College Algebra
 - c. Johnson Senior High School – College Algebra, General Biology 1 and Chemistry 1
 - d. Washington Technology Magnet School – Nutrition
5. This partnership will require SPPS to pay SPC:
 - a. Harding Senior High School - \$0 (fee paid by Great Lakes College Ready- College Within Reach Grant)
 - b. Humboldt High School - \$0 (fee paid by Great Lakes College Ready- College Within Reach Grant)
 - c. Johnson High School –
 - i. \$5000 mentor fee (remainder paid by Great Lakes College Ready- College Within Reach Grant)
 - ii. \$1000 administrative fee (remainder paid by Great Lakes College Ready- College Within Reach Grant) Great Lakes College Ready- College Within Reach Grant)
 - d. Washington Technology Magnet School –
 - i. \$2500 mentor fee (remainder paid by Great Lakes College Ready- College Within Reach Grant)
 - ii. \$1000 administrative fee (remainder paid by Great Lakes College Ready- College Within Reach Grant) Great Lakes College Ready- College Within Reach Grant)
6. This project will meet the District strategic plan goal of Achievement.
7. This item is submitted by Jon Peterson, Executive Director, Office of College and Career Readiness and Kate Wilcox-Harris, Chief Academic Officer.

B. RECOMMENDATION:

That the Board of Education authorize the District to partner with Saint Paul College to provide Concurrent enrollment opportunities for SPPS students at Harding, Humboldt, Johnson and Washington

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

DATE: October 25, 2016

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and Saint Paul Supervisors' Organization Representing Supervisors

A. PERTINENT FACTS:

1. New Agreement is for a two-year period from January 1, 2016, through December 31, 2017.
2. Contract changes are as follows:

Wages: Effective January 1, 2016, the salary schedule is increased 2.0%. January 1, 2017, the salary schedule is increased to 2.0%. Maintain all step adjustments for both years.

Professional Development: Effective January 1, 2016, increase the allowable Professional Development dollar from \$500 to \$650.

3. The District has 45 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2015-16 budget year: \$5,037,922
 - in the 2016-17 budget year: \$5,255,696
5. This item will meet the District target area goal of alignment.
6. This request is submitted by John Thein, Superintendent; Laurin J. Cathey, Executive Director of Human Resources; Jim Vollmer, Assistant Director of Employee/Labor Relations; Joyce Victor, Negotiations/Employee Relations Assistant Manager; and Michelle J. Walker, Chief Executive Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Saint Paul Supervisors Organization in this School District; duration of said Agreement is for the period of January 1, 2016, through December 31, 2017.

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

DATE: October 25, 2016

TOPIC: Establishment of the Classified Position of General Lead Plumber for Independent School District No. 625 and Relevant Terms and Conditions of Employment

A. PERTINENT FACTS:

1. The Facilities Department has a need for a General Lead Plumber job classification in order to meet contractual requirements for the supervision of Plumbers due to increased workload. The General Lead Plumber supervises and participates in performing plumbing work involved in the installation, maintenance and repair of gas, water and sewer systems and all fittings and accessories.
2. The establishment of a General Lead Plumber is necessary to meet the District's commitment to prevailing wage requirements and to maintain the District's status with outside contracts. Human Resources assisted with developing a General Lead Plumber job description and establishing the wage and benefit structure for this job classification. The recommendation is to create a new job title, General Lead Plumber. This title would be within the unit jurisdiction of the United Association of Plumbers, Local 34, which represents plumbers. The appropriate pay rate for this position would be \$42.50 hourly. This salary rate will remain in place for this job title until such time as a successor agreement is reached to the 2014 - 2017 labor agreement for this unit. The benefits associated with this position will be as provided for other positions within this unit. This position is recommended to be a classified position.
3. The funds for this position are available in the Facilities Department budget.
4. This request supports the District's target area goal of sustainability.
5. This item is submitted by Laurin J. Cathey, Executive Director, Human Resources; Thomas Parent, Director, Facilities; and Jacqueline Turner, Chief Engagement Officer.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve the establishment of the General Lead Plumber job classification effective October 25, 2016; that the Board of Education declare the position of General Lead Plumber as classified; and that the pay rate be \$42.50 hourly.

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

DATE: October 25, 2016

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 November 3, 2016, should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

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

DATE: October 25, 2016

TOPIC: Facilities Department FY17 Purchases over \$100,000

A. PERTINENT FACTS:

1. In the normal course of work, the Facilities Department must establish purchase orders with vendors that may incur costs in excess of \$100,000 throughout the fiscal year.
2. The following list indicates purchase orders anticipated to be over \$100,000 with the vendor name, a general description, anticipated amount and procurement notes.

Vendor	Description	Amount	State Contract ID
MEI	Annual Elevator Inspections Contract 751557	118,500.00	Extension of bid A-207126
RAK	Installation of Hydration Stations	210,000.00	NJPA JOC Contract

3. The purchase orders have been approved by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the approved Facilities Department Fiscal Year 2017 budget.
5. The purchases meet the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Parent, Director of Facilities, Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: October 20, 2016

TOPIC: Active Employee and Early Retiree Health Insurance

A. PERTINENT FACTS:

1. The School District will enter the third year of a 4-year rate guarantee for active employee and early retiree health insurance starting January 1, 2017 and continuing through December 31, 2017.
2. The School District provides health insurance coverage through HealthPartners for approximately 5,400 active employees and 545 early retirees. The District's current cost is approximately \$55,400,000 for active employees and \$4,600,000 for early retirees.
3. The District currently offers active employees and early retirees who are not yet Medicare-eligible three HealthPartners plan options. The current plan offerings and monthly premiums are shown below:

	Single	Single Plus One	Family
HP Distinctions II	\$656.00	\$1477.00	
\$1713.00			
HP Empower HRA National One*	\$590.00	\$1292.00	
\$1508.00			
HP Empower HSA National One	\$496.00	\$1117.00	
\$1295.00			

4. HealthPartners has proposed an approximate 2.29% increase for the medical plans for 2017. The following are the proposed rates for calendar year 2017:

	Single	Single Plus One	Family
HP Distinctions II	\$692.00	\$1558.00	\$1807.00
HP Empower HRA National One*	\$589.00	\$1290.00	\$1507.00
HP Empower HSA National One	\$487.00	\$1097.00	\$1272.00

*Premium includes the account administrative fee and dollar value of the account.

5. The District's annual cost for calendar year 2017 will increase approximately \$1,400,000 for an estimated annual cost of \$61,400,000.
6. This agreement supports the District's target area goal of alignment.
7. This item is submitted by Joyce Victor, Benefits Manager; Laurin Cathey, and Executive Director of Human Resources and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve a contract for active employee and early retiree health insurance coverage with HealthPartners, effective January 1, 2017, at the proposed premium renewal rates.

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

DATE: October 20, 2016

TOPIC: Employee Dental Insurance Annual Renewal

A. PERTINENT FACTS:

1. The School District will enter the third year of a 5-year rate guarantee for active employee dental insurance starting January 1, 2017 and continuing through December 31, 2017.
2. The District provides dental insurance coverage through HealthPartners for approximately 5,539 active employees. This is a fully-insured plan. The current cost is approximately \$3,294,000 which includes the employee's portion for family coverage. The current plan offerings and monthly premiums for 2016 are \$30.00/ single and \$97.51/ family.
3. The District offers employees a tiered plan design with a richer benefit if a member chooses to utilize a HealthPartners dental clinic. As part of the RFP agreement, HealthPartners agreed to process claims from out-of-network providers as in-network until a mutually agreed upon date. This year, HealthPartners and the District compromised to reach an agreement that out-of-network provider services would be covered at 50% in 2017.
4. HealthPartners proposed a 3% rate increase for 2017: \$30.90/ single and \$100.44/ family.
5. The District's annual cost for calendar year 2017 will increase approximately \$99,500 for an estimated annual cost of \$3,393,500.
6. The District's Benefits Labor Management Committee recommends acceptance of this rate renewal.
7. This item will meet the District target area goal of alignment.
8. This item is submitted by Joyce Victor, Benefits Manager; Laurin Cathey, Executive Director of Human Resources; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the contract for active employee dental insurance coverage with HealthPartners effective January 1, 2017, at the proposed renewal rates.

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

DATE: October 20, 2016

TOPIC: Employee Life Insurance Renewal

A. PERTINENT FACTS:

1. The School District will enter the second year of a 3-year rate guarantee for employee life insurance starting January 1, 2017 and continuing through December 31, 2017. The current carrier is Minnesota Life Insurance Company.
2. The volume of life insurance coverage for the District is approximately \$298,439,166.00. The current rate is \$0.097 per \$1,000 of coverage.
3. The current total cost to the District for life insurance is approximately \$356,335.00 per year.
4. Minnesota Life recommends no rate change for 2017.
5. The Benefits Labor Management Committee recommends approval of this rate and continued coverage with Minnesota Life Insurance Company.
6. This agreement will meet the District target area goal of alignment.
7. This item is submitted by Joyce Victor, Benefits Manager; Laurin Cathey, Executive Director of Human Resources; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

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

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

DATE: October 20, 2016

TOPIC: Employee Long-Term Disability Insurance Annual Renewal

A. PERTINENT FACTS:

1. The School District will enter year two of a four-year rate guarantee for employee long-term disability insurance lasting through December 31, 2019. The current carrier is VOYA.
2. The covered payroll for the District is approximately \$25,811,000. The current rate is \$0.30/month per \$100 of covered payroll.
3. The current total annual cost to the District for long-term disability insurance is approximately \$1,290,000.
4. Claims are running at approximately 136.1% loss ratio resulting in a proposed rate increase to \$0.475/month per \$100 for 2015 plan year (14.5% increase).
5. The Benefits Labor Management Committee recommends acceptance of this renewal with Hartford with the rate increase.
6. This item will meet the District target area goal of alignment.
7. This item is submitted by Joyce Victor, Benefits Manager; Laurin Cathey, Executive Director of Human Resources; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education continues the District's employee long-term disability contract with VOYA for calendar year 2017 at a monthly cost of \$.30/month per \$100 of annual salary. The estimated cost of this contract for the calendar year of 2016 is \$1,470,000.

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

DATE: October 20, 2016

TOPIC: Post Age-65 Retiree Health Insurance Annual Renewal

A. PERTINENT FACTS:

1. The School District provides health insurance coverage for post-age 65 retirees through HealthPartners for approximately 2,585 retirees. The District's cost for calendar year 2016 is approximately \$10,197,000.
2. The District covers Medicare-eligible retirees who reside in Minnesota with the HealthPartners Freedom Plan. Retirees who are non-Medicare eligible or who reside outside of Minnesota are covered by the HealthPartners National One Plan or the HealthPartners Retiree Medical Plan. Current monthly premiums are:

	Single	Family
HealthPartners Freedom Plan	\$264.90	\$529.80
HealthPartners National One Plan	\$638.11	\$1530.37
HealthPartners Retiree Medical Plan	\$264.90	\$529.80

3. HealthPartners has proposed an approximate 5% increase for the Freedom Plan for 2017. The National One Plan for 2017 incurred an approximate 2.29%. The following are the proposed rates for calendar year 2017:

	Single	Family
HealthPartners Freedom Plan	\$279.70	\$559.40
HealthPartners National One Plan	\$652.72	\$1,565.42
HealthPartners Retiree Medical Plan	\$279.70	\$559.40

4. The District's annual cost for calendar year 2017 will increase approximately \$509,850 for an estimated annual cost of \$10,706,850.
5. This agreement supports the District's target area goal of alignment.
6. This item is submitted by Joyce Victor, Benefits Manager; Laurin Cathey, Executive Director of Human Resources; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approves the contracts for retiree health insurance coverage with HealthPartners effective January 1, 2017, at the proposed premium rates.

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

DATE: October 20, 2016

TOPIC: Optional Vision Insurance for Active Employees Annual Renewal

A. PERTINENT FACTS:

1. The School District will enter the second year of a 4-year agreement starting January 1, 2016 and continuing through December 31, 2019 for Optional Vision Insurance for Active Employees.
2. The School District provides this optional coverage through HealthPartners for approximately 2, 555 employees. There is no cost to the District.
 - a) Term of agreement is for four years.
 - b) The plan will provide coverage for materials (eyeglasses –frames and lenses and contact lenses). The High Plan has a \$200 allowance for frames and \$200 for contact lenses.
 - c) This plan will be voluntary and employees will pay the entire monthly premium. Employees who are eligible for flex credits may, after the purchase of core coverage, use excess credits to pay for this benefit.
3. This item is submitted by Joyce Victor, Benefits Manager; Laurin Cathey, Executive Director of Human Resources; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the contract for active employee vision insurance coverage with EyeMed effective January 1, 2017.

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

DATE: October 20, 2016

TOPIC: Employee Short-Term Disability Insurance Annual Renewal

A. PERTINENT FACTS:

1. The School District provides short-term disability insurance coverage for approximately 26 administrators. The District's current cost is approximately \$14,000 annually. The District also offers optional employee paid short-term disability coverage to all regular employees who work 20 or more hours per week.
2. The District purchases this coverage from VOYA. VOYA STD rates will enter year two of a two year rate guarantee continuing through December 31, 2017. The rates are as follows:

Short Term - Class I, \$1.36 per \$100 of monthly benefit
Short Term - Class II, \$1.25 per \$100 of monthly benefit
Supt. Non-Contributory Short Term Disability, \$0.418 per \$100 of covered payroll
3. The Benefits Labor Management Committee recommends acceptance of this renewal with Assurant at a no rate increase.
5. This item will meet the District target area goal of alignment.
6. This item is submitted by Joyce Victor, Benefits Manager; Laurin Cathey, Executive Director of Human Resources; and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education approves the contract for employee short-term disability coverage with Assurant with no change in premium renewal rates.

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

DATE: October 25, 2016

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 goals alignment and sustainability.
4. This item is submitted by Marie Schrul, Chief Financial Officer.

B. RECOMMENDATIONS:

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

(a) General Account	#663739-664776 #0002107-0002163 #7001906-7001943 #0001220-0001245	\$30,249,384.90
(b) Debt Service	-0-	\$103,958.98
(c) Construction	-0-	<u>\$1,049,983.52</u>
		<u>\$31,403,327.40</u>

Included in the above disbursements are payrolls in the amount of \$16,696,943.99 and overtime of \$28,210.14 or 0.17% of payroll.

(d) Collateral Changes

Released:	None
Additions:	None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending January 31, 2017.

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

DATE: October 25, 2016

TOPIC: Transportation Department FY17 Purchases/Contracts over \$100,000

A. PERTINENT FACTS:

1. In the normal course of work, the Transportation Department must establish purchase orders/contracts with vendors which may incur costs in excess of \$100,000 throughout the fiscal year.
2. The following list indicates purchase orders/contracts anticipated to be over \$100,000 for the fiscal year with the vendor name, amount and reason.

Vendor	Description	Amount	Notes
Santander Bank c/o Hoglund Bus & Truck	5-year lease for 6 school buses	\$403,001.80 (\$80,600.36/yr)	National Joint Powers Alliance (NJPA) Contract # 102115-HBC

3. The purchase orders/contracts have been approved by Bradley Miller, Purchasing Manager.
4. Funding will be provided from the approved Transportation Department Fiscal Year 2017 budget.
5. The purchases meet the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Tom Burr, Director of Transportation, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the purchase order/contract listed for the Transportation Department anticipated to be over \$100,000 in total.

I NDEPENDENT SCHOOL D ISTR I CT NO 625
Sai nt Paul, M nnesot a
360 Col bor ne Street

Pr oposed P d i c y:

211.02 STUDENT VOICE IN DISTRICT DECISIONS

Pr oposed P d i c y Revi si on:

First Reading **August 23, 2016**

Second Reading **September 20, 2016**

Third Reading **October 25, 2016**

COMMENTS:

Sai nt Paul Public Schools
360 Col bor ne Street
Sai nt Paul, M nnesot a 55102
651-767-8149

211.02 STUDENT VOICE IN DISTRICT DECISIONS

PURPOSE

Saint Paul Public Schools recognizes the importance of student voice in District decisions. The purpose of this policy is to establish a student committee (Committee) to support authentic student engagement.

VALUING STUDENT PERSPECTIVES

1. The Board may, by resolution, establish a committee comprised of students to advise the Board on issues concerning the district. The Board will ensure ongoing engagement and involvement with the Committee.
2. The role of the Committee is to:
 - Inform students of matters important to them
 - Design and/or conduct engagement of the greater student body to collect feedback,
 - Inform the Board and District administration of student perspectives, and
 - Advise the Board and administration based on student outreach.
3. Recruitment and selection for the Committee will be held annually. The process will be intentionally designed to solicit participation from students with diverse perspectives.
4. The Committee will be allocated resources to effectively operate.
5. The Committee may appoint student representatives to participate with the Board at Board meetings. The process for such participation is to be agreed upon by the Committee and the Board, with details outlined in the Committee manual.

LEGAL REFERENCES:

CROSS REFERENCES:

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Adams Spanish Immersion Major Building Renewal & Renovation

Project Description: New three-story general learning addition; renovation of existing learning spaces; cafeteria and kitchen addition; renovation of administration space; restore exterior brick; partial roofing replacement; new flooring; new heating/ventilation systems and controls; boiler replacement; electrical service and systems upgrades; security cameras and video systems upgrades; addition of playground and landscaping; pavement maintenance.

Estimated Cost: \$18,000,000

Estimated Start Date: March 2017

Estimated Project Length: Thirty-six (36) months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed \$250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations			X	
Number of trades on the project		X	X	
Potential for work stoppage				
Complexity of project			X	
Construction schedule constraints			X	

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors		X		**
Associated General Contractors of Minnesota	X			Scope of project and schedule*
National Association of Minority Contractors Upper Midwest			X	
Saint Paul Building and Construction Trades Council	X			

Staff Recommendation

- ☒ The Facilities Department **recommends** that a PLA be used for this project
- ☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Highly complex; multi-phase; coordinated occupied construction.

Final Action

The BOE directs that a PLA

- ☐ be used for this project
- ☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to execute this agreement and further directs that the agreement be included in the final construction documents.

*Our position generally is that the larger projects with a more extensive scope and schedule are more suited for a PLA. AGC remains concerned over the long-term impact of PLAs on collective bargaining and the cost of construction.

**We oppose anti-competitive government-mandated project labor agreements (PLAs) because they are special interest kickback schemes that end open, fair and competitive bidding on construction projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors and disadvantaged businesses. This discrimination is particularly harmful to women- and minority-owned construction businesses—whose workers traditionally have been under-represented in unions. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 13.2 percent of U.S. construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs take also away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that the St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Como Park Senior High School Major Building Renewal & Renovation

Project Description: Two-story academic addition; renovation of existing academic space; outdoor learning area; interior remodel to include a larger cafeteria; a redesign of student commons; remodeled entry; flooring replacement; update ceiling finishes; new mechanical air handlers; replace galvanized water piping; fire suppression system; elevator modernization.

Estimated Cost: \$35,000,000

Estimated Start Date: April 2017

Estimated Project Length: Thirty-six (36) months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed \$250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations			X	
Number of trades on the project			X	
Potential for work stoppage		X		
Complexity of project			X	
Construction schedule constraints			X	

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors		X		**
Associated General Contractors of Minnesota	X			Scope of project and schedule*
National Association of Minority Contractors Upper Midwest			X	
Saint Paul Building and Construction Trades Council	X			

Staff Recommendation

- ☒ The Facilities Department **recommends** that a PLA be used for this project
- ☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Highly complex; multi-phase; coordinated occupied construction

Final Action

The BOE directs that a PLA

- ☐ be used for this project
- ☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to execute this agreement and further directs that the agreement be included in the final construction documents.

*Our position generally is that the larger projects with a more extensive scope and schedule are more suited for a PLA. AGC remains concerned over the long-term impact of PLAs on collective bargaining and the cost of construction.

**We oppose anti-competitive government-mandated project labor agreements (PLAs) because they are special interest kickback schemes that end open, fair and competitive bidding on construction projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors and disadvantaged businesses. This discrimination is particularly harmful to women- and minority-owned construction businesses—whose workers traditionally have been under-represented in unions. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 13.2 percent of U.S. construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that the St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: District Service Facility (DSF) Upgrades

Project Description: Office buildout; sitework; electrical upgrades.

Estimated Cost: \$7,000,000

Estimated Start Date: June 2017

Estimated Project Length: Twenty-four (24) months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed \$250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations		X		
Number of trades on the project			X	
Potential for work stoppage		X		
Complexity of project			X	
Construction schedule constraints		X		

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors		X		**
Associated General Contractors of Minnesota	X			Scope of project and schedule*
National Association of Minority Contractors Upper Midwest			X	
Saint Paul Building and Construction Trades Council	X			

Staff Recommendation

- ☒ The Facilities Department **recommends** that a PLA be used for this project
- ☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Highly complex; multi-phase; coordinated occupied construction

Final Action

The BOE directs that a PLA

- ☐ be used for this project
- ☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to execute this agreement and further directs that the agreement be included in the final construction documents.

*Our position generally is that the larger projects with a more extensive scope and schedule are more suited for a PLA. AGC remains concerned over the long-term impact of PLAs on collective bargaining and the cost of construction.

**We oppose anti-competitive government-mandated project labor agreements (PLAs) because they are special interest kickback schemes that end open, fair and competitive bidding on construction projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors and disadvantaged businesses. This discrimination is particularly harmful to women- and minority-owned construction businesses—whose workers traditionally have been under-represented in unions. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 13.2 percent of U.S. construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that the St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Highland Park Elementary School Major Building Renewal & Renovation

Project Description: General instructional space addition; cafeteria and general learning space remodel; partial roof replacement; remodeling of existing casework; new elevator; air distribution system upgrades including controls; electrical upgrade; upgrade to two existing parking lots.

Estimated Cost: \$18,600,000

Estimated Start Date: March 2017

Estimated Project Length: Thirty-six (36) months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed \$250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations			X	
Number of trades on the project			X	
Potential for work stoppage		X		
Complexity of project			X	
Construction schedule constraints			X	

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors		X		**
Associated General Contractors of Minnesota	X			Scope of project and schedule*
National Association of Minority Contractors Upper Midwest			X	
Saint Paul Building and Construction Trades Council	X			

Staff Recommendation

- ☒ The Facilities Department **recommends** that a PLA be used for this project
- ☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Highly complex; multi-phase; coordinated occupied construction

Final Action

The BOE directs that a PLA

- ☐ be used for this project
- ☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to execute this agreement and further directs that the agreement be included in the final construction documents.

*Our position generally is that the larger projects with a more extensive scope and schedule are more suited for a PLA. AGC remains concerned over the long-term impact of PLAs on collective bargaining and the cost of construction.

**We oppose anti-competitive government-mandated project labor agreements (PLAs) because they are special interest kickback schemes that end open, fair and competitive bidding on construction projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors and disadvantaged businesses. This discrimination is particularly harmful to women- and minority-owned construction businesses—whose workers traditionally have been under-represented in unions. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 13.2 percent of U.S. construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs take also away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that the St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Horace Mann School Major Building Renewal & Renovation

Project Description: Two-story general instructional space addition including new kitchen and cafeteria; administration office remodeling; roofing replacement; mechanical and electrical upgrades.

Estimated Cost: \$13,882,000

Estimated Start Date: April 2017

Estimated Project Length: Sixteen (16) months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed \$250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations			X	
Number of trades on the project			X	
Potential for work stoppage		X		
Complexity of project			X	
Construction schedule constraints			X	

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors		X		**
Associated General Contractors of Minnesota	X			Scope of project and schedule*
National Association of Minority Contractors Upper Midwest			X	
Saint Paul Building and Construction Trades Council	X			

Staff Recommendation

- ☒ The Facilities Department **recommends** that a PLA be used for this project
- ☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Highly complex; multi-phase; coordinated occupied construction

Final Action

The BOE directs that a PLA

- ☐ be used for this project
- ☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to execute this agreement and further directs that the agreement be included in the final construction documents.

*Our position generally is that the larger projects with a more extensive scope and schedule are more suited for a PLA. AGC remains concerned over the long-term impact of PLAs on collective bargaining and the cost of construction.

**We oppose anti-competitive government-mandated project labor agreements (PLAs) because they are special interest kickback schemes that end open, fair and competitive bidding on construction projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors and disadvantaged businesses. This discrimination is particularly harmful to women- and minority-owned construction businesses—whose workers traditionally have been under-represented in unions. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 13.2 percent of U.S. construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that the St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Humboldt High School Major Building Renewal & Renovation

Project Description: Two-story instructional space addition; new entry; main office renovation; media center addition; renovations to general instructional, music, shop and science spaces; partial roofing replacement; masonry and flashing repairs; select window replacement; partial exterior door replacement; select carpet replacement; mechanical ventilation upgrades and new controls; fire sprinkler system throughout; electrical upgrade; new LED lighting.

Estimated Cost: \$49,000,000

Estimated Start Date: April 2017

Estimated Project Length: Forty (40) months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed \$250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations			X	
Number of trades on the project			X	
Potential for work stoppage		X		
Complexity of project			X	
Construction schedule constraints			X	

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors		X		**
Associated General Contractors of Minnesota	X			Scope of project and schedule*
National Association of Minority Contractors Upper Midwest			X	
Saint Paul Building and Construction Trades Council	X			

Staff Recommendation

- ☒ The Facilities Department **recommends** that a PLA be used for this project
- ☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Highly complex; multi-phase; coordinated occupied construction

Final Action

The BOE directs that a PLA

- ☐ be used for this project
- ☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to execute this agreement and further directs that the agreement be included in the final construction documents.

*Our position generally is that the larger projects with a more extensive scope and schedule are more suited for a PLA. AGC remains concerned over the long-term impact of PLAs on collective bargaining and the cost of construction.

**We oppose anti-competitive government-mandated project labor agreements (PLAs) because they are special interest kickback schemes that end open, fair and competitive bidding on construction projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors and disadvantaged businesses. This discrimination is particularly harmful to women- and minority-owned construction businesses—whose workers traditionally have been under-represented in unions. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 13.2 percent of U.S. construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that the St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Jie Ming Mandarin Immersion Academy Renovation

Project Description: Interior renovations to the building to accommodate the relocation of the Jie Ming Mandarin Immersion program to the Homecroft building. Work will include A/V technology, classroom finishes, minor mechanical work, restrooms at Kindergarten classrooms, installation of a whole building fire sprinkler system, security camera system.

Estimated Cost: \$600,000

Estimated Start Date: June 2017

Estimated Project Length: Three (3) months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed \$250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations			X	
Number of trades on the project		X		
Potential for work stoppage	X			
Complexity of project	X			
Construction schedule constraints			X	

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors		X		**
Associated General Contractors of Minnesota		X		Scope of project and schedule*
National Association of Minority Contractors Upper Midwest			X	
Saint Paul Building and Construction Trades Council	X			

Staff Recommendation

- ☒ The Facilities Department **recommends** that a PLA be used for this project
- ☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Short duration; high intensity construction schedule
- Tight coordination with relocation of program

Final Action

The BOE directs that a PLA

- ☐ be used for this project
- ☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to execute this agreement and further directs that the agreement be included in the final construction documents.

*Our position generally is that the larger projects with a more extensive scope and schedule are more suited for a PLA. AGC remains concerned over the long-term impact of PLAs on collective bargaining and the cost of construction.

**We oppose anti-competitive government-mandated project labor agreements (PLAs) because they are special interest kickback schemes that end open, fair and competitive bidding on construction projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors and disadvantaged businesses. This discrimination is particularly harmful to women- and minority-owned construction businesses—whose workers traditionally have been under-represented in unions. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 13.2 percent of U.S. construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that the St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Linwood Monroe Lower (Linwood) Building Renovation and Addition

Project Description: Classroom, cafeteria and kitchen addition; Classroom, stage, office and restroom remodel; boiler, air-handler and lighting replacement; provide roof access; replace parapets; coal room and smoke stack removal.

Estimated Cost: \$21,005,500

Estimated Start Date: June 2017

Estimated Project Length: Fourteen (14) months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed \$250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations			X	
Number of trades on the project		X	X	
Potential for work stoppage				
Complexity of project			X	
Construction schedule constraints		X		

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors		X		**
Associated General Contractors of Minnesota	X			Scope of project and schedule*
National Association of Minority Contractors Upper Midwest			X	
Saint Paul Building and Construction Trades Council	X			Dollar amount, safety, labor needs

Staff Recommendation

- ☒ The Facilities Department **recommends** that a PLA be used for this project
- ☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Highly complex; multi-phase; coordinated occupied construction

Final Action

The BOE directs that a PLA

- ☐ be used for this project
- ☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to execute this agreement and further directs that the agreement be included in the final construction documents.

*Our position generally is that the larger projects with a more extensive scope and schedule are more suited for a PLA. AGC remains concerned over the long-term impact of PLAs on collective bargaining and the cost of construction.

**We oppose anti-competitive government-mandated project labor agreements (PLAs) because they are special interest kickback schemes that end open, fair and competitive bidding on construction projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors and disadvantaged businesses. This discrimination is particularly harmful to women- and minority-owned construction businesses—whose workers traditionally have been under-represented in unions. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 13.2 percent of U.S. construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that the St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Linwood Monroe Upper (Monroe) Renovation and Improvement

Project Description: Hydronic piping, HVAC upgrades and building renovation, theater and kitchen upgrade, building circulation, egress and accessibility modifications, roof access, door hardware, partial roof replacement, partial floor replacement, partial lighting replacement, and new ACT ceiling. Possibility of gym bleachers and floor replacement.

Estimated Cost: \$26,500,000.00

Estimated Start Date: April 2017

Estimated Project Length: Sixteen (16) months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed \$250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations			X	
Number of trades on the project		X	X	
Potential for work stoppage				
Complexity of project			X	
Construction schedule constraints		X		

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors		X		**
Associated General Contractors of Minnesota	X		X	Scope of project and schedule*
National Association of Minority Contractors Upper Midwest			X	
Saint Paul Building and Construction Trades Council	X			Amount, safety, length of project

Staff Recommendation

- ☒ The Facilities Department **recommends** that a PLA be used for this project
- ☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Highly complex
- Multi-phase
- Coordinated occupied construction

Final Action

The BOE directs that a PLA

- ☐ be used for this project
- ☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to execute this agreement and further directs that the agreement be included in the final construction documents.

*Our position generally is that the larger projects with a more extensive scope and schedule are more suited for a PLA. AGC remains concerned over the long-term impact of PLAs on collective bargaining and the cost of construction.

**We oppose anti-competitive government-mandated project labor agreements (PLAs) because they are special interest kickback schemes that end open, fair and competitive bidding on construction projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors and disadvantaged businesses. This discrimination is particularly harmful to women- and minority-owned construction businesses—whose workers traditionally have been under-represented in unions. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 13.2 percent of U.S. construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that the St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Maxfield Elementary School Sprinkler System Upgrades

Project Description: Sprinkler system upgrades.

Estimated Cost: \$285,000

Estimated Start Date: June 2017

Estimated Project Length: Three (3) months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed \$250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations		X		
Number of trades on the project	X			
Potential for work stoppage	X			
Complexity of project	X			
Construction schedule constraints		X		

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors		X		**
Associated General Contractors of Minnesota		X		Scope of project and schedule*
National Association of Minority Contractors Upper Midwest			X	
Saint Paul Building and Construction Trades Council	X			

Staff Recommendation

- ☐ The Facilities Department **recommends** that a PLA be used for this project
- ☒ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Short duration;
- Limited number of trades;
- Limited scale of project

Final Action

The BOE directs that a PLA

- ☐ be used for this project
- ☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to execute this agreement and further directs that the agreement be included in the final construction documents.

*Our position generally is that the larger projects with a more extensive scope and schedule are more suited for a PLA. AGC remains concerned over the long-term impact of PLAs on collective bargaining and the cost of construction.

**We oppose anti-competitive government-mandated project labor agreements (PLAs) because they are special interest kickback schemes that end open, fair and competitive bidding on construction projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors and disadvantaged businesses. This discrimination is particularly harmful to women- and minority-owned construction businesses—whose workers traditionally have been under-represented in unions. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 13.2 percent of U.S. construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that the St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: K-8 Special Education Facility (RiverEast) Major Building Renovation & Additions

Project Description: Major demolition and reconstruction of existing industrial building.

Estimated Cost: \$20,000,000

Estimated Start Date: November 2016

Estimated Project Length: Twelve (12) months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed \$250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations			X	
Number of trades on the project			X	
Potential for work stoppage		X		
Complexity of project		X		
Construction schedule constraints			X	

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors		X		**
Associated General Contractors of Minnesota	X			Scope of project and schedule*
National Association of Minority Contractors Upper Midwest			X	
Saint Paul Building and Construction Trades Council	X			

Staff Recommendation

- ☒ The Facilities Department **recommends** that a PLA be used for this project
- ☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Short duration
- High intensity construction sequence
- Significant amounts of ground up construction

Final Action

The BOE directs that a PLA

- ☐ be used for this project
- ☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to execute this agreement and further directs that the agreement be included in the final construction documents.

*Our position generally is that the larger projects with a more extensive scope and schedule are more suited for a PLA. AGC remains concerned over the long-term impact of PLAs on collective bargaining and the cost of construction.

**We oppose anti-competitive government-mandated project labor agreements (PLAs) because they are special interest kickback schemes that end open, fair and competitive bidding on construction projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors and disadvantaged businesses. This discrimination is particularly harmful to women- and minority-owned construction businesses—whose workers traditionally have been under-represented in unions. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 13.2 percent of U.S. construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that the St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

**RIVEREAST
1050 N. Kent Street**

**Major Building Renovation
and Additions**

Project Labor Agreement

RECOMMENDED

RESOLUTION AUTHORIZING PROJECT LABOR AGREEMENT

WHEREAS, Independent School District No. 625 ("District") is in the process of advertising for bids for the renovation and addition of 1050 N. Kent Street ("RiverEast Project"); and

WHEREAS, District's Board of Education finds the RiverEast Project, having a budget in excess of \$20,000,000, to be a substantial District construction project; and

WHEREAS, Several building trades union collective bargaining agreements will expire in the course of the duration of the construction of the RiverEast Project; and

WHEREAS, District's Board of Education finds that the utilization of a project labor agreement on substantial construction projects facilitates the timely, efficient, and economical completion of such construction projects by avoiding work stoppage following expiration of collective bargaining agreements; and

WHEREAS, District's Board of Education further finds that the utilization of a project labor agreement on substantial construction projects facilitates the timely, efficient, and economical completion of such construction projects by making available a ready and adequate supply of highly trained and skilled craft workers; by permitting the District and its contractors and subcontractors to accurately determine project labor costs at the outset and to establish uniform working conditions for all construction crafts for the duration of the RiverEast Project; and by providing a negotiated commitment which is a legally enforceable means of assuring labor stability and labor peace over the life of the RiverEast Project;

NOW, THEREFORE, BE IT RESOLVED, that the District's Board of Education does hereby authorize and direct District's Director of Facilities to, on behalf of District, enter into a project labor agreement with the Saint Paul Building and Construction Trades Council for the RiverEast Project in substantially the form and style of the project labor agreements heretofore utilized on District construction projects.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: Rondo Education Center (Phase 4 of 4)

Project Description: Replacement of existing carpet in upper floor classrooms.

Estimated Cost: \$656,000

Estimated Start Date: June 2017

Estimated Project Length: Three (3) months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed \$250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations	X			
Number of trades on the project	X			
Potential for work stoppage	X			
Complexity of project	X			
Construction schedule constraints		X		Coordination with Summer School, Freedom School

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors		X		**
Associated General Contractors of Minnesota		X		Scope of project and schedule*
National Association of Minority Contractors Upper Midwest			X	
Saint Paul Building and Construction Trades Council	X			

Staff Recommendation

- ☐ The Facilities Department **recommends** that a PLA be used for this project
- ☒ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Single trade
- Low complexity work

Final Action

The BOE directs that a PLA

- ☐ be used for this project
- ☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to execute this agreement and further directs that the agreement be included in the final construction documents.

*Our position generally is that the larger projects with a more extensive scope and schedule are more suited for a PLA. AGC remains concerned over the long-term impact of PLAs on collective bargaining and the cost of construction.

**We oppose anti-competitive government-mandated project labor agreements (PLAs) because they are special interest kickback schemes that end open, fair and competitive bidding on construction projects. PLAs drive up the cost of construction projects. By unnecessarily limiting bidders and following outdated and inefficient union work rules, PLAs consistently and unnecessarily drive up costs on projects. PLAs discriminate against merit shop contractors and disadvantaged businesses. This discrimination is particularly harmful to women- and minority-owned construction businesses—whose workers traditionally have been under-represented in unions. PLAs also harm local workers. Proponents claim PLAs ensure the use of local workers, but the truth is PLAs fail at local job creation. PLA supporters fail to mention the term “local workers” excludes local nonunion workers. This rhetoric is particularly misleading because only 13.2 percent of U.S. construction workers belong to a union. In construction markets where the demand for union labor is greater than the supply, union workers from outside the local area are given preference over qualified local nonunion workers on PLA projects. PLAs take away employees’ rights. Employees normally are permitted to choose whether to join a union through a card check process or a federally supervised private ballot election. PLAs require unions to be the exclusive bargaining representative for workers during the life of the project. The decision to elect union representation is made by the employer —when agreeing to participate in a PLA—rather than the employees. PLAs are not necessary to, and are not successful at, ensuring labor peace or keeping a project safe, on time, on budget, or in compliance with labor laws. Unions leverage the threat of labor strikes and unrest to compel construction users to require PLAs on construction projects. This is a particularly disingenuous argument that flirts with blackmail because unions cause many project delays through illegal organizing and jurisdictional disputes. In addition, unions have struck on PLA projects, calling into question the value of the agreements. In contrast, merit shop workers do not strike. We oppose the use of a Project Labor Agreement on this project and hope that the St. Paul Public Schools sides with taxpayers along with free, fair, and open competition when it makes its decision.

REQUEST FOR SAINT PAUL PUBLIC SCHOOLS BOARD OF EDUCATION ACTION

Subject: Project Labor Agreement

Project Title: St. Anthony Park Elementary School Major Building Renewal & Renovation

Project Description: Addition of administration and entry spaces; major renovation of kitchen and cafeteria; repair of brick; new roof throughout; major interior renovation and reconfiguration including new finishes, lighting and classroom A/V technology; new lockers; new security system; remove and rebuild stairs; air distribution and hydronic replacement system replacement; testing and balancing; duct cleaning; major electrical distribution upgrades; new boiler.

Estimated Cost: \$17,800,000

Estimated Start Date: March 2017

Estimated Project Length: Sixteen (16) months

Executive Summary

Per Board of Education (BOE) direction dated February 25, 2005, the BOE will evaluate all construction projects whose cost estimates exceed \$250,000 for the appropriateness of a Project Labor Agreement (PLA). Notice of this action was published in the Saint Paul Legal Ledger at least 30 days prior to any BOE action.

Assessment of Criteria for PLA Recommendation:

Criteria	Low	Medium	High	Notes
Potential impact on students/operations			X	
Number of trades on the project			X	
Potential for work stoppage		X		
Complexity of project			X	
Construction schedule constraints			X	

Notices requesting input on the use of a PLA on this project were sent to the following interested parties.

Summary of Responses:

Organization	Yes	No	No Response	Comments
Associated Builders and Contractors		X		**
Associated General Contractors of Minnesota	X			Scope of project and schedule*
National Association of Minority Contractors Upper Midwest			X	
Saint Paul Building and Construction Trades Council	X			

Staff Recommendation

- ☒ The Facilities Department **recommends** that a PLA be used for this project
- ☐ The Facilities Department **does not recommend** that a PLA be used for this project

The reasons for the recommendation are as follows:

- Highly complex
- Multi-phase
- Coordinated occupied construction

Final Action

The BOE directs that a PLA

- ☐ be used for this project
- ☐ not be used for this project

If the BOE directs that a PLA be used on this project, it hereby authorizes the Director of Facilities to execute this agreement and further directs that the agreement be included in the final construction documents.

*Our position generally is that the larger projects with a more extensive scope and schedule are more suited for a PLA. AGC remains concerned over the long-term impact of PLAs on collective bargaining and the cost of construction.

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

ACTION TO SCHEDULE CLOSED BOARD MEETING

I move the Board schedule three Special (Closed) Board of Education Meetings regarding negotiations. The first would be immediately following the adjournment of the COB meeting of November 1st. The remaining two would be scheduled to start at 4:30 p.m. on November 15 and December 13, 2016.

Board of Education Meetings

(Regular meetings at 6:05 unless otherwise noted)

- November 15
- December 13
- January 10 - Annual Meeting - 4:30 p.m.
- January 24
- February 21
- 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

Committee of the Board Meetings

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

- November 1
- November 14
- December 6
- January 10 - 5:15 p.m.
- February 7
- March 7
- April 11
- May 2
- June 13 - 4:45 p.m.
- July 11