

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE OF THE BOARD MEETING
Administration Building
360 Colborne Street

February 7, 2017
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. Update on Superintendent Search with Ray and Associates

1. Introduction

2. Presentation

3

3. Discussion

4. Action (None Required)

B. Gender & Sexual Diversity PAC

12

1. Introduction

31

2. Presentation

33

3. Discussion

34

4. Action (tBD)

C. Karen PAC

1. Introduction

2. Presentation

35

3. Discussion

39

4. Action (TBD)

D. Special Education Advisory Council

1. Introduction

50

2. Presentation

65

3. Discussion

4. Action (TBD)

E. Parents of African American Students Advisory Council

1. Introduction	
2. Presentation	76
3. Discussion	
4. Action (TBD)	
F. First Budget Revision	
1. Introduction	
2. Presentation	84
3. Discussion	
4. Action (Approval of Budget Revision)	
G. December 2016 Quarterly Report	
1. Introduction	
2. Presentation	94
3. Discussion	
4. Action (Acceptance of Report)	
H. Re-Starting School Start Times 2016-17 Discussion	106
I. FMP Update	112
J. Standing Item: SEAB Report	
K. Standing Item: Policy Update	
L. Standing Item: SSSC 2.0 Update	
M. Work Session	
1. Implementation of SEAB Recommendations for Inclusivity	
2. Addressing Public Comment	
III. ADJOURNMENT	

Report to the Board of the Superintendent Search for
St. Paul Public Schools
February 7, 2017

Ray and Associates, Inc.

Agenda...

- Status of timeline items completed and upcoming tasks:
- Observations and comments about the data collected:
- Review and discussion about the survey, summary data, and preferred qualities:
- Process steps to bring forward the semi finalists and selection of finalists:
- Q&A.

Observations...

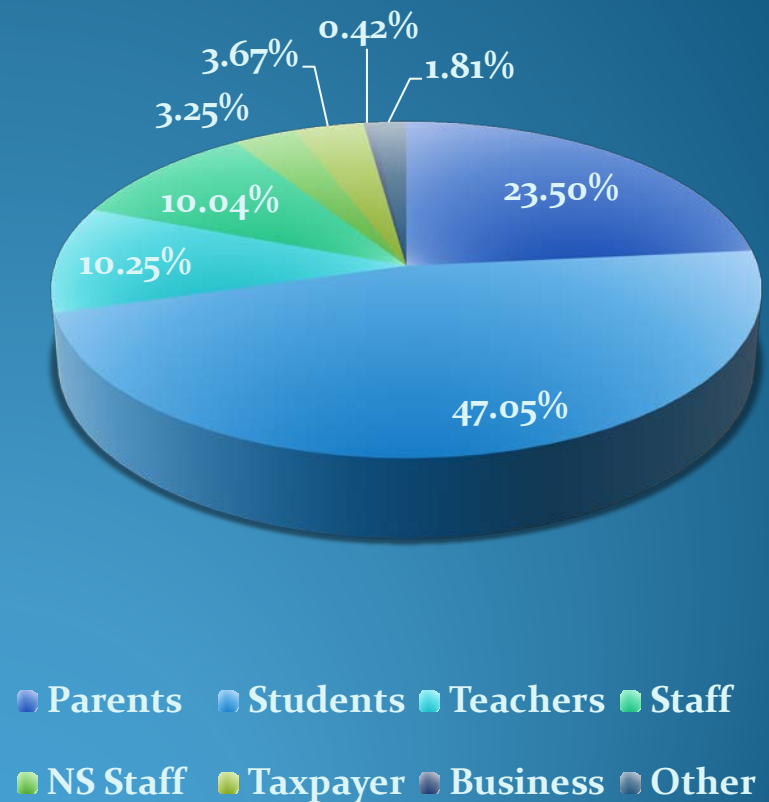
- Commitments for engagement and community input was honored:
- Correlation between board survey, the Design team meetings, on-line surveys and comments:
- Significant student participation:
- Over 34 contacts or inquiries by 1/25/17:
- Data informs the profile, recruitment,, survey II, semifinalist assessments, finalist selection, and future work by SPPS:
- We have never seen this approach!

Survey Response by Language...

Language	Response
English	2,351
Spanish	9
Hmong	3
Karen	7
Total	2,370

Survey Response by Group ...

Demographic	Response
Parents	557
Students	1,115
Classroom Teachers	243
School Staff	238
Non-School Staff	77
Community Member - Taxpayer	87
Community Member - Business	10
Other	43
Total	2,370



Top 10 Qualities Desired...

- Demonstrates a deep understanding of racial equity:
- Is a strong communicator:
- Is willing to consider different perspectives:
- Is strongly committed to putting students first in all decisions:
- Demonstrates the ability to enhance student performance and narrow achievement gaps between student groups:
- Demonstrates a commitment to the community:
- Demonstrates ability to engage families and increase involvement in their child's education:
- Has knowledge of emerging research and best practices in curriculum and instruction:
- Can make challenging decisions that may not be popular with everyone:
- Has experience in the management of district resources and knowledge of budget procedures.

Next Steps...

- 2/8/17 - Print and post flyer:
- 2/8/17 - Active recruitment/acceptance candidate application materials:
- 3/7/17 –Status report:
- 3/8/17 - Application close date:
- 3/9/17 - Review of pool and selection of most qualified, based on surveys and qualities:
- 3/22/17 – Finalist selection.

Selection of finalists...

- March 20, 2017 - The semifinalist candidate information will be shared with the Board, Human Resources Director, Administrator and Attorney:
- March 22, 2017 - The consultants will solicit input from each board member:
- March 23-25 2017 - The Board will issue a public announcement disclosing the names of the three finalists and specific schedule of community review and engagement meetings with each candidate.

Q&A...

- Thank you.

The background of the slide features a series of stylized, colorful hands raised against a solid black background. The hands are in various colors including blue, red, green, yellow, magenta, cyan, orange, purple, and dark red. They are arranged in a slightly overlapping, staggered fashion, creating a sense of collective action or diversity.

SPPS GENDER & SEXUAL DIVERSITY PAC (GSDPAC)

Equity Goals, Priorities & Recommendations

February 2017

WHAT IS GSDPAC?

- GSDPAC empowers LGBTQ+ families from all racial, cultural and religious backgrounds to be engaged in the education of their children
- Our mission is to build a strong partnership between families with gender and sexual diversity and the school district by providing a forum for input, recommendations and advocacy
- Our vision is for all SPSS students to:
 - Achieve academically
 - Have safe and welcoming learning environments
 - Learn about gender and sexual diversity
 - Build the skills to succeed in life



IN THE BEGINNING...

- GSDPAC was started by a small group of concerned parents who felt the district was not adequately addressing the concerns and needs of LGBTQ+ students
- Started meeting formally in October 2014 with the support of the Office of Family Engagement and Community Partnerships and the Office of Equity
- GSDPAC accomplishments in 2014-2015:
 - Co-wrote Gender Inclusion Policy
 - Co-wrote Gender Inclusion Procedures
 - Co-wrote Name/Gender Change Request Form
 - Urged prioritization of LGBTQ+ inclusive curriculum in all SPPS school across all grades



WE ARE SMALL, BUT MIGHTY

- GSDPAC accomplishments in 2015-2016:
 - Co-wrote “Advocating for your LGBTQ+ Child and Family” trifold flyer for families
 - Provided calendar input for school district
 - Successfully planned and coordinated conference for the parents, caregivers and guardians of LGBTQ+ youth and children (“Supporting Our LGTBQ+ Youth: A Forum for Education and Discussion”)
 - Provided input into the budgetary priorities of the Out for Equity program
 - Advised Facilities Department about universal designs for bathrooms and locker rooms that would better meet the needs of transgender students as part of Facilities Master Planning process
 - Supported SPPS participation in FLASH sexual health curriculum
 - Supported SPPS AMAZE pilot

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THE WORK CONTINUES

- GSDPAC accomplishments and activities in 2016-2017:
 - Coordinating 2nd conference for parents, caregivers and guardians of LGBTQ+ youth and children in February 2017
 - Participating in Steering Committee for the Superintendent search
 - Advising on development of the new district-wide Safe Space training program
 - Advocating for parental opt-in for family engagement communications
 - Coordinating Pronoun Poster competition
 - Working with SPPS newly formed GSA Youth Leadership Council to get student input
 - Advocating for inclusive curriculum and representation in all disciplines
 - Advocating for age-appropriate inclusive health curriculum at all education levels
 - Ensuring online resources for families, students and staff are updated on SPPS website
 - Advocating for training and accountability for all staff around procedures for Gender Inclusion Policy

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WE ARE SPSS

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- 10% of SPSS 9th and 11th graders identified as LGBTQ in 2013
- 17% of SPSS 9th and 11th graders identified as LGBTQ in 2016
- 3.5% of 9th and 11th graders identified as transgender in 2016
- Data show similar percentages across race/ethnic identity
- X name/gender change forms received by Placement Office since implementation of Gender Inclusion Policy



WHAT'S HAPPENING IN SPPS?

- SPPS LGBTQ students are facing much higher levels of challenges than their heterosexual peers and lower levels of assets (MSS 2013)
 - 10% LG reported experiencing mental distress
 - 8% LG are bullied
 - 8% LG are bullying others
 - 8% LG report being a victim of school violence
- LGBTQ+ students are more likely to drop out of school, and they experience higher frequency and severity of discipline
- Support needs continue to grow in size and complexity
- Programs, services, training and data collection have not scaled up with need
- LGBTQ+ families are leaving SPPS in search of support, community and success

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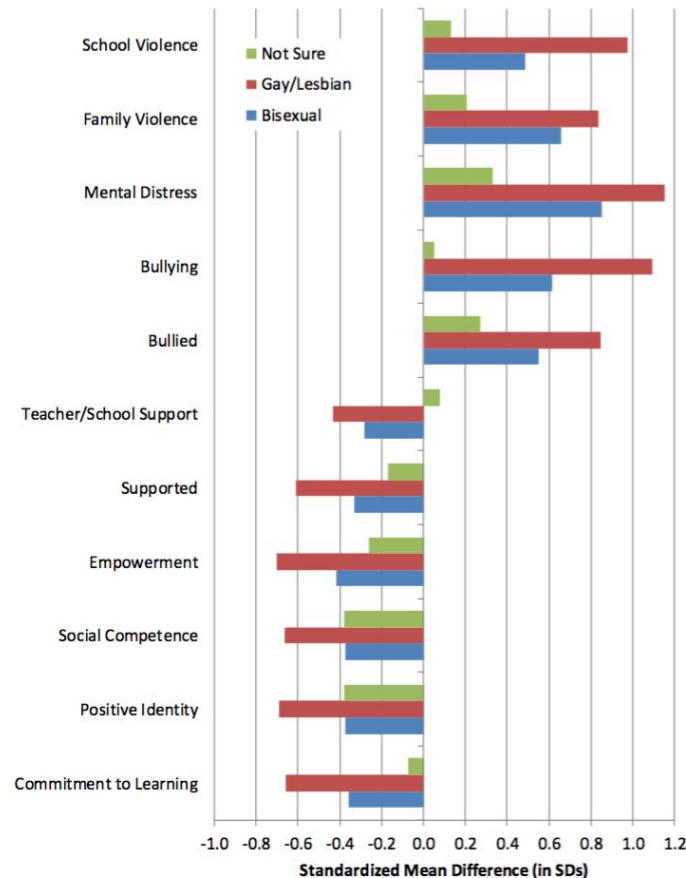
LGBQ STUDENTS IN CRISIS

MN Student Outcomes

2013 Minnesota Student Survey

Analysis by Michael Rodriguez, Ph.D.

2013 MSS SPPS Asset/Challenge Profile:
Differences between GLB & Heterosexual Students



WHY EQUITY IS CRITICAL

- Race, gender and sexuality are all interconnected within systems of inequity
- The same systems that contribute to poor outcomes by race also impact LGBTQ+ students and families
- Racial equity work in SPPS is essential for LGBTQ+ students and must be LGBTQ+ inclusive, representative and supportive
- GSDPAC strongly supports restorative rather than punitive practices

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GSDPAC EQUITY FRAMEWORK FOR SPPS

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CRITICAL ISSUE #1

- Need a funded staff training plan for Gender Inclusion Policy on district level
 - Not everyone knows how to support policy
 - Classroom practices
 - Guidelines for implementation of procedures
- Currently very limited accountability or enforcement of policy and procedures
 - Students continue to experience non-compliance or resistance from district employees
 - We hear from multiple levels (students, families, staff) that some staff use their personal beliefs to opt-out of following policy/procedures
 - This isn't about beliefs: all of our students and staff can learn to be respectful and welcoming

CRITICAL ASK #1

- How will the district ensure that ALL staff have training to support the Gender Inclusion Policy and Procedures?

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CRITICAL ISSUE #2

- Lack of intersectionality in curriculum
- Need to expand multicultural and gender-fair curriculum across disciplines and grade levels (SPPS policy 602.01 “*Multicultural, Intercultural, Non-Racist, Non-Sex-Biased, Gender & Disability Fair Education*”)
 - LGBT-inclusive curriculum has the strongest positive impact on student outcomes
 - Students have better academic and social outcomes when they are represented
 - AMAZE - elementary reading program
 - Welcoming Schools - elementary reading program
 - FLASH - high school sexual health curriculum, middle school coming soon
 - Health teachers have had very little training
 - Multicultural curriculum is limited
 - LGBT inclusion opportunities missed

CRITICAL ASK #2

- How will the district be responsible for addressing the disparity in outcomes among our marginalized students through curriculum?

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CRITICAL ISSUE #3

- Uncertainty around long term existence of Out for Equity Program
 - Racial equity work is critical to the success of all students
 - LGBTQ+ equity is critical to student success
 - OFE encourages understanding of the intersectionality of racial equity and LGBTQ+ equity
 - OFE programs are critical to addressing disparities and building life skills of all, not only marginalized students
 - Our kids need this office!
 - Keep employees and students safe when traveling outside district: local laws may differ

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CRITICAL ASK #3

- How will the district be responsible for ensuring there is continuing (and increasing) budgetary support for OFE programs and staff?

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CRITICAL ISSUE #4

- We need a better way to communicate with parents
 - Most families are not aware of the GSDPAC and its work
 - Recruitment and communication are not automatic
 - Currently there is no direct way to identify or reach out to our LGBTQ+ families
- There should be an opt-in process and form that is distributed to ALL families
 - Families need an easier way to:
 - Identify interest in receiving communications about issues that may affect their children/families
 - Learn about opportunities to learn, participate and advocate at a district level (in any/all PACs or other district-wide opportunities)

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CRITICAL ASK #4

- How will the district ensure that all families are aware of opportunities to participate in PACS and other district-wide engagement/advocacy opportunities?

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QUEER & TRANS FAMILY SUPPORT CONFERENCE

We invite you join us at the
upcoming Queer & Trans
Family Support Conference on
2/25/17. This is a great
educational opportunity to
learn more about how you
can help support our LGBTQ+
student population.



presents:

Queer & Trans Family Support Conference

A Forum of Education and Discussion

Are you the parent, caregiver, or supportive adult of an LGBTQ+ youth? Is your child out... or questioning gender or sexual identity?

If so, this event is for you! The Bridge for Youth, Minneapolis Public Schools and St. Paul Public School's GSDPAC is bringing together experts in education, adolescent development, and mental health.

Saturday, February 25th, 2017
8:00 a.m. – 4:00 p.m.

AGAPE School | 1037 University Ave W, St Paul, MN 55104
— lunch provided | free parking —

Join us at this event to

- Connect with fellow parents, caregivers, teachers, social workers and community members
- Tips to make sure our child feels safe, supported, and loved

Topics Include

- Gender and Sexuality 101
- Advocating for your LGBTQ+ Child in School Setting
- Tips to be a Supportive Presence for Your LGBTQ+ Youth
- Adolescent Years: Crushes, Dating, Sex and Love
- Meeting Mental Health Issues and Needs
- Bridging Relationships with Your Child and Extended Family
- Bridging to LGBTQ+ Adult Independence
- Nurturing our Whole Children: Intersecting Identities
- Parent and Youth Panel

REGISTER TODAY:
qtfamconf2017.bpt.me

or call Fran at
The Bridge for Youth
612.230.6668

In crisis?

TXT4
HELP
24/7

612
400-SAFE

or call
612.377.8800

1111 West 22nd Street | Minneapolis, MN 55406
3010 West 78th St. | Champlin, MN 55317

www.bridgeforyouth.org





Your student benefits from your advocacy!

All students benefit from the support and advocacy of their family and care givers! Students who identify as or who have family members who identify as lesbian, gay, bisexual, transgender, queer, and/or any of the other many identities that describe those who are not straight or cisgender (LGBTQ+) are no different.

Supports in school

LGBTQ+ students have better health and educational outcomes when they experience these four things in schools:

1. Inclusive curriculum
2. Supportive groups
3. Inclusive policies
4. Supportive educators

Transgender students

Transgender and gender variant students may have their names and pronouns respected by all staff and students in school, participate in sports based on their consistent gender identity, and use facilities that match their gender identity. If your student is transgender or gender variant, you: may have your student's school records updated to reflect their name, gender, and pronoun.

Gender support and transitions

Most students and families need a little extra help in big transitions. Your child can get assistance from school staff to plan their social gender transition. It may be very private or very public – everyone has different needs.

Before or after gender transition, your student may benefit from some extra support around gender at school. Talk to your child's principal or counselor so they may assist.



www.spps.org



Advocating for your LGBTQ+ student or family

Out for Equity

345 Plato Blvd. E., Suite 625
St. Paul, MN 55107
651-744-6095
outforequity@spps.org



It's their job!

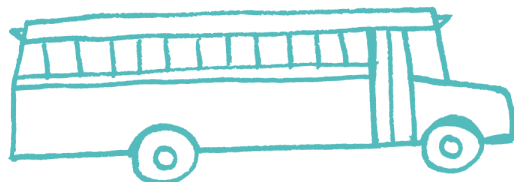
Talking to teachers and principals

Teachers and administrators want to help kids learn, but they need you to help them learn about your student and their needs. Very few teachers and administrators learned about gender and sexual diversity in their training. But, teaching *all* students is their job

Great reasons

These are five great reasons you can provide teachers and principals to explain why your student ought to have the opportunities that you want for them and research says will help them thrive:

1. diversity and equity,
2. student safety,
3. physical and emotional health,
4. college and career readiness, and
5. compliance with MN & Federal law.



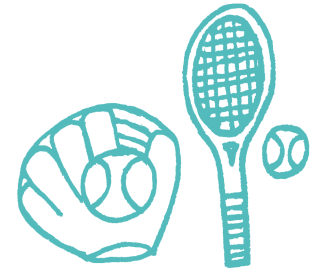
Your student deserves inclusive curriculum!

LGBTQ+ inclusion in classrooms

Students learn better when they experience affirming and supportive representations of people like themselves in their classroom instruction – no matter what grade they are in!

All subjects can be inclusive

LGBTQ+ inclusion can happen in any subject! While language arts and history classes have had more inclusion in the past, there are opportunities for inclusion in science, math, and physical education, too! Inclusion in health is especially important! In fact, even straight students may learn more in classrooms that are inclusive of gender and sexual diversity.



Supportive groups

Most secondary schools in Saint Paul Public Schools have Gender and Sexuality Alliances (GSAs). Each of these groups provides opportunities for support, advocacy, and socializing. Many schools also have an LGBTQ+ Support Group for students lead by a school counselor or social worker.

Out for Equity programs

Field Trips

An Evening Out

Queer & Trans* Youth Leadership Program

Gender and Sexual Diversity Parent Advisory Council (GSDPAC)





GENDER AND SEXUAL DIVERSITY PARENT ADVISORY COUNCIL

We empower LGBTQ+ families from all racial, cultural and religious backgrounds to be engaged in the education of their children.

Join us at our monthly meetings!

September 14, 2016
October 12, 2016
November 16, 2016
December 14, 2016
January 18, 2017
February 15, 2017
March 15, 2017
April 12, 2017
May 10, 2017
June 7, 2017

All meetings will be from
5:30-8:00 p.m. at the SPPS
Administration Building
(360 Colborne Street, St. Paul, MN
55102).

Childcare and meals are provided
by the Office of Family
Engagement and Community
Partnerships.

What We Do

We build a strong community and improve the learning and social environment for LGBTQ+ students. We make recommendations to the Superintendent and Board to improve the success of our students, families, schools and the SPPS district. We increase the accessibility of opportunities for parent, guardian and caregiver engagement, advocacy and leadership.

Mission

The GSDPAC mission is to build a strong partnership between families with gender and sexual diversity and Saint Paul Public Schools. We serve as a forum for providing input, making recommendations, and advocating for key policy issues pertinent to LGBTQ+ student achievement academically and socially.

Vision

The GSDPAC vision is for all students to achieve academically, have safe and welcoming learning environments, learn about gender and sexual diversity, and build the skills to succeed in life. We strive to improve LGBTQ+ student support services, and provide parents, guardians and caregivers confidence in their ability to advocate for their children.

For more information, call 651-744-6095 or visit outforequity.spps.org.



presents:

Queer & Trans Family Support Conference

A Forum of Education and Discussion

REGISTER TODAY:
qtfamconf2017.bpt.me

or call Fran at
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- Tips to make sure our child feels safe, supported, and loved

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- Advocating for your LGBTQ+ Child in School Setting
- Tips to be a Supportive Presence for Your LGBTQ+ Youth
- Adolescent Years: Crushes, Dating, Sex and Love
- Meeting Mental Health Issues and Needs
- Bridging Relationships with Your Child and Extended Family
- Bridging to LGBTQ+ Adult Independence
- Nurturing our Whole Children: Intersecting Identities
- Parent and Youth Panel

**Karen Parent Advisory Council (KPAC)
SY 2016-2017**

**Report
&
Recommendation**

Mission

To empower Karen parents to help their children and strengthen a partnership between home and school.

Vision

To promote a partnership between Karen parents and Saint Paul Public Schools to improve educational programs and services for all Karen students.

What We Do

We meet monthly to share and discuss ongoing issues that effect Karen students and parents. Our ultimate goal is turning dialogue into action to better educational experiences for Karen students and parents in SPPS.

KPAC Activities

- KPAC monthly meeting (First Fridays of the month September-June)
- District-wide events:
 - School Information Kick-off Fair
 - Annual SPPS Karen New Year
 - Karen Parent School Choice Fair
 - End of Year Karen Student Recognition
 - Karen Students Summer Education Conference
 - Special Education Parent Night
 - English Language Learner Parent Night

KPAC Concerns

- 1. Academic**
- 2. Language & Culture**
- 3. Staffing**

Academic

- 1) Middle and high schools students are prematurely promoted into mainstream classes
- 2) Despite the majority of Karen students being “SLIFE,” appropriate services/supports not accommodated
- 3) Many Karen students graduate from SPPS with limited preparation for post-secondary education

Language & Culture

- 1) Karen students stop speaking Karen language at home, thus creating conflict and misunderstanding between students and parents
- 2) Karen students are aggressively recruited by charter schools

Staffing

- 1) Karen student: Karen staff ratio is high
- 2) Karen staff are working at entry-level positions and are very limited in their roles to support schools, students and parents
- 3) Karen EAs are being over-utilized in various roles in the school buildings, minimizing their effectiveness to help students in the classroom.

KPAC Recommendations

- 1. Systematically evaluate/assess Karen students for their readiness before mainstreaming; provide essential and adequate support to newly promoted Karen students in mainstream classes**
- 2. Create after-school Karen language and culture enrichment programs**
- 3. Increase or balance Karen staff to Karen student ratio. Allocate adequate resources to address the need of Karen students**
- 4. Create opportunities for Karen staff for career advancement, ex. Create a Karen bilingual position in Office of College and Career Readiness (OCCR) to work with Karen secondary students**
- 5. Regular meetings between KPAC, BOE and district administrators**

Presentation to SPPS Board of Education

Presenter:

George Thaw Moo (Vice Chair, KPAC)

Background Information



- Burma's civil war since 1948
- Sheltered in 9 different refugee camps along Thai-Burma borders
- Majority of Karen students in SPPS are either born or grew up in one of these refugee camps
- We believe the majority of our students are Students with Limited and Interrupted in Formal Education (SLIFE)
*
- Saint Paul is the Karen "capital city," with more than 2,500+ Karen students in SPPS

* Official data for numbers of SLIFE students for SPPS is unavailable.

History of Karen Parent Advisory Council (KPAC)

- 2008
Functioned under English Language Learner Department (ELL)
 - 2011- Present
Transitioned to Family Engagement and Community Partnerships (FECp)
- Created bylaws modeled after Latino Consent Decree (LCD)
- KPAC members include *parent representatives, community leaders and Karen staff*



Karen Parent Advisory Council (KPAC)

Mission

To empower Karen parents to help their children and strengthen a partnership between home and school.

Vision

To promote a partnership between Karen parents and Saint Paul Public Schools to improve educational programs and services for all Karen students

What We Do

We meet monthly to share and discuss ongoing issues that effect Karen students and parents. Our ultimate goal is turning dialogue into action to better educational experiences for Karen students and parents in SPPS.

KPAC is committed to advocate for and strengthen a partnership between SPPS and Karen & Burmese Community

KPAC Activities:

- KPAC monthly meeting (First Fridays of each month)
- District-wide events:
 - School Information Kick-off Fair
 - Annual SPPS Karen New Year
 - Karen Parent School Choice Fair
 - End of Year Karen Student Recognition
 - Karen Students Summer Education Conference
- *Additionally:*
 - Special Education Parent Night
 - English Language Learner Parent Night

KPAC Concerns

1. Academic
2. Language & Culture
3. Staffing

Academic

- 1) Middle and high schools students are prematurely promoted into mainstream classes
- 2) Despite the majority of Karen students being “SLIFE,” appropriate services/ supports not accommodated

Academic (contd)

- 3) Many Karen students graduate from SPSS with limited preparation for post-secondary education

Language & Culture

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- Create after-school Karen language and culture enrichment programs
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- Create opportunities for Karen staff for career advancement, ex. Create a Karen bilingual position in Office of College and Career Readiness (OCCR) to work with Karen secondary students
- Regular meetings between KPAC, BOE and district administrators



**Saint Paul Public Schools
Special Education
Advisory Council**

Special Education Advisory Council

Report to Board of Education

February 7, 2017

Special Education Advisory Council (SEAC)



History



Minnesota law requires school districts have a special education council that includes parent representatives and is part of the special education system plan.

The purpose is to increase involvement of parents of children with disabilities in district policymaking and decision-making.

Introduction



SEAC membership is made up of parents/caregivers, special education teachers and community members.
2015-16 membership:

- 11 parent/caregiver members
- 1 student member
- 2 teacher members
- 1 community member



Introduction



SEAC members volunteer to meet at least monthly throughout the school year. Members each have their own personal stories and life experiences that come together to shape the recommendations made on behalf of all children with disabilities.

SPPS Special Education

Of the 38,538 Saint Paul Public Schools students 5,803 (15%) qualify for Special Education under 13 different disability categories.

Data from 2016-17 School Year



SPPS Special Education by Disability

Primary Disability Categories	# of Students Receiving Special Education Services
Specific Learning Disability	1,303
Speech or Language Impairment	1,029
Developmental Disabilities	966
Other Health Disabilities	658
Emotional or Behavioral Disorders	578
Autism Spectrum Disorders	473
Developmental Cognitive Disabilities - mild/moderate	247
Deaf and Hard of Hearing	210
Developmental Cognitive Disabilities - severe/profound	128
Severely Multiply Impaired	82
Physically Impaired	74
Blind/Visually Impaired	29
Traumatic Brain Injury	20
Deaf- Blind	6
Total	5,803

SPPS Special Education Population



Race/Ethnicity	# of Students Receiving Special Education Services
Am. Indian	178
Asian	1284
Black	2138
Hispanic	850
White	1353
Total	5803

SEAC's 2015-16 Recommendations for the Board of Education

58

Recommendation 1:

1. Continue to aggressively respond to negative and slanderous comments about Special Education



Recommendation 2:

2. Ensure there is a parent and student Special Education voice on all committees, task forces and all other forums, including the search for the new Director of Special Education.



Recommendation 3:

3. Refine policy to immediately stop suspending students with an IEP for disability related issues. Instead, work to address the underlying issue and help students learn to self-regulate.



SEAC's 2014-15 Recommendations for the Board of Education

1. Continue to support collaboration and communication between Special Education and General Education to provide the most inclusive environment for all learners.
2. District to take an active and vocal stand on public discussions of Saint Paul Special Education Students.

SEAC's 2014-15 Recommendations for the Board of Education

3. District to take the position that the federal government is to fully fund Special Education.
4. District to support more identification and testing for FASD (Fetal Alcohol Spectrum Disorders) as well as teacher training to best support students.
5. Support Special Education parent training and advocacy.

Upcoming SpEd Engagement

02/25/17 Thinking College Early Fair

10:30-1:30 pm Harding High School

Break Out: "I Graduated What's Next"-
Transitioning from an IEP (IDEA) to ADA

∞ **03/30/17 High School Transition**

5:30-7:30 pm Bridge View School
Offered in Hmong, English, Somali
and Spanish

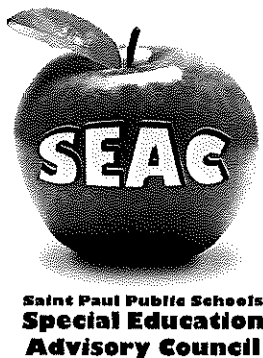
04/27/17 Assistive Technology

5:30-7:30 pm Bridge View School





Questions ?



Sec. 8 Minnesota Statutes 2004, section 125A.24 (PACs)

In order to increase the involvement of parents of children with disabilities in district policymaking and decision-making, school districts must have a special education advisory council that is incorporated into the district's special education system plan.

Saint Paul Public Schools Special Education Advisory Council (SEAC) 2015-2016 End-of the Year SEAC Report

A. SEAC Membership

SEAC membership is made up of parents, caregivers, special education teachers and staff, special education community members and a student. SEAC began the year with 9 members, 7 new members were added currently there are 15 members. The SEAC is always recruiting and looking for new members. Parents currently hold Co-Chair and Executive Committee positions. Membership goals for the upcoming year are to increase the number of students, community members and parents to the St. Paul Public School SEAC. We strive to include members that represent our diverse community in Saint Paul Schools.

B. Special Education Family Groups

Special Education Family Groups are monthly meetings where Special Education Families can meet other families, learn and gain knowledge on topics of importance to their children. These meetings are held once a month and presentations are offered in different languages. Every meeting includes a light meal, childcare, and transportation if needed.

SEAC members helped support the Special Education Family Groups. Members have given input on topics for the groups and attended the groups to meet other Special Education families. SEAC members offered assistance when needed and worked to recruit new SEAC members.

During the 2015/2016 school year Special Education Family Groups served over 362 parents/caregivers and 186 children. The presentations covered the following topics: Behavior, Advocacy, Assistive Technology, Resource Fair, High School Transition and Sensory Strategies. The SEAC recruited a new member from the Special Education Family Groups in 2015/16.

C. 2015/2016 work of the SEAC

- Wrote an Inclusion Statement - see attached
- Voted in support of Plan for Building Positive School Climate and Support for Kids with Challenging Behaviors - see attached
- Asked to be part of Special Education Visioning (BOE priority)
- Helped with the re-design of Specialized Services website and linked it to the SEAC Website to make it more user friendly for families
- Worked to get a SpEd button added on the SPPS App (still in process)
- Held discussions with all New Board Members

- Held a discussion with Michelle Walker about concerns parents have about their Special Education students and Special Education in SPPS.
- Reviewed and made recommendations on the special education portion of the new Parent Academy curriculum
- Gave input to several district department presentations:
 - Facilities Master Planning Committee
 - Department of School Climate and Safety
 - Calendar
 - SP Ed Family Engagement Plan
 - Personalized Learning
- SEAC Heard presentations:
 - NAMI
 - Plan to support students with challenging behaviors and improve school climate
 - SPPS mental health
 - Farnsworth Restorative Practices

D. Work of individual members

- Worked to improve communication at Four Seasons where her child attends.
- Attended the legislative session and committees for bills related to Special Education and kept SEAC informed.
- Testified at a legislative hearing against a bill that would have negatively impacted Special Education students and in favor of a positive pro-active bill.
- Tracked the local media and responded to negative and incorrect press coverage and asked the Board and District to respond to the incorrect information and slanderous press towards Special Education students in SPPS
- Followed MOFAS work and kept SEAC informed of new information, research and best practices
- Attended FASD Day at the Capitol.
- Appointed to the Ramsey County School Climate Committee.
- Appointed to the SPPS Climate Committee.
- Following the work of the State School Safety Committee.
- Recruit Special Education Parents and Students to join SEAC.

E. Recommendations

School Board and Administration:

- Continue to aggressively respond to negative and slanderous comments about Special Education Students
- Ensure there is a Parent and Student Special Education voice on all committees, task forces and all other forums, including the search for the new Director of Special Education
- Refine policy to immediately stop suspending students with an IEP for disability related issues. Instead work to address the underlying issue and help students learn how to self-regulate.

Special Education Department:

- Improving communication about SPED family events – support and encourage staff to reach out.
- Increase the number of IEP workshops possibly holding them at each school
- Give each parent a SEAC information packet at IEP meetings.

- Make communication between parents and school a priority to better support learning and social emotional needs of students.
- Provide FASD screening to all students who are struggling in typical learning environments.
- Provide early identification and appropriate support for children with a possible FASD diagnosis. **Early ID:** Add appropriate screening questions to parent interview for ESR, early childhood screening and train staff how to ask the hard questions. Partner with local clinics that do diagnostic assessments. **Appropriate support:** Training for working with students who have an FASD should be available for all teachers. IEPs should be available for those students who are struggling in typical learning environments and who have an FASD diagnosis. Recognize that FASD is a lifetime disability and while not all those who have an FASD require an IEP; Special Education services must be made available to those students who need extra support.

Assistive Technology Recommendations:

- Having technology available during the summer months for students who have the tech support written into their IEP.
- Having Ipads available the first day of school for all students and allowing all students to keep them until the last day of school (or when all work is finished). This will help students with IEPs meet their needs and reduce stigma.
- All students who have books on tape as part of their IEP or those who would benefit from books on tape be given the needed documentation from the IEP or testing, an application for the Library for the Blind and explain the paperwork and how this can help their student.

F. Work Plan for next year 2016-2017

- Continue to collaborate with technology services to inform content on the Website and to work toward the creation of SpEd App button on the SPPS App
- Recruit more Parents, Students and community members for SEAC
- Work to have a presence at school open houses and parent teacher conferences
- Work to increase SpEd parents' connections to each other, to family groups, SEAC, IEP trainings, and other offerings in SPPS
- Work on a revision to the SPPS Special Education Policy
- Continue work on School Climate Committee (all levels: district, county and state)
- Continue to Support Special Education Families
- Consider ways to address the issue that not all teachers notice the Campus flag that indicates a child has an IEP. Is this a training issue? We need to make sure teachers understand the accommodations our students need so they can succeed!
- Consider presentations from groups like: Healthy Families, Ramsey County's Mother's First, MOFAS, Ramsey County Children's Mental Health Collaborative, and training on Restorative Practices and the Circle.



Saint Paul Public Schools Special Education Advisory Council (SEAC) 2014-2015 End-of-the-Year Report

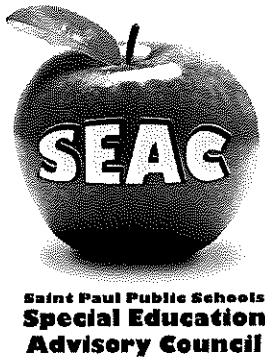
- A. Purpose: the Purpose of the Special Education Advisory Council (SEAC) is to provide information, advice and assistance to the Saint Paul Public Schools Board of Education and Director of Special Education on issues related to special education. The Saint Paul Public Schools Special Education Advisory Council was established in 1973 to meet the needs of a wide variety of disabled students district wide. It also serves as a forum for parents and other individuals to express their concerns and ideas regarding special education ideas.
- B. Report: During the 2014-2015 school year, the council focused on providing constructive feedback on district plans and issues, supported a relationship with the Board, and attended outside training events.
- SEAC members provided highly constructive and focused feedback for the Facilities Management Planning, the Saint Paul Public Schools App, and calendar committees.
 - SEAC engaged the School Board through a listening session in October. During this session, SEAC members advocated for policy changes around Special Education English Language Learners(SPELL), inclusion, Fetal Alcohol Syndrome(FASD), solutions not suspensions, and collaborative problem solving.
 - SEAC members attended a variety of outside trainings/events including: 2014 Pacer Symposium, Wilder Leadership Training, Youth Summit, Saint Paul Public School Parent Academy, Special Education Family Groups, as well as other district advisory councils.

C. Goals: SEAC will focus on the following for 2015-2016 School Year

- Helping to create a Special Education specific communication platform including Individual Education Plan(IEP) access for parents, parent access to their child's Special Education team, and nurse access.
- Recruit new SEAC from Special Education Family Groups
- Support Family Groups with IEP specific education and support.

D. Recommendation: SEAC offers the following recommendations to the Saint Paul Public Schools Board of Education:

- Continue to support collaboration and communication between Special Education and General Education to provide the most inclusive environment for all learners.
- District to take an active and vocal stand on public discussions of Saint Paul Special Education students.
- District to take the position that the federal government is to fully fund special education.
- District to support more identification and testing for FASD(Fetal Alcohol Spectrum Disorders) as well as teacher training to best support students.
- Support Special Education parent training and advocacy



Sec. 8 Minnesota Statutes 2004, section 125A.24 (PACs)

In order to increase the involvement of parents of children with disabilities in district policymaking and decision-making, school districts must have a special education advisory council that is incorporated into the district's special education system plan.

Special Education Advisory Council – Inclusion Statement

The Saint Paul Public Schools' Special Education Advisory Council (SEAC) advocates for every student's rights. Every student has the right by law to:

A free and appropriate education

Placement in the least restrictive classroom environment

Inclusion is achieved through a proactive skills-based approach. All students, regardless of strengths, challenges, and race are respected through engaging and active classrooms. This happens most effectively through collaborative problem solving, dignified discipline, and strong school communities. When a school community works towards cultivating and supporting all learners, a stronger community at large is produced.

SEAC's Plan for Building Positive School Climate and Support for Kids with Challenging Behaviors

SEAC's vision and plan is to change how we support students who have challenging behaviors in Saint Paul Public Schools. We believe the scope of this plan will impact student achievement and school climate in profound ways.

We believe that a quality plan must include a focus on building quality relationships of support and respect among all stakeholders. In order to impact school climate the plan must address a schools' goals and values, interpersonal relationships, teaching and learning practices and organizational structures. There needs to be both district support and local control. Teacher voices must be included in the process of developing and implementing a quality plan.

Our long-term plan:

1. Create trauma-informed schools that focus on safety and teachers who are responsive (as opposed to being emotionally reactive) to students' needs.
2. Implement a social emotional learning program that is tied to an academic subject area.
3. Use Mindfulness and Movement that focuses on emotional regulation, compassion and empathy.
4. Redesign the school discipline policy so that is non-adversarial and non-punitive. The new policy will focus on healing and developing a student's lagging skills. It could include Collaborative Pro-Active Solutions (CPS), Peer Mediation and/or Restorative Practices.
5. Build family and community partnerships to support all of the above. Continue and expand the home visit program.

SEAC's Plan for Building Positive School Climate and Support for Kids with Challenging Behaviors

The PLAN	Why it's Important?	Possible Options
<p>1. Trauma Informed Schools</p>	<p>Integrating trauma sensitivity into the educational system constitutes a paradigm shift but with minimal costs. The information on how brain development is altered because of early childhood insecurities has stunning implications for school policies and teaching techniques. It counters most of the assumptions about misbehaviors all of us heard in our respective childhoods and throughout our professional education. Despite these challenges to our understandings, becoming a trauma informed school affords significant benefits to staff and students.</p> <p>Benefits for Being a Trauma Informed School</p> <ul style="list-style-type: none"> • Improved academic achievement and test scores. <ul style="list-style-type: none"> • Improved school climate. • Improved teacher sense of satisfaction and safety in being a teacher. • Improved retention of new teachers. • Reduction of student behavioral out-burst and referrals to the office. • Reduction of stress for staff and students. • Reduction in absences, detentions, and suspensions. • Reduction in student bullying and harassment. • Reduction in the need for special educational services/classes. • Reduction in dropouts. 	<p>Provide professional development opportunities for all staff. Integration with other parts of this plan would be beneficial.</p> <p>Many SSW and some schools are already using a trauma informed approach.</p>

The PLAN	Why it's Important	Possible Options
<p>2. Social Emotional Learning</p> <p>For more information see: http://www.casel.org/</p>	<ul style="list-style-type: none"> • Self-awareness • Self-management • Social awareness • Relationship skills • Responsible decision making <p>This leads to:</p> <ol style="list-style-type: none"> 1. Positive social behavior 2. Fewer conduct problems 3. Less emotional distress 4. Academic success (+11%) 	<p>There are 19 evidenced based pre-school and elementary S.E.L. programs to choose from.</p> <p>There are 6 Middle School and HS Programs</p> <p>Some schools are already using Responsive Classroom. Ideally, S.E.L. should be tied to a subject area.</p>
<p>3. Mindfulness & Movement</p>	<p>If our children are able to calm their minds and be 'in the moment' it could lead to some positive outcomes such as: better stress management; students could be better able to identify where they are having a difficulty and generate possible solutions or seek help in a timely fashion; improved concentration through avoiding distractions; encouraging better self management enabling students to respond rather than react to conflict or negative situations; more harmonious playground activity; enabling the teachers to concentrate on learning opportunities rather than behavior management in the classroom meaning everyone gets a better deal. The potential good news is not only for our children, their mental wellbeing and their learning... it has the potential to help teachers too! It could enhance teachers' health and wellbeing at the same time as creating a healthier, more harmonious working environment for students, colleagues and families.</p>	<p>Yoga calm, Me Moves, Brain Gym, Standing desks, recess and movement all enhance conceptual learning.</p> <p>Some schools are already using these techniques.</p>

The PLAN	Why it's Important	Possible Options
4. Shift in Discipline Practices	<p>Disciplinary policy: Traditional disciplinary policies and protocols tend to aggravate the sense of rejection by offending students who have a traumatic history. Such policies generate a sense of internal shame that has been encoded since early childhood. A trauma informed policy is built on the premise that infractions are generated by insecurities and fears, not anger or by choice. Instead of punishment, the focus will be on ways to restore the offending student to the school community. [Amstutz & Mullet, 2005; Oehlberg, 2006; Forbes & Post, 2006]</p>	<ul style="list-style-type: none"> • Restorative Practice • Peer Mediation • Collaborative Proactive Solutions (CPS) • Conscious discipline • Discipline with dignity • Developmental designs/Social conferencing • See handout from www.livesinthebalance.org
5. Family & Community Partnerships	<ul style="list-style-type: none"> • This plan is a large undertaking and must have parents, community and partners all invested to be successful. • It fits with Strong Schools, Strong Communities • Consistency is important for kids • Safe Schools, Safe you 	<ul style="list-style-type: none"> • Parent classes • After school programming • U of M • KOFI Project • Wilder • Family Innovations

SEAC's Plan for Building Positive School Climate and Support for Kids with Challenging Behaviors - What's Already Happening?

The PLAN	What schools are already doing it? What are they doing?	How do we promote it?	How can we target the schools that need it most?	Who will offer Professional Development
1. Trauma Informed Schools	Vento Wellstone			
2. Social Emotional Learning	Most elementary schools do Responsive Classrooms			
3. Mindfulness & Movement	Riverview			
4. Shift in Discipline Practices	Restorative Practice: Johnson HS Highwood Hills AIM Farnsworth Upper Murray Four Seasons			
5. Families & Community Partnerships	Vento			

*The information presented is based on the knowledge of SEAC members and may be incomplete.

Ideas for next steps:

Present to all Parent Advisory Councils to build support and get feedback.

PAASAC Presentation

February 7, 2017

Presenters Include:

Ms. Mary Walker

(PAASAC Member, Lifelong Resident of St. Paul, Alumni of Central High School)

Ms. Maureen Brazil-Sawyer

(Parent of Students at Highland Park High School, Inaugural PAASAC Member & PAASAC Historian, Previous SPPS Staff Member)

Mrs. Bridget Moore

(PAASAC Chair, Parent of Former Students at Four Seasons A+ Elementary School)

Rev. Dr. Darcel Hill

(PAASAC Member, Parent of 2 SPPS Alumni at Como Park and Arlington High Schools)

History of PAASAC

Future of PAASAC & PAASAC's Relationship With SPPS School Board/SPPS Leadership

Going forward PAASAC expects to be treated with equal respect and consideration to the PACs with Legal Consent Decrees

PACs need to be addressed and respected as authentic consultants in the decision-making process of matters that affect the education and lives of our students (I.E. No RUBBER STAMPING)

What does this mean:

1. Inviting PAC members to the table at the **beginning** of the decision-making process rather than **notifying** us of the districts plans then asking us to provide feedback
2. Scheduling to meet at times that are feasible for working parents

PAASAC is committed to:

- ❖ Advocating for Educational Excellence
- ❖ Annually making a public acknowledgement of SPPS Teachers and Staff who are making significant investment in and progress with African American Students
- ❖ Seeking grant funding for the following purposes:
 1. To support/implement supplemental educational programming such as: Literacy projects, STEM projects, Arts projects, tours of African American Museums, etc.
 2. Providing scholarships to African American Students

History of Academic Neglect of African American Students Within SPPS

- **EXPECTATIONS NOT REALIZED FOR AFRICAN AMERICAN STUDENTS, FAMILIES AND THE COMMUNITY**
- **STAKEHOLDERS**
- **QUALITY OF EDUCATION**
- **A FEW SERIOUS CONCERNS, IDEAS, ISSUES AND INSIGHTS**

One important fact and reality which needs to be addressed is the role of institutional racism!

Special Education

- IEPs & 504 plans
- Cognitive needs of Students with ADD/ADHD, EBD
- Transition services; preparing secondary students for college, careers & independent living
- Importance of increasing advocacy opportunities for our SPED students/parents through ARC.

Missed Opportunities

- January 26th, 2017 (Why Are Police In Our Schools Event @ St. Paul Central High School)
- National African American Parent Involvement Day (NAAPID) Observance

Recommendations

For SPPS School Board:

- Have an externally conducted evaluation of Systemic Racism in the SPPS District (by an organization such as MNEEP)
- Be knowledgeable about and committed to utilizing best practices and clear communication regarding expectations of students, parents and personnel.
- Mandate that NAAPID will be observed on its annual date of the 2nd Monday of February and ensure that the purpose of NAAPID will be honored and upheld. SPPS School Board Members and Leadership be present during NAAPID Events at SPPS school sites
- Implement a policy where of African American teachers match the ratio of school demographics (I.E. if 50% of the student body is African American then 50% of the Teachers must be African American)

For SPPS Leadership:

- Utilize Best Practices from the **Most Successful** High Schools in graduating African American students from across the SPPS district and across the nation
- Implement mandatory year-round services:
 1. For Extended School Year (ESY); by March of each year school sites have identified which students require ESY services - students should be able to utilize all of the same services they receive during the school year while attending summer programming
 2. For Homeless students; students should be able to utilize all of the same services they receive during the school year while attending summer programming
- Clear communication with Parents /Guardians informing them of how to request services and access resources within the district such as extended services during the summer
- Re-introducing vocational programming within the SPPS district as a city-wide option so that busing/zoning will not be a barrier for African American students who are interested in this career path
- Implement training to develop Parent Advocates; taking it beyond Parent Academy, parents should receive training on: subtle changes and updates to mandates with transparency, the appropriate chain of command within the SPPS district, how to teach their children to handle classroom conflicts with adults
- Place African American Navigators at **Every** school site (I.E. Culturally-matched Parents/Community Members in classrooms at every school site district-wide) *Note: This has been piloted at Ramsey Middle School

Q & A



Budget Revision

Fiscal Year 2016-17

Marie Schrul
Chief Financial Officer
February 7, 2017



Purpose



To present information regarding the Fiscal
Year 2016-17 budget revision



Agenda



- General Fund
 - Assigned Fund Balance Re-appropriation
- Fully Financed Funds
- Revenue changes – All Funds
- Expenditure changes – All Funds

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FY17 Budget Revision

(General Fund – Assigned Fund Balance Re-appropriation)

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Assigned Category	Amount	Description
Encumbrances	\$1,519,615	Open Purchase Orders from FY16 carried over to FY17
Professional Growth	398,658	Contractual balances from FY16 carried over to FY17
Site & Program Carryover/ Fall Adjustments	1,157,169	FY16 carryover balance of non-salary items in school & program budgets / Fall 2016 enrollment adjustments
SSSC 2.0 Initiatives	711,200	Allocations to schools and programs
Total Assigned Fund Balance Re-appropriation	3,786,642	



FY17 Budget Revision

(Fully Financed Funds - Revenue and Expenditure Changes)

- Revision on Fully Financed reflects the approval of grants under \$500,000 that were not adopted in FY17 as well as revisions to adopted grants:

	Description	Amount
1.	General Fully Financed Increase	\$13,476,500
2.	Community Service Fully Financed Increase	\$ 988,821



FY17 Budget Revision

(All Funds Revenue Changes)



	Description	Amount
1.	General Fund Obama Voluntary Pre-K	\$604,000
2.	Nutrition Services Equipment Grant	15,300

68



FY17 Budget Revision

(All Funds - Revenue Changes)



06

Funds	Adopted Budget	Revision	Revised Budget
General Fund	\$518,180,440	\$604,000	\$518,784,440
General Fully Financed	42,881,752	13,476,500	56,358,252
Food Service	28,846,700	15,300	28,862,000
Community Service	23,387,295	0	23,387,295
Community Service Fully Financed	6,041,846	988,821	7,030,667
Building Construction	45,862,122	0	45,862,122
Debt Service	38,940,000	0	38,940,000
Total Revenue	\$704,140,155	\$15,084,621	719,244,776



FY17 Budget Revision

(All Funds - Expenditure Changes)



Funds	Adopted Budget	Revision	Revised Budget
General Fund	\$518,180,440	\$3,786,642	\$521,967,082
General Fully Financed	42,881,752	13,476,500	56,358,252
Food Service	28,846,700	15,300	28,862,000
Community Service	23,783,689	0	23,783,689
Community Service Fully Financed	6,041,846	988,821	7,030,667
Building Construction	44,448,000	0	44,448,000
Debt Service	51,669,000	0	51,669,000
Total Expenditures	\$715,851,427	\$18,267,263,	\$734,118,690



FY17 Budget Revision



Questions?




FY17 Budget Revision



Recommendation:

To approve the Revised budget for Fiscal Year 2016-17.

February 5, 2017

To: Board of Directors, Saint Paul Public Schools
From: Marie Schrul, Chief Financial Officer 
Subject: Quarterly Financial Report for the quarter ending December 31, 2016

Attached are the following items for discussion at the Committee of the Board meeting on Tuesday, February 7, 2017:

- Highlights of the quarterly financial report
- Quarterly financial report for the period ending December 31, 2016
- Glossary of financial terms

I am looking forward to our discussion on this topic at Tuesday's meeting.

COB Action Item

Recommendation: Acceptance of the quarterly financial report for the period ending December 31, 2016

December 31, 2016 Quarterly Financial Report

The December 31, 2016 Quarterly Financial Report is an update to the Board of Education on the current fiscal year 2016-17 budget and it includes a projection of Revenue, Expenditures and Fund Balance as of June 30, 2017.

A budget is a living, viable document. Once the budget is adopted in June, the Board is asked 3 times during the following year to look at and approve the changes that occur in the District's revenue and expenditures in each of the 7 funds. The final determination, by fund, occurs each fall, following the acceptance of the audit report.

Reminder: The fund balance accounts within the General Fund are prescribed by the Governmental Accounting Standards Board, known as GASB 54. The unassigned fund balance in the General Fund is the balance of 5% as referred to in Board policy. The fund balance in the Food Service fund is controlled by federal USDA regulations.

Highlights in the report include the following:

Page 1

The General Fund includes the five fund balance categories. Please refer to the financial definitions sheet for descriptions of fund balances.

General Fund revenue is projected to decrease overall by \$3.0 million due to the net effect of a projected decrease in State aid of \$3.0 million due to enrollment decline offset by increases in Special Education revenue of \$2.7 million, Misc. revenue of \$1.7 million, Levy adjustments of \$1.0 million and Voluntary Pre-K funding of \$.6 million.

General Fund expenditures are projected to be underspent by \$4.8 million in the areas of Intrасchool \$1.3m, various programs & sites due to a fall adjustment for enrollment decline \$2.6m, and operational savings of \$.9 million.

These changes result in a projected unassigned fund balance of 5.7% which is within the 5% Board of Education policy.

Page 2

General Fund, Fully Financed: The Fully Financed fund must have revenue that equals expenditures. Revenue and Expenditures are under budget by \$5.1 million due to lower expenditures in Title II of \$.9m, Title I \$2.2m, Special Education \$1.3m, and other grants of \$.7m. No change in fund balance is anticipated at this time.

Page 3

Food Service Fund: Revenue is projected to decrease by \$.5 million due to a decrease in meals served (1.4% for breakfast and 2.2% for lunch). Reimbursement rates have increased by slightly over 2% to assist in offsetting the decrease. Expenditures are projected to decrease by \$.6 million in labor, food and supply costs associated with the decrease in meals served. Fund balance is projected to increase by \$.04 million.

Page 4

Community Service Fund: Revenue is projected to decrease by \$.1 million due to a decrease in tuition from patrons. Expenditures are projected to decrease by \$.4 million due to reductions in labor and benefits from programming changes. Fund balance is projected to decrease by \$.1 million.

Page 5

Community Service, Fully Financed: Revenue is projected to decrease by \$.5 million due to reductions in Federal aid of \$.3 million and local sources of \$.5 million which are partially offset by State aid of \$.3 million. Expenditures are projected to decrease by \$.5 million. Fund balance is projected to slightly increase by \$.04 million.

Page 6

Building Construction Fund: Revenue is projected to increase by \$.4 million related to a premium received on the 2016A GO bond issue. Expenditures are projected to decrease by \$3.0 million as the first Facilities Master Plan projects begin. Fund balance is projected to increase by \$4.8 million due to timing of the projects.

Page 7

Debt Service: Fund balance is projected to increase by \$24 million due to the net effect of the escrow activity for bond refunding and the net change of revenue and expenditures.

**SAINT PAUL PUBLIC SCHOOLS
QUARTERLY FINANCIAL REPORT**

**FOR THE PERIOD ENDING
December 31, 2016**

Saint Paul Public Schools
General Fund
Results of Operations
Budget vs. Projected as of December 31, 2016

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance				
7/1/2016	\$91,510,306	\$91,510,306		
Revenue	\$518,784,440	521,799,490	3,015,050	0.58%
Expenditures	521,967,082	517,153,894	4,813,188	0.92%
Fund Balance				
6/30/2017	\$88,327,664	\$96,155,903	\$7,828,239	8.86%

Revenue

Revenue is projected to increase by \$3.0 million due to the net effect of increases in Special Education revenue of \$2.7 m, \$1.7m in misc revenue, \$1.0 m in levy adjustments, \$0.6 m for Voluntary Pre-K offset by an overall projected decrease in State aid of \$3.0 m due to enrollment decline.

Expenditures

Expenditures are projected to be underspent by \$4.8 m in the areas of Intraschool (\$1.3m), (\$2.6m) in various programs due to a fall adjustment for enrollment decline, and (\$0.9m) in operational savings.

Fund Balance Details

	7/1/2016	6/30/2017	Increase (Decrease)
Nonspendable			
Inventory and Prepaid Expense	1,277,416	1,300,000	22,584
	1,277,416	1,300,000	22,584
Restricted			
Operating Capital	5,511,843	5,511,843	0
Health and Safety	(5,722,006)	(5,189,375)	532,631
Area Learning Center	367,837	0	
Teacher Development	451,629	0	
Long Term Facilities Maintenance	0	6,000,000	6,000,000
OPEB Revocable Trust	31,390,345	31,390,345	0
	31,999,648	37,712,813	6,532,631
Committed			
Severance Pay	2,538,018	2,538,018	0
Retiree Health Insurance	0	0	0
	2,538,018	2,538,018	0
Assigned			
Contractual Obligations	3,440,596	5,000,000	1,559,404
Strong Schools Initiative	7,200,000	7,000,000	(200,000)
Site Based Operations	6,340,760	7,000,000	659,240
Intraschool Activities	2,897,273	3,000,000	102,727
	19,878,629	22,000,000	2,121,371
Unassigned			
Unassigned	35,816,596	32,605,072	(3,211,524)
	35,816,596	32,605,072	(3,211,524)
Total Fund Balance	\$91,510,307	\$96,155,903	\$5,465,062

- Unassigned fund balance is estimated to be \$32.6 million in the General Fund.
- Projected UFARS General Fund expenditures for the year are \$568.4 million.
- Unassigned fund balance on 06/30/17 of \$32.6 million represents 5.7% of current year expenditures which is within the limit of current Board policy.

Saint Paul Public Schools
Fully Financed General Fund
Results of Operations
Budget vs. Projected as of December 31, 2016

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2016	\$182,459	\$182,459		
Revenue	56,358,252	51,290,343	(5,067,909)	(8.99%)
Expenditures	56,358,252	51,290,343	5,067,909	8.99%
Fund Balance 6/30/2017	\$182,459	\$182,459		

Revenue

Revenue is projected to be under budget by \$5.1 m due to lower expenditures in federal grants in the areas of Title II (\$0.9m), Title I (\$2.2m) and Special Education (\$1.3m) and other grants in the amount of (\$0.7m).

Expenditures

Expenditures are projected to be under budget by \$5.1 m due to lower expenditures in the federal programs as stated above. This is mainly due to vacancies and operational savings within the programs.

Fund Balance

Fund balance is projected to remain unchanged at \$0.2m.

Saint Paul Public Schools
Food Service Fund
Results of Operations
Budget vs. Projected as of December 31, 2016

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2016	\$3,887,079	\$3,887,079		
Revenue	28,862,000	28,334,125	(527,875)	(1.83%)
Expenditures	28,862,000	28,299,150	562,850	1.95%
Fund Balance 6/30/2017	<u>\$3,887,079</u>	<u>\$3,922,054</u>		

Revenue

Revenue is projected to decrease by \$.53m or 1.83% due to a decrease in meals served this year (1.4% decrease for breakfast and 2.2% decrease for lunch). Reimbursement rates have increased this year by slightly over 2% to assist in offsetting the decrease in meals served. Menu changes and other plans are in progress to increase participation.

Expenditures

Expenditures are projected to decrease by \$.56m or 1.95% from budget. Projected reductions are in labor, food and supply costs associated with the decrease in meals served.

Fund Balance

Fund Balance is projected to increase by \$0.035m.

**Saint Paul Public Schools
Community Service Fund
Results of Operations
Budget vs. Projected as of December 31, 2016**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2016	\$2,660,558	\$2,660,558		
Revenue	23,387,295	23,310,973	(76,322)	(0.33%)
Expenditures	23,783,689	23,392,556	391,133	1.64%
Fund Balance 6/30/2017	<u>\$2,264,164</u>	<u>\$2,578,975</u>		

Revenue

Revenue is projected to decrease by \$0.076m or 0.33% due to an estimated decrease in tuition from patrons related to programming changes.

Expenditures

Expenditures are projected to decrease by \$.39m or 1.64%. Projected reductions in labor and benefit costs are related to programming changes.

Fund Balance

Fund Balance is projected to decrease by \$0.08m.

Saint Paul Public Schools
Fully Financed Community Service Fund
Results of Operations
Budget vs. Projected as of December 31, 2016

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2016	\$62,211	\$62,211		
Revenue	7,030,667	6,563,582	(467,085)	(6.64%)
Expenditures	7,030,667	6,523,297	507,370	7.22%
Fund Balance 6/30/2017	\$62,211	\$102,495		

Revenue

Revenue is projected to decrease by \$.47m or 6.64% due to reductions in Federal aid of \$.31m and local sources of \$.49m which are partially offset by an increase in aid from the State of Minnesota of \$.33m.

Expenditures

Expenditures are projected to decrease by \$.51m or 7.22% due to reductions in purchased services.

Fund Balance

Fund Balance is projected to increase by \$0.04m.

**Saint Paul Public Schools
Building Construction Fund
Results of Operations
Budget vs. Projected as of December 31, 2016**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2016	\$14,164,358	\$14,164,358		
Revenue	45,862,122	46,267,447	405,325	0.88%
Expenditures	<u>44,448,000</u>	<u>41,448,000</u>	<u>3,000,000</u>	<u>6.75%</u>
Fund Balance 6/30/2017	<u>\$15,578,480</u>	<u>\$18,983,805</u>		

Revenue

Revenue is projected to increase by \$.4m or 0.88% related to a premium received at the time of issuing the 2016A General Obligation Bonds.

Expenditures

Expenditures are projected to decrease by \$3.0m or 6.75% as the first Facilities Master Plan projects begin.

Fund Balance

Fund balance is projected to increase by \$4.8m due to timing of the projects.

**Saint Paul Public Schools
Debt Service Fund
Results of Operations
Budget vs. Projected as of December 31, 2016**

	Revised Budget	Projected	Budget Variance Favorable (Unfavorable)	
			Dollar	Percent
Fund Balance 7/1/2016	\$31,245,593	\$31,245,593		
Revenue	38,940,000	38,582,001	(357,999)	(0.92%)
Escrow Activity	15,210,000	39,200,000	23,990,000	157.73%
Expenditures	51,669,000	53,620,000	(1,951,000)	(3.78%)
Fund Balance 6/30/2017	<u>\$33,726,593</u>	<u>\$55,407,594</u>		

Revenue

Revenue is projected to decrease by (\$0.4m) or 0.92% due to fiscal disparities.

Escrow Activity for Refunding

Escrow activity will increase by \$24m or 158% based on the issuance of the 2016B General Obligation School Building Refund Bonds after June 30, 2016.

Expenditures

Expenditures in the Debt Service are projected to increase by \$2.0m or 3.78% due to debt issuance costs of the 2016B General Obligation School Building Refunding Bonds and the increase in refunding payments in Fiscal 2017.

Fund Balance

Fund Balance is projected to increase by \$24m due to the 2016B Refund Bonds issuance and is comprised of \$39.2m in Escrow held with a Fiscal Agent and \$16.2 held by the District.

Saint Paul Public Schools

Quarterly Report Financial Definitions

Reporting Funds

General Fund

- Consists of all activities that are not accounted for in a special purpose fund. The activities include all regular and special education classroom activities, student and district support services, as well as building and grounds operations and maintenance

General Fund Fully Financed

- Contains budgets with outside funding sources and specific uses. An outside funding source is either a private, state or federal grant or contract for services
- Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions

Food Service Fund

- Must be established in a district that maintains a food service program for students
- Food Services are those activities which have as their purpose the preparation and serving of regular and incidental meals, lunches and snacks in connection with school activities

Community Service Fund

- Must be established in a district that provides services to residents in the areas of: Adult Basic Education, Early Childhood Family Education, School Readiness, School Age Care, Adults with Disabilities, general enrichment, youth and senior programs, recreation and other similar services

Community Service Fully Funded

- Contains budgets with outside funding sources and specific uses. An outside funding source is either a private, state or federal grant, or contract for services
- Most grants and contracts require specific financial reporting to ensure that funds are expended within the agreement's terms and conditions

Construction Fund

- Records financial activity relating to a building construction program resulting from the sale of general obligation bonds or certificates of participation by a School District
- Building Construction funds are held in trust and expended only for authorized projects
- Resources may be used for general construction, building additions, architectural and engineering costs or equipment

Debt Service Fund

- Must be established in a district that has outstanding bonded indebtedness, for building construction or operating capital
- Must record activity for initial or refunded bonds. The School Board may authorize the investment of debt funds in certain types of securities as specified by law. The earnings accrued from such investments become a part of the Debt Service Fund

Governmental Accounting Standards Board (GASB) 54 Fund Balance Designations and Definitions

Non-Spendable Fund Balance

- includes amounts not in spendable form (inventory, prepaids)
or
- amounts that are legally or contractually required to be maintained intact

Restricted Fund Balance

- includes amounts that are subject to externally enforceable legal restrictions outside the control of the local government (ex: OPEB trust, ALC)

Committed Fund Balance

- includes amounts constrained for a specific purpose by a government using its highest decision-making authority (School Board). Action by the same group would be required to change the constraints placed on these resources. The action to commit fund balances must occur prior to fiscal year end (ex: Severance)

Assigned Fund Balance

- includes amounts constrained with the intent to be used for a specific purpose. Intent is expressed by the School Board or by a body (committee) or individual authorized by the governing body (ex: School carryover, SSSC 2.0 initiatives, Encumbrances:Purchase Orders pending, but not paid by 6/30)

Unassigned Fund Balance

- includes amounts not classified as non-spendable, restricted, committed or assigned
- Board Policy sets the minimum at 5% of the annual General Fund expenditures for that fiscal year

RE-STARTING SCHOOL START TIMES **2016-17 DISCUSSION**



Jackie Statum Allen – Assistant Director, Strategic Planning and Policy

Committee of the Board
February 7, 2017

Purpose

- The purpose of this presentation is to give an update on work to develop a plan for a change to school start times beginning in the 2018-19 school year.



Meetings with Partners in St. Paul

- Administration has had coordination meetings with several community partner agencies including:
 - Metro Transit
 - Staff from Mayor Coleman's office
 - St. Paul Recreation
 - Saint Paul Library
 - Sprockets



Presentation at JPTAC

- Expanding public transit access in the east metro was the topic of the Joint Power Tax Authority Committee meeting in January
- Concerns of SPPS were discussed with officials from:
 - St. Paul City Council members
 - Ramsey County Commissioners
 - St. Paul Mayor and staff
 - Metropolitan Council Representative



Community Start Times Steering Committee

- We have formed a community steering committee for school start times, similar to the 2014 committee.
- The 20-person committee includes many individuals who will contribute fresh perspectives to the issue.
 - Transportation experts (internal and external)
 - Students
 - Parents
 - Principals
 - Teachers and other school staff
 - Administrators from various departments
- Committee is tasked with examining new ideas and developing a plan to recommend to the next superintendent



Proposed Timeline for Next Steps

Timing	Task
Feb – Mar	Community Steering Committee meetings
Apr – June	Committee recommendation(s) fully vetted with internal and external community stakeholders
July	Committee recommendation presented to incoming superintendent
August	Superintendent presents recommendation to Board and SPPS community
Aug – Sept	Board receives comments from SPPS community
Sept	Board votes on proposal (decision made prior to 2018 school choice season)
Oct – Sept '18	Community engagement: student, school, staff , and family support Planning and preparation with internal and external stakeholders

Facilities Master Planning

Project Update

Tom Parent, AIA, LEED AP

Director, Facilities Department

Committee of the Board: February 7, 2017

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Agenda

- Recap of design process and how it impacts budget
- Financial impact update
- Upcoming presentations and Board actions



Project budget and scope gets more accurate over time

Years 4-5

- Major building systems scoping
- Instructional space alignment
- Estimated inflation

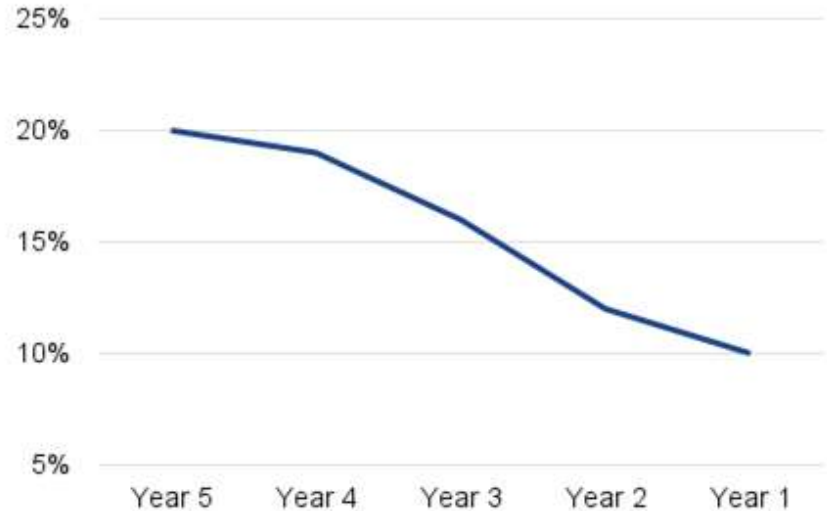
Years 2-3

- Building systems in-depth investigation
- Estimated inflation

Year 1

- Detail refinement
- Bidding climate

Budget & Scope Evolution



The Roll-Out Year of the 5-Year Plan

- This first round of projects does not have the benefit of multiple years of investigation and budgetary adjustment
 - 13 months of design in 1 budget cycle, versus 18 months of design over 3 cycles
- Benefits of long range plans starting to be realized - commitments to communities allow for enrollment campaigning / enthusiasm
- Enormous amounts of stakeholder engagement and commitment of time and resources



School Design Process



School Design Committees



Integrated technology - VR as design tool



Technical Expertise



Personal Perspective

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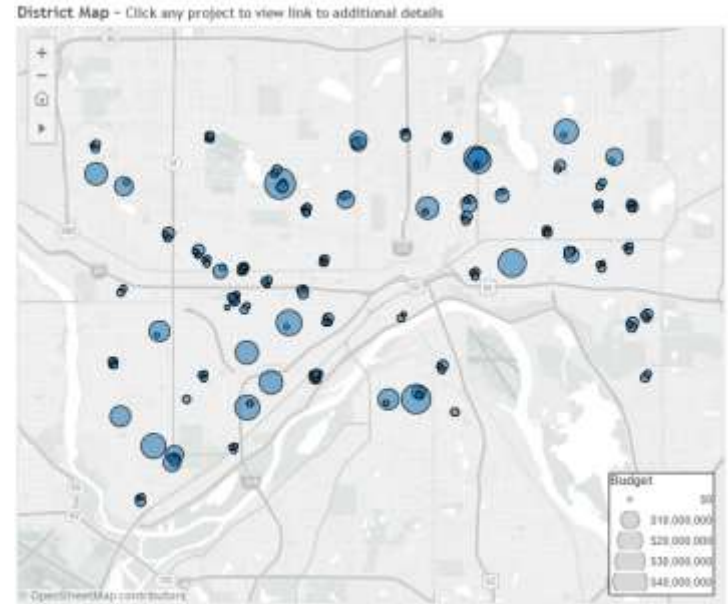
Liz Riggs
ELL Teacher
Como Park Senior High

FMP Cash Flow / Impact Update



Context for cash flow / impact projections

- All work included in 5-year-plan with current cost estimates factored in
- Will shift/reprioritize work as part of 5-year-plan looking at decreasing costs/adding efficiency
- First time RiverEast combined into overall taxpayer impact (previously presented as separate tax impact statement)



Estimated tax impact expected to drop

2017 (current)	16 Pay 17	17 Pay 18	18 Pay 19	19 Pay 20	20 Pay 21
Taxable Market Value \$151,500	\$30 per year	\$20 Per Year	\$20 per year	\$20 per year	\$20 per year

2016 (previous)	16 Pay 17	17 Pay 18	18 Pay 19	19 Pay 20	20 Pay 21
Taxable Market Value \$151,500	\$30 per year	\$30 per year	\$30 per year	\$30 per year	\$30 per year



Tentative schedule for bond sales

- **February & March**
 - Set-up meetings with Springsted, Bond Counsel and School District
- **April**
 - School Board approvals set sale resolution
- **May**
 - School Board approvals sale of bonds
- **June**
 - Receipt of bond proceeds



RiverEast Update

RiverEast School

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Land Acquisition & Soft Costs	\$5.6M
Construction Costs	\$18M - \$20M
TOTAL	\$24M - \$26M

Original budget (\$24M) built with:

- Theoretical land acquisition and prep costs
- Assumption of 68,000 sq. ft. building; current design is 71,106 sq. ft.



RiverEast School



Multiple Prime Contract:

- 31 individual contracts
- Construction Manager as Advisor (CMA)

Grants & Rebates:

- \$57,000 in anticipated rebates through Xcel Energy's EDA
- \$175,950 DEED Grant



Upcoming BOE Actions / Presentations



Upcoming presentations

- March:
 - Demographics (projected enrollment and capacity) update
 - New Area A middle school progress update
- April:
 - First official update to 5-Year Implementation Plan
 - Plan and guidance from 65+ person FMP-Committee
 - Road map for workforce diversity and inclusion goals



BOE Actions

CONSTRUCTION CONTRACTS FOR BOE APPROVAL

February

- Adams (partial)
- RiverEast
- PLAs
 - IAQ(2) & Fire(1)

March

- Adams (partial)
- Highland Park Elementary
- Horace Mann
- Humboldt
- Linwood Monroe - Upper
- St. Anthony Park

April

- Linwood Monroe - Lower

QUESTIONS?

Facilities Department

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

